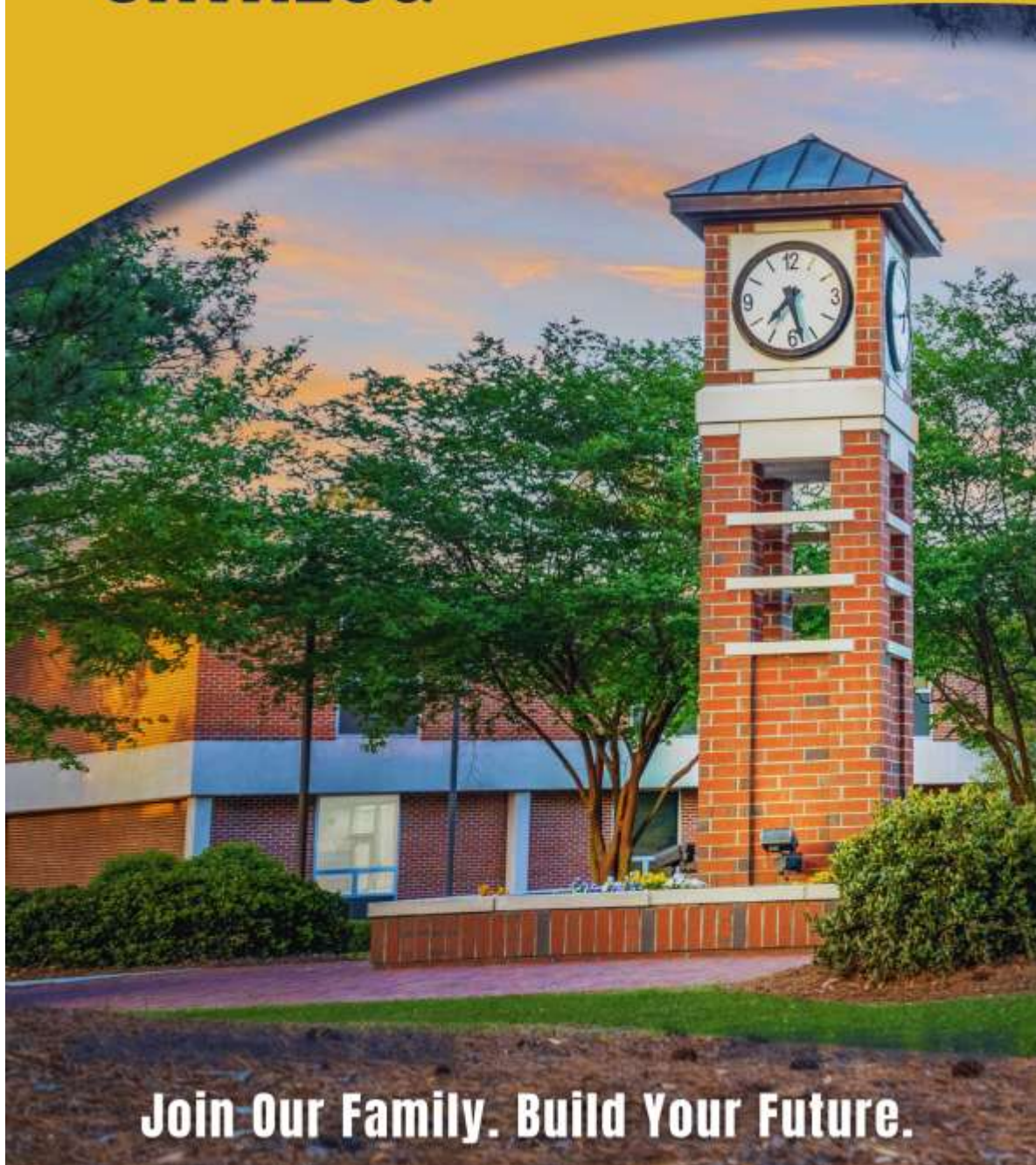


2026-2027 CATALOG


James Sprunt
COMMUNITY COLLEGE



Join Our Family. Build Your Future.

GENERAL CATALOG

2026-2027

VOLUME XXXIV



Post Office Box 398
Kenansville, North Carolina 28349
(910) 296-2400
www.jamessprunt.edu

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NC Department of Health and Human Services Division of Health Service Regulation



Welcome to the Spartan Family!

Welcome to James Sprunt Community College!

I am honored and excited to serve as the seventh president of James Sprunt Community College (JSCC). From my very first campus visit, I felt the positive energy and genuine sense of community that makes JSCC such a special community college. I knew immediately I wanted to lead this institution.

My leadership is grounded in collaboration, transparency and shared purpose. Together with our students, faculty, staff, Board of Trustees and community partners, we will continue moving JSCC forward in a strategic, data-driven direction. Our work will align with the college's Strategic Plan: *Bridging Pathways, Building Futures*, while promoting higher education attainment and workforce and economic prosperity across the college's service region.

As a first-generation community college graduate, I know from personal experience the transformative power of a community college education. A community college changed my life and started me on my current path. I am deeply committed to ensuring that same opportunity is available to every current and future JSCC student.

Now that I call Duplin County my home, you will see me out and about in the county visiting with business and industry leaders, attending events and promoting all JSCC has to offer. As I listen and learn more about our community's needs, I will work with the JSCC Board of Trustees and JSCC administration to ensure we are responsive to our stakeholders. Working alongside our campus family and community partners, we will build the next chapter of James Sprunt Community College together.

Go Spartans!

A handwritten signature in black ink, appearing to read "Shannon L. Hair".

Dr. Shannon L. Hair
President

ACADEMIC CALENDAR

2026-2027 Academic Year

FALL SEMESTER 2026

79 Instructional Days

Mondays—15, Tuesday—16, Wednesdays—16, Thursdays—16, Fridays—16

August 11	Tuesday	Professional Development Day (No Class Day) All Faculty return
August 12	Wednesday	Registration Day (No Class Day)
August 13	Thursday	Registration Day (No Class Day) *Payment due by 6:00 pm
August 14	Friday	Faculty Work Day
August 17	Monday	Classes begin (Drop/Add) *Payment due by 5:00 pm for classes added
August 19	Wednesday	Last day to Drop/Add (16-week classes & First 8-week classes)
August 20	Thursday	First 8-week classes Census Date
August 26	Wednesday	16-week classes Census Date
September 7	Monday	Holiday (College Closed)
September 14	Monday	Late Start 12-week classes begin *Payment due by 5:00 pm
September 21	Monday	Late Start 12-week classes Census Date
September 28	Monday	Last day to drop First 8-week classes with a grade of "W"
October 9	Friday	First 8-week classes end
October 12-13	Mon-Tues	No Class Days (College Open)
October 14	Wednesday	Midterm, Second 8-week classes begin *Payment due by 5:00 pm
October 19	Monday	Second 8-week Census Date
Oct 26-Oct 30	Mon-Fri	Spartan Advising Week (Early Spring Registration begins)
November 11	Wednesday	Last day to drop 16-week classes with grade of "W"
November 16	Monday	Holiday (Internet) classes begin *Payment due by 5:00 pm
November 18	Wednesday	Last day to drop 12-week classes with grade of "W"
November 18	Wednesday	Holiday Classes Census Date
November 25	Wednesday	No Class Day (College Open)
November 26-27	Thurs-Fri	Holiday (College Closed)
November 30	Monday	Last day to drop Second 8-week classes with grade of "W"
December 7-11	Mon-Fri	Final Exams during class periods
December 11	Friday	Semester ends
December 14	Monday	Last day to drop Holiday classes with grade of "W"
December 14	Monday	Grade Day
December 21	Monday	Holiday Classes End

SPRING SEMESTER 2027

80 Instructional Days

Mondays—16, Tuesdays—16, Wednesdays—16, Thursdays—16, Fridays—16

January 1	Friday	Holiday (College Closed)
January 4	Monday	Registration Day
January 5	Tuesday	Registration Day (No Class Day) *Payment due by 5:00 pm
January 6	Wednesday	Faculty Work Day
January 7	Thursday	Classes begin (Drop/Add) *Payment due by 5:00 pm for classes added
January 11	Monday	Last day to Drop/Add (16-week classes & First 8-week classes)
January 12	Tuesday	First 8-week classes Census Date
January 18	Monday	Holiday (College Closed)
January 19	Tuesday	16-week classes Census Date
February 4	Thursday	Late Start 12-week classes begin *Payment due by 5:00 pm
February 11	Thursday	Late Start 12-week classes Census Date
February 18	Thursday	Last day to drop First 8-week classes with grade of "W"
March 3	Wednesday	First 8-week classes end
March 4	Thursday	Faculty Work Day/No Class Day (College Open)
March 5	Friday	Break Day for Students & Faculty (College Open)
March 8	Monday	Midterm, Second 8-week classes begin *Payment due by 5:00 pm
March 11	Thursday	Second 8-week classes Census Date
March 29	Monday	Holiday (College Closed)
Mar 30-Apr 2	Tues-Fri	Break Days for Students & Faculty (College Open)
April 5-9	Mon-Fri	Spartan Advising Week (Early Summer and Fall Registration begins)
April 12	Monday	Last day to drop 16-week classes with grade of "W"
April 19	Monday	Last day to drop 12-week classes with grade of "W"
April 26	Monday	Last day to drop Second 8-week classes with grade of "W"
May 4-10	Tues-Mon	Final Exams during class periods
May 10	Monday	Semester ends
May 11	Tuesday	Grade Day
May 12	Wednesday	Faculty Work Day
May 13	Thursday	Faculty Work Day
May 14	Friday	Graduation Rehearsal
May 15	Saturday	Graduation

SUMMER SEMESTER 2027

38 Instructional Days

May 18	Tuesday	Registration Day (No Class Day) *Payment due by 6:00 pm
May 19	Wednesday	Classes begin (Drop/Add) *Payment due by 5:00 pm for classes added
May 24	Monday	Last day to Drop/Add (10-week classes)
May 25	Tuesday	10-week classes Census Date
May 31	Monday	Holiday (College Closed)
July 5	Monday	Holiday (College Closed)
July 6	Tuesday	No Class Day (College Open)
July 13	Tuesday	Last day to drop 10-week classes with grade of "W"
July 22-28	Thurs-Wed	Final Exams during class periods
July 28	Wednesday	Semester ends
July 29	Thursday	Grade Day

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GENERAL INFORMATION

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 in about 1840. Dr. Sprunt became President of Grove Academy in 1845, serving in this position for 15 years.

In 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 Automotive 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 unity, 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. Seven modern buildings provide 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 average annual FTE figure of 1060 for academic year 2007-2008. 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 an 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 PhDs and two doctoral candidates. The other faculty members all had Master of Arts degrees 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 many 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 course 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.

The college now operates many extension sites, including workplace sites, as particular needs arise throughout the county. Offering programs in adult basic education, HSE preparation and English Language Acquisition (ELA) courses, these centers have greatly expanded the college’s outreach in providing needed literacy programs for the under-educated 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 52nd year, the Foundation distributes monies from its endowments to support student scholarships. It also supports programs of innovative teaching techniques, special institutional projects, and awards of recognition for faculty and students.

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, 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.

Celebrating its 40th year in 2004, James Sprunt Community College continued 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 continued many new 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 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 was only the second community college in the state to offer this program. Working closely with regional grape and wine industries, the program provided additional opportunities for agri-business development in our eastern region.

2009 marked the 45th anniversary of James Sprunt Community College and a re-commitment to the enduring goals that have made James Sprunt successful. Also, in 2009, the Duplin Early College High School was approved by the JSCC Board of Trustees and Duplin County Board of Education with the location of the facility at JSCC.

In 2010, Eastern Carolina Food Ventures Incubator Kitchen opened and is designed to help develop food entrepreneurs, create new food businesses, help existing food businesses, and provide a workforce development resulting in new job creation. It is located at the WestPark Business Technology Center in Warsaw, NC and is managed by JSCC's Small Business Center.

The College celebrated its' 50th anniversary in 2014. The College held its first Presidential Gala Scholarship fundraiser.

In 2015, JSCC hosted the first Health Sciences Luncheon as an investment in the nursing program. The late Dr. Edward L. Boyette was honored by having the nursing/health services wing of the McGowen Building named in his honor. The JSCC Leadership Development Center was renamed in honor of Mrs. Delilah T. Gomes. The administrative area of McGowen was named in honor of the Honorable Albert R. Brown.

Dr. Lawrence L. Rouse was named the 2016 President of the Year by the North Carolina State Board of Community Colleges. Based on local industry needs, James Sprunt Community College started a Diesel and Heavy Equipment Technology program with classes beginning Fall 2016. The instructional facility was built totaling over 7,000 square feet with two 100 feet drive-thru bays in the shop area. The facility is located at the WestPark Complex in Warsaw, NC.

The college is named as the best community college in the state of North Carolina and second best in the United States by SmartAsset.com for 2017-18.

Dr. Rouse left the college in 2018 to become president of Pitt Community College in Greenville, N.C. He is the longest serving president to date serving over 13 years.

On April 29, 2019, Dr. Jay Carraway became the sixth president of James Sprunt Community College after serving as Vice President of Continuing Education for Lenoir Community College in Kinston, NC. Dr. Carraway retired in January 2026 after 41 years of service with the North Carolina Community College System.

On February 1 2026, Dr. Shannon Hair became the seventh president of James Sprunt Community College after serving as the Vice President of Institutional Advancement and Development at Danville Community College in Danville, VA.

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

Vision Statement

Strengthening the communities we serve through innovative education and partnerships to create a more successful tomorrow.

Mission Statement

James Sprunt Community College responds to the individualized educational and workforce development needs of the community by increasing accessibility, providing innovative teaching, and expanding community partnerships.

Core Values

Belonging and Diversity: We embrace diversity where every student, staff, and faculty member feels valued.

Unity Through Community Partnerships: We believe in collaboration – with our community, local industries, and each other – to strengthen opportunity.

Innovation in Teaching: We develop forward-thinking practices that engage, inspire, and prepare learners for the future.

Leading with Integrity and Excellence: We model ethical behavior and excellence in everything we do.

Driven by Purpose: We are mission-minded – committed to helping every student discover and pursue their personal and professional calling.

“Together we BUILD a stronger future through learning and leadership.”

Institutional Goals

1. To Enhance Student Support for Academic Excellences and Lifelong Learning.
2. To Cultivate Professional Excellence Among Employees.
3. To Strengthen Community Partnerships that Support Workforce and Economic Prosperity.
4. To Improve Institutional Learning and Assessment Practices.

General Education Competencies

1. Critical-Thinking and Problem-Solving:

Preparing students to analyze complex problems and emphasize applied reasoning and logical decision-making across a variety of contexts.

2. Communication (Oral and Written):

Teaching students to apply skills in writing, public speaking, professional interaction, and digital communication for various purposes in a broad range of workforce settings.

3. Information Literacy and Evaluation:

Equipping students with the skills to evaluate and apply information effectively, focusing on critical research methods, assessing source credibility, and developing digital literacy skills.

LOCATION AND INSTRUCTIONAL FACILITIES

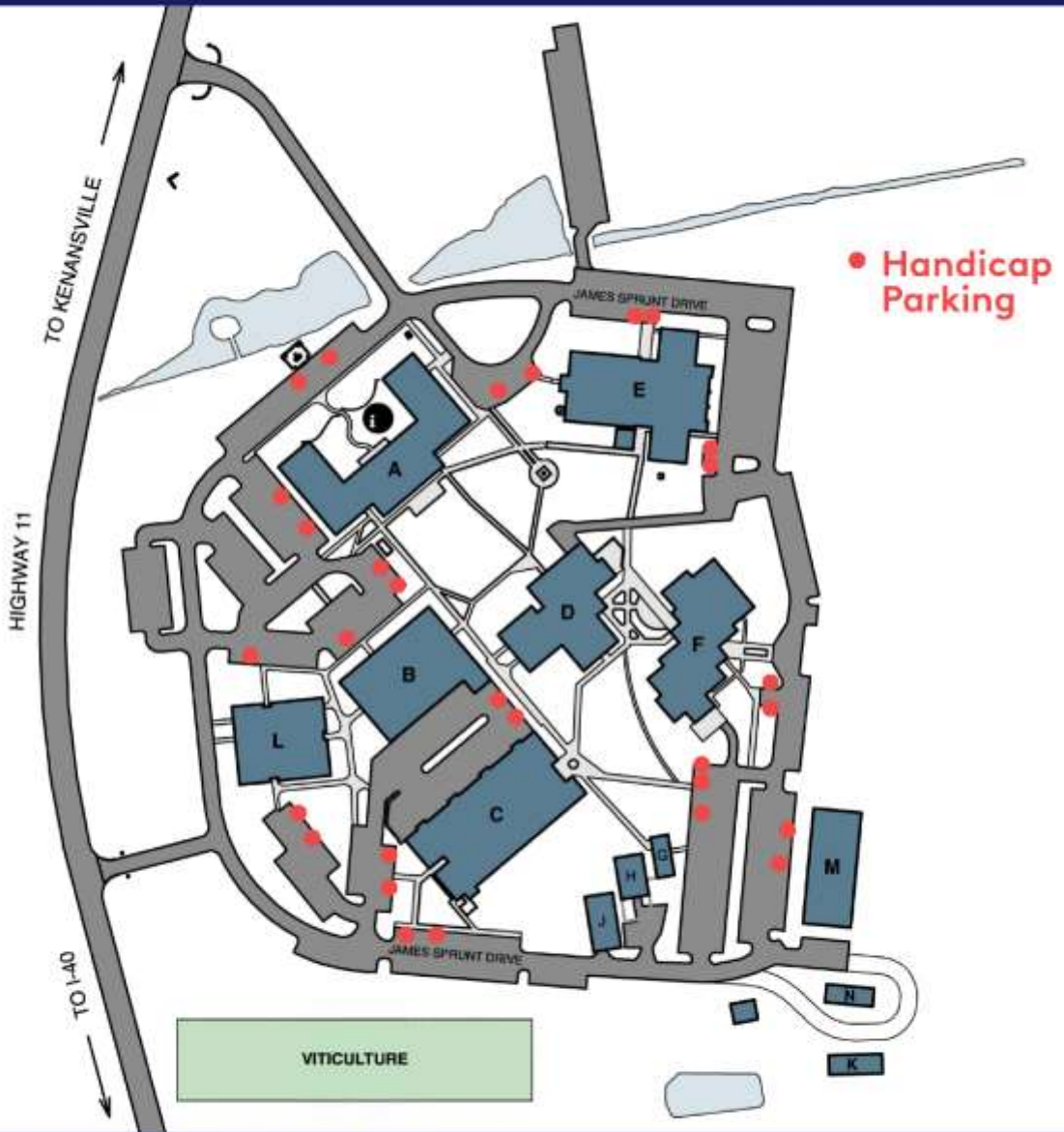
The college's main campus is located in the population center of Duplin County, North Carolina, on NC Highway 11 South near the town of Kenansville. The 53-acre landscaped campus provides an attractive setting for an educational and cultural center for students and the community. The Kenansville campus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

Many civic, education, and cultural organizations make use of the college's facilities for meeting and workshops. Facilities are available upon request on a space-available basis.

MAIN CAMPUS MAP



133 JAMES SPRUNT DR.
 KENANSVILLE, NC 28349
www.jamesprunt.edu
 910.296.2400



CAMPUS LEGEND

A McGowen Building	H Maintenance Warehouse	i Visitor Information
B Herring Building	J Shipping and Receiving	Emergency Assistance & Safety Concerns:
C Hall Building	K Board of Ed SRO Pre-K & Translations Building	Dustin Nichols: 910.290.0135
D Strickland Center	L Williams Technology Building	Director of Public Safety
E Hoffer Building	M Early College Classroom Building 1	Night SRO: 910.375.2150
F Boyette Building	N Early College Classroom Building 2	
G Maintenance Office		

ADMISSIONS

GENERAL

James Sprunt Community College operates an “Open Door” admissions policy to all applicants who are legal residents of the United States and who are either high school graduates or are at least 18 years of age. Admission requirements for an emancipated minor shall be the same as for an applicant 18 years old or older. Any adult, whether a high school graduate or not, who makes application and can benefit from the programs is admitted to the college.

Applicants are required to submit official high school transcripts with a graduation date or equivalent transcripts with a completion date. Home school students must submit a copy of the home school’s approved registration form from the state in which they are registered (if applicable) and a home school transcript with graduation date. When applicable, applicants will be given placement tests. The tests will in no way deny admission to any student.

James Sprunt Community College does not discriminate against students, employees, or applicants on the basis of age, race, color, religion, sex, disability, political affiliation, national origin, sexual orientation, gender identity, or veteran status.

Pursuant to the State Board of Community College Code ID SBCCC 400.2(e), the James Sprunt Community College Board of Trustees approves the college to deny admission to an applicant that poses a significant, imminent, articulable threat to the safety of James Sprunt Community College, Faculty, Staff and Students.

Pursuant to the State Board of Community College Code ID SBCCC 400.2(d), the James Sprunt Community College Board of Trustees approves the following appeals process for applicants denied admission pursuant to Subsection (e): If an applicant wishes to request an appeal, he/she must do so in writing within 10 school days following notification of admissions denial. The Vice President of Student Services and the College President, in those cases of admissions denial, shall each have 10 school days to make a disposition on the admissions appeal. The decision by the College President shall be final with no institutional appeals beyond this level.

Pursuant to the State Board of Community College Code ID SBCCC 400.2(g), James Sprunt Community College reserves the right to refuse admission to any applicant who is not a resident of North Carolina who seeks enrollment in any distance education course if the applicant resides in a state where the college is not authorized to provide distance education in that state.

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.

See specific program requirements on the corresponding pages for each program of study for further information.

HOW 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 academic year begins in the fall semester; however, applicants may enter most programs at the beginning of any semester. The applicant must have an application, official high school transcripts (or equivalent) and placement test (when applicable) on file in the Admissions Office prior to registration.

In order to be considered for admission into a Health Education Program, the applicant must have an 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.

Applicants may apply online at www.jamessprunt.edu. Student Services offers a computer lab for completing applications if needed.

ADMISSIONS PROCEDURES

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

1. **APPLICATION:** This application can be accessed on the college's website at www.jamessprunt.edu. As part of the application process, all students must complete the **Residency Determination Service (RDS)** online interview to determine residency status for tuition purposes.
2. **TRANSCRIPTS:** Applicants are responsible for having an official high school transcript from their high school or the equivalent forwarded directly to the Admissions Specialist. Applicants who have attended other colleges, universities or post-secondary schools may submit official transcripts if they desire evaluation for transfer credit. Applicants who are receiving VA benefits, however, are required to submit all official college transcripts for evaluation. 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".
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. **ADMISSIONS COUNSELING:** This counseling allows applicants to discuss course placements, the admission and registration processes, program of study requirements and career opportunities.
5. **PLACEMENT TEST:** Students applying for entrance to James Sprunt Community College may be required to take a placement test. See requirements for transfer students under section "Transfer of Credits to James Sprunt Community College". Students will be tested in the areas of math and English prior to admission into a program. Students will need to take a placement test if they have:
 - An Adult High School Diploma prior to 2021
 - GED scores prior to 2014;

- HiSET scores that are less than 15 for all sections and/or less than 4 on the essay,
- Graduated high school outside of the US, or
- Some homeschooled students without an unweighted GPA.

RESIDENCY DETERMINATION SERVICE (RDS)

All applicants' residency for tuition purposes will be decided by the NC Residency Determination Service (RDS) to include, but not limited to, initial classifications, re-classifications, and appeals. The burden remains on the student to initiate and prove residency status. A computer lab, equipped with a scanner, is available in Student Services for any students needing assistance completing the RDS process or submitting requested documentation.

Students who disagree with the initial classification, may contact RDS at www.ncresidency.org, to begin either the reconsideration or appeal process. The RDS reconsideration process is for students who:

1. need to correct certain errors in the data submitted during the RDS online interview,
2. have had a change in personal circumstances since completing their current determination,
3. did not submit the required documentation within the initial consideration timelines (such as military dependency information, tax returns, pay stubs, etc.)

Students who request reconsideration will be required to complete the online interview process again based upon their current situation. *Submitting a request for reconsideration does not guarantee the residency classification will change from non-resident to resident.*

The RDS Appeal process is for students whose circumstances have not changed but who believe their residency classification is incorrect. Students have ten calendar days from the date of the determination they are appealing, or a status change due to a failed validation, to submit a Notification of Appeal through the RDS online system.

It is the student's responsibility to notify the Admissions Specialist of any change in residency classification. If the school is notified of a change after the semester ends, the change will not be retroactive. The new status will be effective at the beginning of the next semester.

ADDITIONAL PLACEMENT TEST EXCEPTIONS

Special Students (Non-Degree Seeking) may take up to 12 credit hours in areas other than math and English or courses without math and/or English prerequisites before being tested.

Students who have obtained an Associate degree or higher are exempt from placement testing. Official transcripts documenting the degree are required for this exemption.

Students with transferable credit in Math and English may be exempt from placement testing. Official transcripts documenting these credits are required for this exemption.

Students who have 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 (EdReady, RISE, Accuplacer, COMPASS, NC-DAP, and ASSET), and the tests are not over ten years old.

Students testing on or after March 2016, with Scholastic Aptitude Test (SAT) scores of at least 530 on Math and 480 on Reading or Writing will be accepted in lieu of the college's placement tests. Students testing prior to March 2016 must have scores of at least 500 on Math and 500 on Reading or Writing in order to be exempt from the placement test. **SAT scores over ten years old are not accepted.** Applicants should have an official copy of their scores forwarded to the Admissions Specialist.

The ACT Assessment Test may be substituted for the placement test if an applicant tested within the last ten years. Applicants should have an official copy of their scores forwarded to the Admission Specialist.

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

Restrictions for Enrollment in Courses in a Program

Students who fall below the minimum high school GPA requirement or the cut-off scores on the placement test may enroll in courses within their program of study, *except* for college-level English and math, as well as courses with an English and math prerequisite or corequisite.

COURSE PLACEMENT GUIDE

Students will be placed into English and math courses based upon the following:

EdReady English Placement Guide

<u>Course Placement</u>	<u>Unweighted HS GPA</u>	<u>RISE Placement Test</u>	<u>ACT</u>	<u>DRE Completion</u>	<u>Transition English Grade</u>
ENG 025	Below 2.8	English 025 Below 70	English 17 or lower Reading 21 or lower	DRE 097 P1	R or W
ENG 110	2.8 or above	English 025 70 & above	English 18 & above Reading 22 & above	DRE 098	P1
ENG 111	2.8 or above	English 025 70 & above	English 18 & above Reading 22 & above	DRE 098	P2

EdReady Math Placement Guide

<u>Course Placement</u>	<u>Unweighted HS GPA</u>	<u>RISE Placement Test</u>	<u>ACT</u>	<u>DMA Completion</u>	<u>Transition Math Grade</u>
MAT 025	Below 2.8	Math Section 1 Below 70	Math 21 and below	No credit	R or W
MAT 035	Below 2.8	Math Section 2 Below 70	Math 21 and above	DMA 010-050 No credit	R or W
MAT 110	2.8 or above	Math Section 1 70 & above	Math 22 and above	DMA 010-030	P1
MAT 143	2.8 or above	Math Section 1 70 & above	Math 22 and above	DMA 010-050 DRE 098	P2
MAT 152	2.8 or above	Math Section 1 70 & above	Math 22 and above	DMA 010-050 DRE 098	P2
MAT 171	2.8 or above	Math Section 2 70 & above	Math 22 and above	DMA 010-080	P3

Official score reports of prior placement testing (NCDAP, Accuplacer, and Compass) may be submitted to Student Services for evaluation. All placement test scores and previous developmental coursework are valid for 10 years. Unweighted US High School GPA WILL NOT expire after 10 years.

SAT- Students who earn a minimum of 480 on the reading and writing section may enroll in any gateway English course. Students who earn a minimum of 530 on the math section may enroll in any gateway math course.

High School Equivalency Tests- Students who earn a minimum of 165 on all GED tests or 15 on all HiSET tests and 4 on the HiSET essay may enroll in any gateway course. Students who score below may take the EdReady placement test. GED and HiSET scores are valid for placement from 1/1/2014 to present.

ACADEMIC PROGRAMS

Students seeking a degree, diploma, or certificate must be enrolled in a designated program of study. A student may be approved for two different curriculum degree programs at a time (one primary and one secondary major). However, veteran students may only be in one major.

NOTIFICATION OF ACCEPTANCE

The Admission Specialist will send a letter of acknowledgment and provisional acceptance to the student upon receipt of application. A letter of full acceptance is sent upon completion of all admission requirements. Students desiring admission to the Health Education programs must follow the additional procedures listed in this catalog.

SPECIAL STUDENT ADMISSIONS

Applicants may be allowed to enroll as special students, not seeking a degree, diploma, or certificate 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 or in courses with English or math prerequisites prior to being tested without approval of the Vice President of Academic Affairs.

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

Former students are encouraged to enroll for additional study with the college. Students re-entering must follow general admission procedures. If the student has been out of school as result of disciplinary action or suspension, it will be necessary to consult the Vice President 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 the student doesn't meet exemption requirements listed in "Additional Placement Test Exemptions".

See specific sections on Health Education Programs for readmission requirements.

ADMISSION FOR CLASS AUDIT

Students who wish to audit courses must register through an advisor. Although students auditing a course receive no credit, at the discretion of the instructor, they may be required to attend classes regularly, participated in class discussions, and meet other course requirements. Any student auditing a class who does not meet requirements set by the instructor is subject to suspension from that class. There may be certain courses that are deemed as inappropriate for audit.

Students auditing a course are charged the same fee as students taking courses for credit. Auditing courses are not covered by financial aid or Veterans Affairs. A record of the audit is entered on the student's transcript as "AU". Students wishing to audit class(es) must notify their advisors at the time of registration and their instructor(s) upon entry in to the class(es). Audit cannot be changed to credit or credit to audit after the deadline for adding courses.

ADMISSION OF FOREIGN STUDENTS

James Sprunt Community College is not approved for attendance of non-immigrant students with F, M, or J visas. Applicants with tourist visas (B) are not eligible to attend curriculum courses. Students with other visas will be considered on an individual basis.

ADMISSION OF UNDOCUMENTED IMMIGRANT APPLICANTS

Pursuant to the State Board of Community College Code 1D SBCCC 400.2(b)(1), James Sprunt Community College will accept for admission undocumented immigrant applicants who have earned a High School Equivalency Diploma (formerly GED), or attended and graduated from a United States public high school, Adult High School, private high school, or home school that operates in compliance with State or local law. Undocumented immigrant applicants do not qualify for in-state tuition and shall be charged at the out-of-state tuition rate for curriculum programs

Pursuant to the State Board of Community College Code 1D SBCCC 400.2(b) (5) and 1D SBCCC 400.2(b)(6), JSCC will not enroll undocumented students into a class or program of study for which there are waiting lists, nor register undocumented students for classes until the conclusion of the last published (i.e. late) registration period.

For the purpose of this section, "undocumented immigrant" means any immigrant who is not lawfully present in the United States.

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 varies depending on the test vendor. For the GED exam, a passing score is at least a 145 for each test subject. For the HISET exam, a passing score includes making at least an 8 on all subject tests, scoring at least 2 on the essay, and achieving a total scaled score of at least 45 on all five subtests.

CREDIT BY EXAMINATION

The following procedures are applied for approval for credit by examination.

1. A student may petition the division Dean for credit by examination.
2. The division Dean will make a decision regarding the request.
3. If approved, the division Dean will initiate a Credit for Prior Learning form to authorize the instructor to administer the exam.
4. The division Dean will coordinate with the instructor regarding administration of the comprehensive examination.
5. The instructor will give the examination and submit the graded exam with the Credit for Prior Learning form. The Credit for Prior Learning form must be approved by the Vice President of Academic Affairs/ Chief Academic Officer. The Registrar will enter the grade earned on the examination on the student's record and hours of credit will be given toward graduation if applicable to the student's major; however, no quality points will be given.

A student must earn a grade of "C" or higher on the credit by examination. A student must also meet all pre-requisite requirements before they can take the credit by examination. Developmental courses, supplemental courses, and courses including clinical practice are not eligible for credit by examination.

A student is limited to one attempt per course. No tuition is charged for the examination. Credit by examination may only be attempted during the first four weeks of the semester.

HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION

A The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. The current list (as of May 16, 2025) can be found here - <https://www.nccommunitycolleges.edu/high-school-to-ncccs-course-articulation/>.

Purpose:

The agreement bridges secondary and postsecondary CTE programs, eliminating the need to repeat mastered content.

Eligibility Criteria:

- Enroll in a NC community college within two years of high school graduation.
- Complete a high school CTE course with a grade of "B" or higher.
- Achieve a score of 90 or higher on the CTE state assessment.
- Course must be required in the declared program of study.

Students who are currently enrolled in CCP should contact the Director of High School programs to determine if they are eligible to receive articulated credit prior to graduating high school.

COLLEGE LEVEL EXAMINATIONS (CLEP)

James Sprunt Community College participates in the College Level Examination Program (CLEP). Contact the Counselor for information on tests accepted, scores, and course credit for CLEP. A CLEP

transcript must be forwarded to the Counselor before any credit can be awarded. *Scores older than five years are not considered for transfer credit.*

Credit for USAFI and DANTES may be granted where appropriate to the student's declared major of study and where a comparable course is offered by the College. Subject Standardized Test scores will be evaluated, and credit granted based on recommendations from the American Council on Education. Final acceptance of credit will be determined by the College. *Scores older than five years are not considered for transfer credit.*

ADVANCED PLACEMENT (AP)

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 Counselor for evaluation concerning placement and credit. *Scores older than five years are not considered for transfer credit.*

<u>AP Exam</u>	<u>AP Grade Required</u>	<u>JSCC Equivalent</u>	<u>Semester Hours Credit</u>
United States History	3	HIS 131	3
*United States History	5	HIS 131 (&) HIS 132	6
Art History	3	ART 114 (or) ART 115	3
Biology	3	BIO 110	4
Calculus AB	3	MAT 263 (or) MAT 271	4
Calculus BC	3	MAT 272	4
Chemistry	3	CHM 151	4
Computer Science A	3	CIS 110	3
English Literature & Composition	3	ENG 111 (&) ENG 131	6
English Language & Composition	3	ENG 111	3
European History	3	HIS 122	3
French Language and Culture	3	FRE 111	3
**French Language and Culture	4-5	FRE 111 (&) FRE 112	6
Macroeconomics	3	ECO 252	3
Microeconomics	3	ECO 251	3
Psychology	3	PSY 150	3

Spanish Language and Culture	3	SPA 111	3
United State Government & Politics	3	POL-120	3

*United States History (score of 5) award both courses

**French Language and Culture (score of 4-5) award both courses

NON-CREDIT TO CURRICULUM CREDIT

The College may provide curriculum credit for non-credit coursework on a case-by-case basis via a Credit for Prior Learning form. Credit may be awarded for a non-credit course where the hours of the course are equal to or greater than the curriculum course being granted, and the instructor of record for the non-credit course must be curriculum credentialed in the subject or discipline.

CAREER AND COLLEGE PROMISE

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or State or industry-recognized credential as well as provide entry-level jobs skills. Career and College Promise offers North Carolina high school students a clear path to success in college and/or in a career. The program is tuition-free to all North Carolina students who meet the eligibility requirements. Through a partnership of the North Carolina Department of Public Instruction, the N.C. Community College System, the University of North Carolina System and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus tuition-free. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

1. A College Transfer Pathway leading to a minimum of 30 hours of college transfer credit. James Sprunt Community College is approved to offer a College Transfer Pathway leading to the Associate in Arts, a College Transfer Pathway leading to the Associate in Science, a College Transfer Pathway leading to the Associate Degree Nursing, a College Transfer Pathway leading to the Associate in Arts for Teacher Prep, and a College Transfer Pathway leading to the Associate in Science for Teacher Prep. High school students interested in this program should see their guidance counselor for additional information and the necessary forms.
2. A Career and Technical Education (CTE) Pathway leading to a certificate or diploma aligned with a high school career cluster. James Sprunt Community College is approved to offer CTE pathways in Accounting and Finance, Agribusiness Technology, Agronomy, Applied Animal Science Technology, Business Administration, Criminal Justice Technology, Diesel and Heavy Equipment (Basic and Advanced), Early Childhood Education, Electrical Systems Technology, Graphic Design, Industrial Systems Technology, Information Technology, Office Management, School-Age Expanded Learning and Enrichment, and Welding Technology, all of which lead to a certificate.
3. A Workforce Continuing Education Pathway (WCEP) leading to a State or industry recognized credential aligned with a high school career cluster. James Sprunt Community College is approved to offer WCEP pathways in Basic EMT, Nurse Aide I, and Pharmacy Tech. High school students

interested in this program should see their guidance counselor for additional information and the necessary forms.

4. A Cooperative Innovative High School Pathway. Duplin County Schools operates Duplin Early College High School (DECHS) on the James Sprunt Community College campus. Students enrolled at DECHS attend for five years. At the end of the five years they will have had the opportunity to earn their high school diploma and an associate degree or up to two years of college credit. Students interested in attending DECHS should contact their middle school counselor for more information or the DECHS.

DISABILITY SERVICES

James Sprunt Community College is committed to seeing that students with disabilities have equal access to and participation in all programs of study. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act, students will receive reasonable accommodations to assure equal access to all programs and activities.

Students who wish to request accommodations must present documentation regarding the disability to a counselor in Student Services. Accommodations will be determined based upon the documentation and in consultation with the student. Students needing accommodations should make arrangements with the counselor prior to the beginning of the semester in order to provide ample time for arrangements to be made. Accommodations must be requested each semester.

James Sprunt Community College strives to support students who are pregnant in continuing their program of study. Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination based on sex, including pregnancy, in educational programs and activities. Students who may need accommodations can meet with a counselor to create a support plan. Documentation from a medical provider will assist the counselor in creating an accommodation plan that best supports the individual student's needs. Students are encouraged to contact a counselor as soon as possible to ensure supports are provided. For additional information, see a counselor in Student Services or call (910) 275-6265.

ACCESS TO ACHIEVEMENT (A2A)

Access to Achievement (A2A) at James Sprunt Community College is a student support program for individuals with intellectual and developmental disabilities who are enrolled in curriculum, continuing education, or Career and College Promise programs. A2A students take regular college courses alongside their peers. Students do not need a documented disability to participate; however, self disclosure is required.

A2A offers individualized success coaching to strengthen time management, study skills, goal setting, and overall program completion. Students also have access to academic support, career exploration, paid internship opportunities, and guidance in navigating campus resources and involvement opportunities. Financial assistance may be available for eligible A2A participants. The program enhances student success as participants work toward credentials, employment, and continued educational advancement. The A2A Coordinator is available in the Student Services suite of the Strickland Building.

DIVISION OF EMPLOYMENT AND INDEPENDENCE FOR PEOPLE WITH DISABILITIES

The Division of Employment and Independence for People with Disabilities (EIPD) helps people with disabilities achieve their goals for employment and independence. EIPD is a state program that helps people with physical, sensory, mental, emotional or learning disabilities. EIPD can aid individuals in securing helpful resources to be successful in their education, such as assistive technology. Eligibility and application information can be obtained through the EIPD Office in Kenansville.

SPECIFIC PROGRAM INFORMATION

1. **Two-Year Associate Degree Programs:** The applicant must be a high school graduate or equivalent.
2. **One-Year Diploma Programs:** The applicant must be a high school graduate or equivalent.
3. **College Transfer and General Education:** The applicant must be a high school graduate or equivalent. Additionally, the applicant is encouraged to complete the Scholastic Aptitude Test (SAT). James Sprunt Community College is an official testing center for the SAT.
4. **Developmental 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 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 Mathematics and English before entering curriculum courses in each discipline.
5. **High School Equivalency (HSE):** This is a certificate of high school equivalency and is recognized as the legal equivalency. Preparation is available on campus and at specified locations off campus. Refer to the section on Workforce Development and Continuing Education in the catalog for further information. The High School Equivalency exam is given on a referral basis upon recommendation from the College and Career Readiness Department.
6. **Short-term Training Programs:** Non-credit courses are available to persons 18 years of age or older. Refer to the Workforce Development and 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 and placement test results. Refer to the section on Workforce Development and Continuing Education in this catalog for further information.
8. **Human Resources Development (HRD):** The Human Resources Develop Program is funded by the State and sponsored by the North Carolina Community College System. The mission of Human Resources Development is to educate and train individuals in transition and the emerging workforce for success in the workplace. HRD courses and programs provide employability skills training and assistance for all adults who are trying to find gainful employment, transitioning back into the workforce, or simply trying to redefine their professional niche in today's global market. The various courses, workshops, and seminars are designed to address the current needs and trends of the complex and constantly changing workforce. 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 of skills training that can be studied even further by enrolling at James Sprunt Community College. HRD is a dynamic and vital workforce development program that promotes community and economic development by focusing on meeting customer needs and serves as a gateway for proven economic, social, and educational success. All HRD courses are fee-waived to individuals who are unemployed or who have received notice of a layoff or pending layoff. HRD courses are also fee-waived to those who may be “underemployed”, as determined by state and federal guidelines. 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 postsecondary school for disciplinary reasons may be admitted to James Sprunt Community College only when approved by the Vice President of Student Services.

LIBRARY SERVICES

William H. Wiggs Library

The William H. Wiggs Library at James Sprunt Community College is responsible for developing and delivering learning resource services and programs which enrich and support the College curriculum and help students meet their educational goals.

The Library is located on the first floor of the Helen A. Boyette Building. The Library’s physical collection consists of books, audiovisual items, newspapers, and local history materials. These resources are supplemented by online subscription-based content, including research databases, popular magazines, e-books, audio books, streaming videos, and test preparation tools. The Library houses two classrooms and three group study rooms.

Computers are available for research and educational uses. For a nominal fee, students, faculty and staff may print to the Library printer from both on campus and off-campus with their network credentials. Guest patrons may print and make photocopies from inside the Library for a nominal fee. Library staff provide a range of services including reference, research instruction, readers’ advisory, and interlibrary loan. The Library also maintains a website to help students, faculty, and staff discover available resources and services.

As a member of the North Carolina Community College Evergreen (NCCCE) shared ILS group, the Library shares a catalog with other member libraries. The shared catalog provides access to the collections of each of the member libraries, and patrons may request items through interlibrary loan. JSCC students may borrow books for three weeks, with the option to renew once. Audiovisual items may be renewed for one week. After hours, patrons may return items to two drop box locations: one behind the Boyette Building and one in the Boyette Building lobby.

Overdue fines are charged at a rate set by the library. Overdue notices are sent by email; after final notice, a hold is placed on the student's record. This hold prevents class registration, as well as receipt of diplomas or transcripts until items are returned or paid for and overdue fines are paid in full. Patrons may access the library's online catalog to review their account for items on loan and to place renewal and hold requests. Campus visitors are welcome to use the library resources but are not granted borrowing privileges.

The JSCC Makerspace is housed in the library, where students, faculty, staff and visitors to the campus may use tools, including a 3-D printer, video and green screen technology, and a Cricut machine.

The William H. Wiggs library staff encourages students, faculty, staff, and visitors to the campus to take advantage of the array of resources and services available.

Student Success Center

The Student Success Center (SSC), housed in the Library, supports the educational functions of the college by providing individual and group tutoring, computer-assisted instruction, and test administration.

The SSC administers the following tests:

- High School Equivalency Testing – Pearson Vue GED Test (computer-based test)
- High School Equivalency Testing – HISET (paper-based test).
- EdReady Developmental Education Placement Test
- TEAS (Nurse Entrance Exam)
- Proctoring Classroom Exams and Certification Exams

Additionally, the SSC and JSCC Library host a Spartan Writing Competition each spring semester.

Just Ask Tech Support

Just Ask Tech Support provides JSCC students assistance with technical issues related to Self-Service, network login, Office 365, Moodle, and on-campus and off-campus printing.

EVENING OFFERINGS

James Sprunt Community College offers a variety of credit Curriculum courses and non-credit Workforce Development and Continuing Education during the evening hours. Courses may be offered on campus or at off-campus locations. In addition, some courses may be offered on the weekend. It is possible to complete certain curriculum programs by attending only evening classes.

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

ADMINISTRATIVE OFFICE HOURS

Offices are normally open from 8 a.m. to 5 p.m. Monday through Thursday and 8 a.m. to 12 p.m. on Friday. A counselor is on duty daily and upon request. The Veterans Affairs Office is open daily and upon request. A member of the Student Services Office is available to provide assistance to students Monday through Thursday 8 a.m. to 5 p.m. and 8 a.m. to 12 p.m. on Friday.

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

GENERAL

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)	\$1216.00
Part-Time, In-State Students (Per Semester hour)	\$76.00
Maximum Out-of-State Tuition (16 or more hours)	\$4288.00
Part-time, Out-of-State Students (Per Semester hour)	\$268.00

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)

1-8 Semester Hours Credit	\$20.00
9 or more Semester Hours Credit	\$30.00

Technology Fee – Curriculum \$30.00

College Access Parking & Security Fee \$20.00

Barber School Activity Fee per class (Day students only) \$10.00

Transcript Fee \$6.00

Books and Supplies (Estimated) (May be purchased from the Bookstore.
Total cost will depend upon program and course load.) \$1200.00

Graduation Fee (Estimated)(Includes regalia & credentials at time of
graduation) \$50.00

Malpractice Insurance Fee (Health Education, Cosmetology & Barber School,
CDL/Truck Driving, estimated) \$15.00

Career and College Promise

High school students enrolled in the Career and College Promise program pay no tuition. Textbooks and other fees may need to be purchased by the student.

Continuing Education Fees

Continuing Education students are required to pay a registration fee for occupational course(s) based on the total hours for the course. Fees are established by the North Carolina General Assembly and are subject to change. Current fees are:

0-24 Hours	\$70.00
25-50 Hours	\$125.00
More than 50 Hours	\$180.00

Students taking self-supporting courses will be charged a fee sufficient to cover instructional expenses. There is no registration fee for HSE (formerly GED) preparation, ABE students or Adult High School Diploma students unless the AHSD student is registered for a curriculum class.

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 non-residents. In essence, the controlling North Carolina Statute (G.S. 116-143.1) states, "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."

The State Education Assistance Authority is the primary and sole authority to conduct residency determination for the state of North Carolina. Session Law 2015-241 authorized the State Education Assistance Authority to perform all functions necessary to implement the coordinated and centralized process to apply the criteria in G.S. §116-143.1 and directed the North Carolina Community College System (NCCCS) to take the necessary actions to facilitate an orderly transition from the campus-based residency determination system to the coordinated and centralized process. As a result, James Sprunt Community College now uses the Residency Determination Service (RDS) to determine residency status for all students. For additional information about the laws of North Carolina governing residency classification, students should visit www.ncresidency.org.

CURRICULUM REFUNDS

The College is authorized to refund tuition under the regulations set forth by the North Carolina State Board of Community Colleges (1E SBCCC 900.1) which state that a refund shall not be made except 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 that do not meet for the entire term, 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.
- D. 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.

STUDENT FINANCIAL AID

Money to help pay for college is available by means of grants, scholarships, student employment (FWS), veteran benefits and contributions from individuals and private agencies. These various forms of aid are available to help make college more affordable.

TITLE IV FINANCIAL AID PROGRAMS ELIGIBILITY REQUIREMENTS

GENERAL PROVISIONS:

In general, to be eligible for aid under any program, you must be enrolled as a regular student. A regular student is one who has a high school diploma or high school equivalency. To receive financial aid, students must:

1. Complete a Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov using 2 years prior tax information. Assistance in completing the application is available in the Financial Aid office.
2. Submit an official high school transcript or High School Equivalency (HSE) transcript that is recognized by the United States Department of Education.
3. Be a U.S. citizen, a U.S. National, a U.S. permanent resident who has I-151 (Alien Registration Receipt Card), or a foreign student with proper documentation from the U.S. Citizenship and Immigration Services. These documents will be reviewed and eligibility determined on an individual basis.
4. Have a valid Social Security number.
5. Upon request, submit official transcripts of colleges previously attended.
6. Maintain satisfactory academic progress (SAP**) toward completion of a selected program.
7. Have a Lifetime Eligibility Used (LEU) of less than 600%, which is an equivalent of 6 yrs. See www.studentaid.gov for your status.
8. Not be in default on a loan received at JSCC or any other school previously attended. See www.studentaid.gov for your status.
9. Not owe an overpayment on a Federal Pell Grant at JSCC or any other school previously attended.
10. Register with Selective Service, if male and between the ages of 18 and 24.

SATISFACTORY ACADEMIC PROGRESS (SAP)

To maintain eligibility for federal student assistance, students must maintain progress in their academic programs. Progress has both qualitative and quantitative aspects; the student must achieve acceptable grades over a limited time period in order to complete his or her academic objective. The school is responsible for establishing the specific requirements for satisfactory academic performance, tracking their students' progress, and enforcing the consequences of unsatisfactory progress. Your Satisfactory Academic Progress (SAP) will be monitored for all periods of enrollment whether you have received financial aid or not (Fall, Spring or Summer). This is applied to all students who received private, institutional, federal or state funds.

JSCC's Federal Student Aid SAP policies are similar, but not identical, to the institution's Academic Retention requirements. Students should review both sets of policies and ask for clarification as needed. Questions about federal student aid SAP policies should be directed to the Financial Aid Office.

Conditions for Meeting Satisfactory Academic Progress

1. Qualitative Measure (Cumulative GPA)
2. Students must maintain a cumulative grade point average of 2.0 (equivalent to C average).
3. Passing grades are A, B, C, D, or P (Pass). Grades of I, W, D, F, or R (Repeat) may cause your grade point average to drop below a 2.0. Required remedial coursework will be counted toward your GPA.
4. Quantitative Measure (PACE/completion)
5. Students must complete 67% of semester hours attempted to remain compliant with SAP Policy. Semester hour progression will be based on a cumulative total of attempted hours to earned hours. For example, a full-time student who attempts 16 semester hours in a semester must complete at least 12 semester hours to meet the 67% requirement.
6. Semester hours that are not completed with a passing grade will also count towards maximum units attempted towards degree objective. Grades of I, W, F, or R may cause your completion rate to drop. Required remedial coursework will be counted toward your completion rate.
7. Maximum Timeframe to Complete a Degree
8. The maximum allowable timeframe for receiving aid is equal to 150% of the length of your academic program. For example, if you are pursuing a Major that requires 64 semester hours for graduation, you would reach the maximum timeframe at 96 semester hours.
9. If you are a transfer student, accepted transfer coursework will be counted in the maximum timeframe. You can repeat a course, but the credits will also be applied toward the maximum timeframe.
10. Required remedial coursework will be counted toward your maximum timeframe.
11. Grade change and incompletes: FA office is notified of grade changes and changes in incompletes and will calculate SAP again once changes are made.

Consequences of Failure to meet Satisfactory Academic Progress

The Financial Aid Office measures SAP at the end of each academic semester (Fall, Spring, Summer). If the student meets the SAP Policy Criteria, they are eligible to receive federal student aid funds in the following semester of enrollment. Students will be notified of their Financial Aid status by

email at the end of each semester. Students who do not meet SAP requirements will be placed on Financial Aid Warning, Probation, or Suspension as described below:

Financial Aid Warning

Students who fail to meet SAP status after one semester are placed on Financial Aid Warning their next semester of enrollment. Students on Financial Aid Warning may continue to receive federal student aid.

Financial Aid Suspension

Students who fail to meet SAP after two consecutive semesters are placed on Financial Aid Suspension. Financial Aid Suspension may be appealed to the SAP Appeals Committee.

Financial Aid Probation (Termination)

Students who fail to meet SAP after the Financial Aid Warning period may appeal. If the appeal is approved, students may continue to receive federal student aid for one semester.

Appeal Process

Students can appeal their disqualification from financial aid by completing a Satisfactory Academic Progress Appeal. SAP emails are sent once all grades are posted. Students can appeal suspensions and terminations one time with an extenuating circumstance and supporting documentation. Students should complete the appeal before the FA census date for the semester. The student will be notified within 7 to 10 business days via their student email regarding the approval or denial of their appeal. If a student does not submit an appeal, or if the appeal is denied, he/she will no longer be eligible to receive financial aid. Financial Aid will be suspended until SAP is met and the student will be responsible for all tuition and fees out of pocket.

Reestablishing Aid Eligibility

A student who is not meeting SAP may regain his or her financial aid eligibility after any semester in which he or she meets the Satisfactory Academic Progress and regains good standing status (2.0 cumulative GPA, 67% completion rate).

FINANCIAL AID APPLICATION PROCEDURE

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

1. Complete a Free Application for Federal Student Aid (FASFA) online using 2 years prior federal tax information. 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.
2. In approximately a week, your application will be downloaded to our school's system. Our school will notify you of what is needed to verify and process your financial aid via student e-mail. Once all documents have been submitted, please allow 2 weeks for processing.
3. After verification is complete you will be notified of your financial aid eligibility by your JSCC student e-mail account.
4. When you are awarded, you will receive notification via your official JSCC student e-mail informing you of your award status. To view or print your award letter, please go to Financial Aid Self Service.

TRANSFER STUDENTS

Transfer students who have a current-year Federal Pell Grant must either edit their FASFA application and add James Sprunt Community College's school code (007687) or contact the Federal Processing Center (800-433-3243) and have the school code added. 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.

REPEATED COURSEWORK

Federal financial aid guidelines for repeating a course are as follows:

1. A student may retake any previously passed course two times. For this purpose, passed means any grade higher than an "F", regardless of any school or program policy requiring a higher qualitative grade or measure to have been considered to have passed the course. This retaken class may be counted towards a student's enrollment status, and the student may be awarded Title IV aid for the enrollment status based on inclusion of the class.
2. There is no Federal regulatory limit on the number of times a student may repeat a course failed and be eligible to receive financial aid, unless the same course had previously been passed.

SIMULTANEOUS ENROLLMENT (Consortium Agreements)

Occasionally a student wants to enroll simultaneously at James Sprunt Community College and another college, and the student will want to combine the hours at both institutions for financial aid purposes. It is possible to receive financial aid under these circumstances as long as certain requirements are met:

1. The course(s) you take at the other institution must be a requirement of your degree program and transferable to JSCC
2. You have to have prior permission from the Registrar to take the classes.

Procedures:

1. Speak to the Registrar to ensure that the courses you wish to take at the "host" institution will transfer to your degree program here. Remedial and vocational/technical courses will not transfer with very few exceptions. You may not use classes that you are auditing for the consortium agreement. Also, you may not repeat courses using the consortium agreement without first contacting both your advisor and the financial aid office.
2. Bring a PAID receipt and class schedule from the "host" institution to the Financial Aid Office. The Financial Aid Office will then verify enrollment and attendance with the "host" institution. Once verified, the hours will be credited to Financial Aid.

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 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.

RETURN OF TITLE IV FUNDS (R2T4) POLICY

The law specifies how James Sprunt Community College (JSCC) must determine the amount of Title IV program assistance that a student earns if he/she withdraws from school. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOG).

Though a student's aid is posted to his/her account at the start of each period, the student earns the funds as he/she completes the period. If a student withdraws during his/her payment period, the amount of Title IV program assistance that he/she has earned up to that point is determined by a specific formula. If a student received (or the school or parent received on the student's behalf) less assistance than the amount earned, the student may be able to receive those additional funds. If a student received more assistance than was earned, the excess funds must be returned by the school and/or the student. The amount of assistance that a student has earned is determined on a pro rata basis. For example, if a student completes 30% of his/her payment period or period of enrollment, the student earns 30% of the assistance he/she was originally scheduled to receive. Once the student has completed more than 60% of the payment period or period of enrollment, the student earns all the assistance that he/she was scheduled to receive for that period.

If a student did not receive all of the funds that was earned, the student may be due a post-withdrawal disbursement. IF the post-withdrawal disbursement includes loan funds, JSCC must receive the student's permissions before it can disburse them. The student may choose to decline some or all loan funds so that he/she does not incur additional debt. JSCC may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. JSCC needs the student's permission to use the post-withdrawal grant disbursement for all other institutional charges. If the student does not give permission, JSCC will be offered the funds. However, it may be in the student's best interest to allow JSCC to keep the funds to reduce the student's debt at the school.

If a student receives excess Title IV program funds that must be returned, JSCC must return a portion of the excess equal to the lesser of:

1. The charges multiplied by the unearned percentage of the student's funds, or
2. The entire amount of excess funds.

JSCC must return this amount even if it did not keep this amount of the student's Title IV program funds. If JSCC is not required to return all of the excess funds, the student must return the remaining amount.

Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment that a student must repay is half of the grant funds the student receives or were scheduled to receive. The student does not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. The student must make arrangements with JSCC or the Department of Education to return the unearned grant funds. The

requirements for Title IV program funds that the student withdraws are separate from any refund policy that the school may have. Therefore, the student may still owe funds to the school to cover unpaid institutional charges. JSCC may also charge the student for any Title IV program funds that that school was required to return.

TYPES OF FINANCIAL AID

Federal Pell Grant Program

This program awards grants to students with payment through the institutions. Federal Pell Grants are the “foundation” of student aid to which aid from other sources may be added. A student’s eligibility is determined by using a formula established by Congress that takes into consideration family financial circumstances. The formula produces an Expected Family Contribution (EFC) number that is used by the institution to determine the amount of Federal Pell Grant. Eligible students must be US citizens or permanent residents, be enrolled either part-time or full-time, and has not already earned a bachelor’s degree (four-year). Students apply for an FSEOG award by filing out the FAFSA. Award amounts are pre-determined by the Department of Education annually. Please see www.studentaid.ed.gov for award ranges per academic year.

Federal Supplemental Education Opportunity Grant

A student must be an undergraduate and have financial need as determined by FAFSA to qualify for an FSEOG award. Recipients must be citizens or permanent residents of the United States. Priority is given to students who receive Federal Pell Grants. Students apply for an FSEOG award by filing out the FAFSA. If awarded, the FSEOG will be included as part of the student’s total financial aid package developed by the college the student attends. Award amounts are pre-determined by the Department of Education annually.

Finish Line Grants

Finish Line Grants are grants of up to \$1,000 awarded to community college students who are on the cusp of completing their education or training and are faced with an unanticipated financial hardship that may prevent them from doing so. Finish Line Grants are awarded to students facing these unforeseen challenges. They can be used for course materials, housing, medical needs, dependent care, or other financial hardships that students face through no fault of their own. Students may apply through the online application or by visiting the JSCC Financial Aid Office.

Next NC Scholarship

This scholarship is for North Carolina residents with financial need enrolled in at least 6 credit hours at a North Carolina Community College. Other eligibility requirements are a high school graduate, currently enrolled in a curriculum program, household AGI of 80,000 or less, meet SAP requirements, and have completed a FAFSA with an SAI at or below 7,500. Consideration for funding is automatic once the FAFSA is filed.

Federal Work-Study Program (FWS)

This program provides jobs to students who qualify for financial assistance and encourages them to participate in community service activities. Applicants must be a US citizen or permanent resident, be

enrolled at an approved postsecondary institution, demonstrate financial need. Eligible students may work up to the maximum number of hours per week set by the institution. Jobs usually range from 8 to 15 hours per week and pay at least minimum wage. Employment can be on or off campus. Students apply for an FWS program by filing out the FAFSA and completing an application annually. Recipients are selected by the Work Study representative on the JSCC campus.

Workforce Innovation and Opportunity Act (WIOA)

WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled worker they need to compete in the global economy. WIOA may cover tuition, fees, textbooks, uniforms, childcare, and more! Interested individuals can learn more about approved programs and eligibility requirements by visiting the NCWorks Career Center – Duplin County in Kenansville.

ACADEMIC NEED-BASED SCHOLARSHIPS

A limited number of academic, need-based scholarships are awarded each year. To apply, students must first complete a Free Application for Federal Student Aid (FAFSA). Recommendations are made from the Financial Aid Office to the Scholarship Committee for review. Scholarship applications will be available each semester of the academic year in the financial aid office and online at <http://www.jamessprunt.edu/financial-aid/scholarships>. Students are strongly encouraged to apply for scholarships to help offset the rising cost of education. Inquiries regarding scholarships should be made at the Financial Aid Office. Scholarships available are:

1. Allen Ryan Todd Scholarship
2. Golden Leaf Scholars Program for North Carolina Community Colleges
3. North Carolina Community Colleges Foundation Scholarship for Health Career
4. North Carolina Community College Foundation Scholarship for Teacher Preparation
5. SECU Foundation “People Helping People” Scholarship Program for Community College Students
6. Wells Fargo Technical Scholarship Program

CFNC.org link is on the bottom of the Financial Aid Scholarships page. Here you can find additional scholarships outside of our campus for which you may be eligible.

FOUNDATION 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 \$250 to \$1,200. These awards are made based on scholarship criteria set forth by the donors. The criteria include, but are not limited to academic record, community involvement, and program of study.

Recipients are selected each July for the following academic year. Students interested in applying for scholarships should submit an application online. All items below must be submitted to the James Sprunt Foundation by the first Friday in May to be considered complete and eligible for consideration.

1. A completed application form for James Sprunt Community College Foundation Scholarships. (Application forms are available online generally by early January.)
2. An official high school and/or college transcript.
3. All applicants must have at least a 2.5 cumulative GPA to be eligible to apply.

THE HERRING SCHOLARSHIP

The Herring Scholarship is a need-based scholarship that is awarded each year to students currently enrolled or planning to enroll in a curriculum program at JSCC, that reside in either Duplin County or the town of Mount Olive.

The awards are made by the Herring Scholarship Committee and members of the Herring Trustee Board, which reviews applications. The recipients are chosen based on financial need, letters or recommendation and personal essays.

Recipients are selected each July for the following year. Students interested in applying should submit the following items:

1. A completed application for the Herring Scholarship. Application forms are available from the Foundation Office, generally by early January.
2. Two letters of recommendation from school, business, and/or leaders in the community attesting to your character and leadership potential.
3. A 300-500 word essay (double spaced) on the people and experiences that have shaped or influenced your values and your educational and/or life goals.
4. Completed the free application for Federal Student Aid (FAFSA).
5. Must have a minimum 2.5 cumulative GPA to be eligible to apply.

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) 275-6378.

A brief description of veteran's education assistance includes general provisions of the program are listed below. To receive specific information regarding application and eligibility for a specific program, the veteran should contact the JSCC Veterans Affairs Office.

VA EDUCATION BENEFIT PROGRAMS

Montgomery GI Bill (Chapter 30)

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

Veterans Readiness & Employment (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, Veterans Readiness & Employment Department notifies the veterans 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 that entered the Armed Forces after December 31, 1976, and before July 1, 1985. The veterans 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.

Post 9/11 GI Bill (Chapter 33)

This program provides VA Educational Benefits to eligible veterans for services that were performed after September 10, 2001. Members must have served at least 90 aggregate days on active duty. However, individuals honorably discharged for a service-connected disability who served 30 continuous days after September 10, 2001, may also establish eligibility.

Survivor's 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.

Montgomery GI Bill – Selected Reserve (Chapter 1606)

This program provides up to 36 months of education benefits to members of the Selected Reserve. This includes the Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves, as well as the Army National Guard and the Air National Guard. An eligible member signed a six-year obligation to serve in the Selected Reserve after June 30, 1985, completed initial active duty for training, HS Diploma/GED obtained, and in good standing in a drilling Selected Reserve unit. Benefits generally ends 14 yrs. from the date that you become eligible or leave the Selected Reserves.

Reserved Educational Assistance Program – REAP (Chapter 1606)

This educational program provides up to 36 months of education benefits to members of the Selected Reserves, Individual Ready Reserve (IRR), and National Guard, who are called or ordered to active service in response to a war or national emergency, as declared by the President or Congress.

REAP beneficiaries not attending school -- Veterans who applied for REAP but were not attending an educational institution on November 24, 2015, or during the last semester, quarter, or term ending prior to that date, are no longer eligible to receive REAP benefits. You may be eligible to receive benefits under the Post-9/11 GI Bill.

New REAP applicants – Veterans who have not enrolled in school and applied for REAP benefits prior to November 25, 2015, are no longer eligible for REAP benefits. However, in most cases, you will be eligible for the Post-9/11 GI Bill.

You may be eligible for Post-9/11 GI Bill benefits depending on the dates of your periods of service. If we receive a new application for REAP on or after November 25, 2015, we will evaluate your eligibility for all programs, including Post-9/11 GI Bill, and may award you benefits under a different program.

VETERANS RETRAINING ASSISTANCE PROGRAM (VRAP)

This program provides eligible veterans with education benefits for up to 12 months of training. VRAP will provide training for programs of education that lead to a high demand occupation, as determined by the Department of Labor.

NORTH CAROLINA NATIONAL GUARD TUITION ASSISTANCE PROGRAM (NC TAP)

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 National 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 (800) 621-4136.

Post 9/11 GI Bill: Transferability

The Post-9/11 GI Bill allows service members (officer or enlisted, active duty or Selected Reserve), to transfer unused education benefits to immediate family members (spouse and children). The service member must have at least six years of service, and commit to an additional four years of service in order to transfer benefits to a spouse or child. Because of the potential impact of this benefit on recruiting and retention, transferability policy is determined by the Department of Defense.

OTHER SPECIAL VETERANS PROGRAMS

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

Omnibus Diplomatic Security and Anti-Terrorism Act of 1986: A permanent program for anyone held captive and their dependents.

Restored Entitlement Program for Survivors (REPS) (Section 156) (formerly the Quayle Amendment) Eligibility: Payable to surviving spouses for the youngest child in their care, of 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 attends an approved post-secondary school.

VA EDUCATION APPLICATION PROCESS

1. Veterans must complete a specific VA application depending on the benefit requested. Persons desiring additional information concerning a particular phase of the programs described in this section should contact the Veterans Affairs Office, James Sprunt Community College, (910) 275-6378. Once approved, the VA will send the applicant a Certificate of Eligibility (COE) - VA award letter.

2. Chapter 31 benefits will be initiated through the Veterans Readiness & Employment office at Camp Lejeune (Jacksonville, NC).

CERTIFICATION PROCESS

The School Certifying Official (SCO) is responsible for maintaining files and certifying enrollment for students who receive Veterans benefits. The students are entitled to VA benefits: Chapters 30, 31, 32, 33, 35, 1606, or 1607.

JSCC students are required to have a complete admissions file before the School Certifying Official (SCO) can certify their VA Benefits. A complete admissions file means that an admissions application and placement/test scores are completed. In addition, an official HS and ALL college transcripts have been submitted.

1. To be eligible for VA benefit certification, students must be enrolled in a curriculum program (special credit is ineligible).
 2. Once the student has received a Certificate of Eligibility (approval letter issued from the VA) and has registered for classes, they can provide both the Certificate of Eligibility and registration statement to the School Certifying Official in order to be certified.
- All Chapters except Chapters 31 & 33 must pay their tuition before being certified. Chapter 31 & 33 students will have their in-state tuition paid for directly from VA.
 - For Chapter 31 benefits, the VA office at Camp Lejeune will send an Authorization and Certification of Entrance or Re-entrance into Rehabilitation and Certification of Status to the SCO. When received, the Business Office and the Bookstore are notified that the VA student can charge tuition, fees and books.
 - Students are certified on VA once and the VA counselor is notified of certification.
3. After certification, the first benefit check will not be available until approximately 45 to 60 days.
 4. A file is maintained for each student. This includes copies of all VA paperwork along with a copy of the student's program of study to monitor classes taken each semester.
 5. The student needs to see the SCO each semester after they register to have their hours certified.

Please Note: VA benefits ARE NOT counted in the financial aid award package of students.

SATISFACTORY ACADEMIC PROGRESS FOR VETERANS

VA students are expected to make satisfactory academic progress toward obtaining the degree, diploma, or certificate he/she has designated. At the end of each semester, the student's file is checked for dropped classes not reported and the student's GPA. In order to remain in good academic standing, a student must have a minimum cumulative Grade Point Average (GPA) of 2.00.

If the 2.0 GPA is not met, a warning letter is sent to the address we have on file with Admissions. A student who remains on academic probation for the second consecutive semester is considered making unsatisfactory progress for that semester. If after two (2) consecutive semesters of the Veteran student failing to maintain the minimum GPA requirements according to the academic progress scale as stated in the catalog, the VA education benefits will be terminated. Veteran students

may continue to attend the institution but cannot receive VA educational benefits. When a veteran student's GPA is back to scale, he/she may resume receipt of benefits.

SERVICE MEMBER DISCLOSURE

To eliminate deceptive marketing practices aimed at service members and their dependents, James Sprunt Community College and its employees will abstain from: a) providing any commission, bonus, or other incentive pay, b) high-pressure recruitment tactics, including unsolicited email and phone correspondences to service members and their dependents.

James Sprunt Community College is committed to compliance with Principles of Excellence standards set by the US Departments of Education, Defense, and Veterans Affairs. The College is also committed to compliance with the NC Community College Code related to the enrollment of military reserve and National Guard personnel who receive temporary or permanent reassignments due to military operations that make it difficult or impossible to complete their studies.

Students should make appropriate notifications as soon as they become aware of orders that will interrupt their studies. A copy of those orders is required before any accommodations can be completed. Military students seeking to complete courses within the term or semester should contact each of their instructors and/or the Curriculum Dean to request accommodations. Service members may also receive immediate readmission into their program of study after active-duty service. Students seeking readmission for another semester or term should contact the Vice President of Student Services for support and help.

ACADEMIC STANDARDS

ASSOCIATE DEGREES, DIPLOMAS, AND CERTIFICATES

James Sprunt Community College awards the following to students who complete program requirements with an overall program grade point average of 2.0 ("C" average) on all work taken. A student must have received a passing grade in all required courses 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 should be designed to meet each student's needs, based on the program and institution to which the student will be transferring.

Associate in General Education Degree

This curriculum is designed for students desiring post-secondary courses in the technical or 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 65 semester hours of college-level courses from the college's approved programs of study. A core of general education courses and ACA-115 or ACA-122 must be completed. 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 should be designed to meet each student's needs, based on the program and institution to which the student will be transferring.

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.

DEVELOPMENTAL EDUCATION PROGRAM

The Developmental Education program is a series of courses in English and mathematics. Students are referred to the program by the college counselor or student's advisor. Based primarily on high school GPA and/or educational background, the student may need one or all of the following series of courses:

	Course Title	Semester		
		Hours per Week	Hours	Credit
ENG 025	College English Skills	3	0	3
MAT 025	Concepts of Essential Math/Sta	3	0	3
MAT 035	Concepts of Algebra	3	0	3

REGISTRATION

Registration is the term used for enrolling in classes. There is a registration day provided for students immediately prior to the beginning of each semester. The specified days and times are listed in the Academic Calendar for new students and returning students. No student will be allowed to register after classes begin unless registering for a class that has not yet met.

New students are required to complete the online New Student Orientation (NSO) session. NSO is designed to provide information students need to have a successful first year at JSCC. This is also a great resource to return to throughout the semester. Students will select an available face-to-face session for help with account setup, schedule changes, get books, or pay tuition. Once the online NSO sign up form is completed, students will be contacted by Student Services to begin the registration process.

Currently enrolled students can take advantage of the provided early registration period to register for classes in the upcoming semester. Early registration for the Fall and Summer semesters occurs in April. Spring semester early registration starts in late October. Check the Academic Calendar for specific registration periods. Students must meet with their program advisor to begin the registration process.

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 and pay 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 to accommodate students that need to make necessary changes. A student who registers for a class, but drops prior to the 10% point of the semester, will have no entry on his/her transcript. Please refer to the section "Curriculum Refunds" for other information.

COURSE LOAD

A student must register for 12 semester hours to be considered a full-time student. The maximum course load for students across all Curriculum program areas is 21 semester hours. Approval from the Vice President of Academic Affairs 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 Vice President of Academic Affairs 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, or by the college counselor.

SEMESTER HOURS

The school year is typically divided into two semesters of approximately 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 typically need to study two clock hours in preparation for one class hour.

STUDENT EVALUATION

All instructors have the responsibility for evaluating the performance of their students. During the first week of every class, students are informed in writing of the evaluation method to be used.

GRADING SYSTEM

<u>Grade</u>	<u>Description</u>	Quality Points Per Semester Hour <u>Credit</u>
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Poor	1
F	Failing	0

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

AC	Advanced Credit
AU*	Audit (No Credit)
CRE	Credit by Examination
**CS	Continued Study
EI	Emergency Incomplete
EW	Emergency Withdrawal
I	Incomplete
****IE	Incomplete Emergency
NG	No Grade
***p	Pass
***R	Re-Enroll
S	Satisfactory
TC	Transfer Credit
TD	Transfer Development
TP	Tech Prep Credit
TR	Transfer Credit
U	Unsatisfactory
W	Withdrawal prior to the 75% of semester
****WE	Withdrawal Emergency prior to 75% of semester

**See "Admission For Class Audit" for more information.*

***Veterans and financial aid students may not re-enroll for benefits in courses in which they have received a grade of "CS". This grade will no longer be used after Spring 2025.*

****The 'P' and 'R' grades are used in developmental courses. 'P' is used when 80% mastery of the course content has been achieved. 'R' is used when less than 80% mastery of the course content has been achieved. The student must re-enroll in that course.*

*****IE and WE were created in 2020 Spring for use with Covid-19 and will no longer be used after 2023 Fall.*

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. Course requirements must be completed satisfactorily within the next semester (including the summer semester) or the "I" grade automatically becomes an "F" unless officially extended for one semester by the instructor. Extending the deadline for completion for an additional semester also

requires approval from the Vice President of Academic Affairs. If the “I” grade becomes an “F”, the student would need to register to retake the course.

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.) Example:

Course	Grade	Semester Hours Attempted	Grade Value	Quality Points
ACC-120	A	4	X 4	16
ENG-111	B	3	X 3	9
BUS-115	C	3	X 2	6
ACA-115	D	1	X 1	1
OST-131	F	2	X 0	0
TOTALS:		13		32

$$32/13 = 2.46 \text{ GPA}$$

When a student changes from one program to another, 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 program grade point average.

CLASS ATTENDANCE

Students are expected to be in class on time and attend all scheduled class meetings. A student will be withdrawn from any course where they have not attended at least 80% of scheduled class meetings.

Attendance is also important for student success in a distance education course. All online courses require completion of an activity each week of the semester. For any week a student does not complete an activity, that week will constitute as an absence. Logging in to Moodle without completing and submitting an assignment is not considered for weekly attendance. As is the case with seated classes, students taking online courses must attend at least 80% of the course. Failure to do so will result in students being withdrawn from the course.

Programs that are required to meet state credentialing requirements may have a more restrictive attendance policy.

Regardless of whether the course is being delivered in a seated format or online, instructors will provide specific course and attendance requirements in their syllabi.

Students may be granted up to two excused absences each academic year (July 1- June 30) for religious holidays that students are required by their faith to observe.

1. The two excused absences may be taken at any time during the academic year either on separate days or on two consecutive days.

2. The student must submit a written request to his/her instructor for the excused absences at least 10 days prior to the date the student intends to be absent for the religious observance.
3. Instructors are expected to note the excused absences as appropriate in class record documents.

Students granted an excused absence shall be given the opportunity to make up any work or tests missed promptly. No more than one test per day may be given to a student who is making up a test or tests due to the excused absence(s).

ACADEMIC RETENTION REQUIREMENTS

Students are expected to make satisfactory progress toward obtaining the degree, diploma or certificate he/she has designated. In order to remain in good academic standing, a student must have a minimum cumulative Grade Point Average (GPA) of 2.00.

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 warning notification. Additional retention standards are required for students who are receiving financial aid. Please contact the Financial Aid Officer regarding these additional standards.

ACADEMIC WARNING, PROBATION AND SUSPENSION

Students are placed on Academic Warning or Probation when their academic progress is unsatisfactory. A list of students placed on Academic Warning and Academic Probation will be sent to the Counselors/Liaisons to provide resources and support.

Any student whose cumulative grade point average (GPA) falls below a 2.00 for a semester will be placed on Academic Warning for the following semester.

Any student on Academic Warning whose cumulative grade point average remains below the retention requirement (2.00) will be placed on Academic Probation for the following semester. The student will be notified and encouraged to meet with a counselor. A student will remain on Academic Probation until they receive at least a 2.00 GPA.

Please see section "Satisfactory Academic Progress" for more details concerning financial aid consequences.

WITHDRAWAL

Students who must withdraw from one or more classes during the semester have the responsibility of notifying each instructor. Each course instructor completes a withdrawal form for their class(es) indicating the date of notification by the student. The form will then be sent to the Student Services Office for processing. Students receiving financial aid should verify with the Financial Aid office the impact withdrawing may have on their financial aid funds. 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.

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), the course instructor will withdraw the student and a grade of "F" will be assigned for that course. Additionally, students

may withdraw only when extenuating circumstances occur and such withdrawals must be approved by the appropriate division Dean.

Official withdrawals through scheduled withdrawal dates will result in a grade of “W” unless the student is withdrawing due to cheating (see Academic Integrity section) or other circumstances as approved by the division Dean.

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 and Practical Nursing students should also refer to the section “Involuntary Withdrawal from Health Education Programs.”

INVOLUNTARY WITHDRAWAL FROM HEALTH EDUCATION PROGRAMS

In the event 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.

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 of 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 Student Handbook*.)
9. Any willful or intended act that endangers the health, safety, or wellbeing 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 111 and subsequent courses for ADN program and NUR 101 and subsequent courses for PN program.
12. Excessive absences from class, lab 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/practicum experience in that agency. Each student will be informed of the policy regulations of the clinical agency at the beginning of the clinical rotation/practicum experience.
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 specified date in the health education program. These records include:
 - A completed physical examination within one (1) year of program entry.
 - A current American Heart Association Basic Life Support (BLS) Provider level CPR certification
 - Current Immunization records (as recommended by the N.C. Department of Public Health) including Hepatitis B vaccines, varicella, annual influenza (flu), and annual tuberculin skin testing/screening, etc.
 - 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 and ADN).

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).

COSMETOLOGY EDUCATION DEPARTMENT DISMISSAL POLICY

The Cosmetology Education Department reserves the right to dismiss a student from any cosmetology education program who presents problems in an unprofessional matter with clients, students and instructors, without responding satisfactorily to appropriate treatment and/or counseling within a reasonable period of time. (See Professionalism in the JSCC Cosmetology Department Student Handbook.)

A student may be dismissed from a cosmetology education program for academic or disciplinary reasons with or without being placed on probation prior to the dismissal. The Cosmetology 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 of 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 Cosmetology Education Department Student Handbook under academic appeals.

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

1. 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, etc.).
2. Willful destruction of school property.
3. Failure to meet specified probationary requirements. (See Probation Policy in the JSCC Cosmetology Education Department Student Handbook)
4. Intoxication or use of illegal drugs while in the clinical area or on school property.
5. One incident of gross unprofessional conduct (i.e., hitting or cursing) (See professional responsibility in the JSCC Cosmetology Education Department Student Handbook.)
6. Any willful or intended act that endangers the health, safety, or wellbeing of another person.
7. Excessive absences from theory class or Salon lab (see attendance policy in the JSCC Cosmetology Education Department Student Handbook and individual course syllabus.)
8. Excessive late entry and leaving early from class. (See attendance policy in the JSCC Cosmetology Education Department Student Handbook and individual course syllabus)
9. Violation of NC State Board of Cosmetic Arts infection control and disinfection policies during the any salon service on a live client and/or manikin. Each student will be informed of the policy regulations of the NC State Board of Cosmetic Arts in the beginner classes.
10. If a student is dishonest and has falsified any part(s) of a salon ticket or service, the student may be suspended and involuntarily withdrawn from the program.
11. Failure to wear full required uniform (solid black shoes, uniform pants & top. NO colored or logo tops or shirts)
12. Failure to wear JSCC Student ID during class at all times.
13. Cell phone or electrical devices on the Salon Floor without permission from your instructor.

Course Layout for Completion

Required Courses	Elective Courses
COS 111	COS 119
COS 112	COS 223
COS 113	COS 224
COS 114	COS 240
COS 115	
COS 116	
COS 117	
COS 118	

COURSE SUBSTITUTIONS

Below is a list of college approved course substitutions. All course substitutions require the approval of the student's advisor, the division Dean, the Vice President of Academic Affairs, and the Registrar. A course substitution form is required for approval. Course substitutions should be submitted for approval prior to the census date of the semester.

Required Course	Approved Substitution
ACA 115	ACA 122*
BIO 110	BIO 111
BIO 163	BIO 168 and BIO 169 (sequence)
ENG 110	ENG 111
MAT 110	MAT 143 or MAT 171

**Approved for AAS only.*

All course substitutions for prior coursework taken require a grade of "C" or higher.

REPETITION OF CURRICULUM COURSE WORK

No courses 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.

When a course has been repeated, the higher grade will be used in grade point average calculations. However, both courses and grades will remain on the transcript. 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 division Dean, the Vice President of Academic Affairs, and the Registrar.

CCP students are eligible to repeat a course only when the original grade does not qualify for transfer credit (D, F, or W). Repeating a course for the purpose of improving a grade of C or higher is not permitted.

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 division Dean, the Vice President of Academic Affairs, and the Registrar.

GRADE REPORTS

Grades are submitted to and posted by the Registrar’s Office to student accounts the day after Grade Day. Students may access their official final grades by logging in to their Self-Service account. Errors and omissions must be reported to the Registrar’s Office within two weeks after grade reports are posted.

CURRICULUM TRANSCRIPTS

All student records are confidential and transcripts will be sent upon signed request from the student. Request an official curriculum transcript from the college’s website at jamesprunt.edu/student-services/transcript-requests/; which offers an option for mailing or sending electronically. Transcripts are \$6.00 and can be paid for and tracked with this option.

Electronic transcripts are sent every day. Paper transcripts are printed on Monday and Thursday. Paper transcripts will not be printed on the following days: Registration Day, first and last day of class, Grade Day, Graduation Day.

Course work taken prior to Fall 1997 was on the quarter hour system. Beginning Summer 1997, all courses were converted to the semester hour system.

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. However, if a student withdraws from one or more classes, the student load decreases according to the semester hours of the class(es).

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

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

COURSE REQUISITES

It is the student’s responsibility to comply with the catalog regulations that courses may not be taken until all requisites 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 course instructor, division Dean, Registrar, and the Vice President of Academic Affairs Services.

TRANSFER CREDITS

Transfer Of Credits To James Sprunt Community College

A transfer student is an applicant who has previously attended or enrolled in any other college, university, technical college, or post-secondary institution. If transfer credit is desired, official transcripts must be submitted for evaluation. Credits earned at a regionally accredited institution will be awarded, provided a grade of "C" or better was obtained, towards the chosen program of study and catalog year requirements.

A student who changes programs after classes have begun must request for their transcript to be reviewed for additional credits. Students who have not been enrolled for 2 consecutive semesters (not counting summer) would be placed in a new catalog year upon reapplying. A student's academic advisor can recommend substitution of courses with adequate cause. Substitution forms must be signed off on by the Advisor, division Dean, and the Vice President of Academic Affairs.

Most courses can be counted for credit toward graduation for an indefinite period of time. Some courses that depend heavily on technology, speed and accuracy, physical skills, and language skills will be subject to review after five years unless the student has been continuously enrolled. A list of these classes will be kept in the Registrar's office. The division Dean may request that students provide evidence of course skills before credits would be applied. This evidence could come from a proficiency test, current job duties, or some form of assessment deemed appropriate by the division Dean. See section on Graduation Requirements for more information.

Credits may be allowed for work based on the Subject Examinations 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 located at www.acenet.edu/militaryguide. Subject Standardized Test scores will be evaluated and credit granted where appropriate based on the recommendations of the American Council on Education. Final acceptance or rejection of any credit will be determined by 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 freshman. Therefore, 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.

Students with international academic credentials should have all transcripts evaluated by an independent agency that provides such services. You may contact the Admission's Specialist in Student Services for a list of companies. Then present the official evaluated transcript for processing.

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

Foreign Transcripts

Foreign transcripts must be evaluated and translated (if applicable), by a current member of the National Association of Credential Evaluation Services (naces.org) or a current member of the Association of International Credential Evaluators (aice-eval.org). Completed evaluations, along with copies of the original transcript(s), should be sent directly from the evaluation agency to JSCC Admissions. If the evaluation is sent directly to the student, in order for it to be considered official, it must remain in the original sealed envelope. Once opened, it is no longer considered official.

Transfer Credits From James Sprunt Community College

Credits earned at James Sprunt Community College are transferable to many four-year institutions and student advisors will assist in planning. However, it is the responsibility of the student to determine what courses and credit will transfer to the receiving institution. Changes in a student's major field of study or his/her choice of a senior institution may result in transfer issues. Such changes should be made only after careful study and consultation with an advisor or counselor and the institution in which the student intends to transfer.

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 the intended major or program of study to pursue. Then contact that institution for recommendations concerning appropriate courses.
2. Obtain a current copy of the catalog of that institution for entrance requirements and application deadlines.
3. Confer with his/her faculty advisor and/or the Counselor's in Student Services at James Sprunt Community College about transfer plans.
4. Check a minimum of two semesters in advance of transferring to ensure that all necessary requirements are being completed.

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 Vice President of Academic Affairs.

ARTICULATION AGREEMENTS

Comprehensive Articulation Agreement (CAA)

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,

East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina A. & T. State University, North Carolina Central University, North Carolina State University, 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, UNC School of the Arts, University of North Carolina at Wilmington, Western Carolina University, and Winston-Salem State University.

Independent Comprehensive Articulation Agreement

Additionally, many North Carolina private colleges have adopted the Independent Comprehensive Articulation Agreement. These include Barton College, Belmont Abbey College, Bennett College, Brevard College, Campbell University, Catawba College, Chowan University, Gardner-Webb University, High Point University, Johnson C. Smith University, Lees-McRae College, Lenoir-Rhyne University, Livingston College, Mars Hill University, Meredith College, Methodist University, Montreat College, North Carolina Wesleyan College, Pfeiffer University, Queens University of Charlotte, Salem College, St. Andrew's University, St. Augustine's University, Shaw University, University of Mount Olive, Warren Wilson College, William Peace University, and Wingate University.

Collaborative Agreement

James Sprunt Community College also has collaborative agreements with other community colleges. 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.

An updated list of these agreements is kept within the Registrar's office and readily available to the Advisor's and division Deans.

SPARTAN ALERT SYSTEM (S.A.S)

The Spartan Alert System (S.A.S.) is a mass notification platform used by James Sprunt Community College to deliver important messages – such as emergency alerts, school closures, and other critical updates via email, text, and/or voice messages.

Enrolled students are automatically registered in the Spartan Alert System. Messages are sent to James Sprunt email addresses as well as personal email addresses and phone numbers provided during the application process. To ensure you receive alerts, please keep contact information up to date by following the college's current procedure for updating phone numbers. For assistance or more information, contact Just Ask Tech Support at justasktechsupport@jamesprunt.edu; (910) 275-6400; location: Library, Boyette Building.

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 Extenuating Circumstances”:

General Policy

When inclement weather prevails (ice, snow, or natural disaster) or other hazardous conditions exist, the President or his designee will determine whether the college will be closed and/or what activities of the college will be canceled or postponed. Announcements about the closing and reopening of the College, cancellations or postponements of classes and other activities, and whether college personnel and students should report to work or class will be made by utilizing the following outlets:

1. Local television stations
2. Social media platforms
3. College website
4. Spartan Alert System (SAS)

The Director of Marketing and Recruitment (Public Information Officer) will contact television stations and update the College website. The Director of Public Safety and Security will maintain the SAS. Activities of the College will proceed as scheduled unless specifically announced otherwise. The college will reschedule classes canceled because of inclement weather as necessary.

Curriculum and Workforce Development/Continuing Education Missed Classes

When the College is closed for inclement weather or other hazardous conditions, instruction will continue by posting an alternative assignment in the College’s learning management system (LMS). The following additional alternative methods may be utilized to ensure that instructional time is met for all courses:

1. Outside class assignment
2. Extending the length of class session meeting times
3. Conducting class on alternative meeting days
4. Shifting instruction to synchronous virtual instruction
5. BLET, Cosmetology courses identified to meet state board required hours, nursing clinical hours, and other health-related courses with a clinical component, must make up missed instruction by extending class time on regularly scheduled days and/or additional days (except College holidays) due to state accrediting agency guidelines that have minimum clock hour requirements.

Any makeup of instructional time must meet the needs of all students involved and cannot conflict with the schedule of other classes. Each missed class session for any reason requires the faculty member or instructor to complete a Missed Assignment Form that describes how instruction will be made up. The division Dean and Vice President of Academic Affairs/Chief Academic Officer must approve each form. The Vice President of Workforce Development and Continuing Education must approve Workforce Development/Continuing Education forms. All documentation is maintained until released from all compliance reviews.

Career and College Promise classes scheduled at local high schools will operate according to the inclement weather schedule of the public schools.

STUDENT CODE OF 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 academic freedom, freedom of expression, and participation in the institution's decision-making process to the fullest extent possible. However, it is clear that, in a community of learning, willful disruption of the education 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 the student code of conduct will be reported to the Vice President 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 others 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, 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, tampering, or substantially damaging any campus building or property, or the property of others on school premises.
4. Any possession or display or, 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.
7. Disorderly, lewd, or indecent conduct, as well as, distributions of obscene written and electronic materials.

8. Smoking (and/or using other forms of tobacco products, including vaping)
9. Failure to comply with instructions of college officials acting in performance of their duties, including failure to provide student ID in a timely manner when requested.
10. Theft of, misuse of, or damage to college property, or theft of or damage to property of a member of the college community or at college functions.
11. Possession of or use of alcoholic beverages or being in a state of intoxication on the college campus or at a college sponsored or supervised function off-campus to include college vehicles.
12. Any act, comment or behavior which is of a sexually suggestive or harassing nature and which is sufficiently severe and pervasive from both a subjective perspective (i.e., the recipient's view) and an objective perspective (i.e., a reasonable person's view) that it unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive environment.
13. Mental or physical abuse of any person on college premises or at college-sponsored or college-supervised event, including verbal or physical actions which threaten or endanger the health or safety of any such persons by committing severe, pervasive acts from both a subjective (i.e., a recipient's view) and an objective perspective (i.e., a reasonable person's view) and thus affects a student's ability to participate in or benefit from one of the college's programs or activities is prohibited. NOTE: A student who poses a serious risk of imminent harm (i.e., threat of a violent act against students/or staff) will be expelled immediately. Personal combat will not be tolerated.
14. Forgery, alteration, or misuse of college documents, records, or instruments of identification with intent to deceive, making a knowingly false statement, either orally or in writing to college officials.
15. Operating a motor vehicle without proper license and registration.
16. Operating a motor vehicle in an unsafe manner.
17. Inappropriate dress that is not conducive to the educational environment of the institution.

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

POLICY ON SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE, AND STALKING

James Sprunt Community College does not tolerate behavior that results in sexual assault, dating violence, domestic violence, or stalking. Students on our campus have the right to live free of behaviors that interfere with students attaining their educational goals. Students who report sexual assault, dating violence, domestic violence, and stalking have the right to:

1. Treatment with dignity and respect, not subjected to biased attitudes or judgments
2. Not having past and irrelevant conduct discussed during any resulting proceedings
3. Changes in academic situations, if possible
4. All support services regardless of the choice to file a school or criminal complaint
5. Submission of a written account of the incident and a victim-impact statement
6. Having a person of choice, including legal counsel or an advocate, present throughout the proceedings, as set forth in the student code of conduct
7. Having one's identity protected, in accordance with legal requirements

Victims may request immediate transfer of classes or other steps to prevent unnecessary or unwanted contact or proximity to an alleged assailant. When possible, requests will be accommodated.

Rights of Accused

Students accused of sexual assault, dating violence, domestic violence, and stalking behaviors have rights on this campus. Those include:

1. The right to know the nature and source of the evidence used in the hearing process
2. The right to present witnesses and material evidence relevant to the case
3. The right to an advisor to aid in the preparation and presentation of the case
4. Access to services from the counseling or student service offices
5. Consultation with a campus official on academic support services and referrals to community resources when appropriate.

Disciplinary Process

Disciplinary sanctions for violations of this protocol will be imposed in accordance with applicable James Sprunt Community College policies, including:

1. No action
2. Probation for one or more semesters
3. Short or long-term suspension
4. Expulsion from James Sprunt Community College and/or criminal prosecution simultaneously.

A hearing will be conducted by the Committee on Student Appeals. A group will be empaneled to hear cases and their decisions are final. The panel will be trained in procedures regarding listening to evidence, victim impact, and rules of procedure. James Sprunt Community College officially adopts the preponderance of the evidence standard for the disciplinary process.

TITLE IX POLICY

James Sprunt Community College strives to make its campus a safe and welcoming learning environment. Pursuant to the Clery Act, the Violence Against Women Act, the Campus SaVE Act and other applicable federal and state laws and regulations, the College hereby adopts these procedures when investigating, disciplining, and educating the College community about sexual harassment and sexual-based violence.

Also, pursuant to the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 and other applicable federal and state laws and regulations, the College prohibits discrimination in its services and programs based on race, religion, ethnicity, national origin, gender, gender identity, sex, age, disability, genetic information and veteran status.

The College is committed to responding promptly and effectively when it learns of any form of possible discrimination based on sex. The College responds to reports of sexual harassment including sexual violence, as part of its efforts to stop the harassment and prevent its recurrence of possible sex discrimination. An individual who has questions or concerns regarding possible discrimination based on sex should contact the Title IX Coordinator or the Deputy Title IX Coordinator. Contact information for the Title IX Coordinator and the Deputy Title IX Coordinator is located at the end of this document.

All members of the College community are expected to engage in conduct that contributes to the culture of integrity and honor upon which James Sprunt Community College is grounded. Acts of sexual misconduct, sexual harassment, dating, violence, domestic violence, and stalking, jeopardize the health and welfare of our campus community and the larger community as a whole.

The College has established procedures for preventing and investigating allegations of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking that are compliant with Title IX federal regulations.

Reporting

Reports regarding an alleged violation of Title IX, including those taking place off campus, such as sexual misconduct, sexual harassment, dating violence, domestic violence, stalking; sexual misconduct incidents involving minors, guests and third party users; and any allegation of inequity in educational programs and activities should be reported to any College responsible employee and communicated to the Title IX Coordinator or Deputy Title IX Coordinator.

Campus Security Reporting

James Sprunt Community College is committed to providing a safe and secure environment for all members of the College's community and visitors. The College shall comply with the Crime Awareness and Security Act of 1990, as amended by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Information on crime statistics is available on the JSCC website as reported to the U. S. Department of Education (See the Director of Public Safety for additional information on crime statistics).

Amnesty Clause

The health and safety of every student at James Sprunt Community College is of utmost importance. The College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to College officials. The College may also offer amnesty or leniency to the alleged victim or reporting witness with respect to other violations of College policy which may be disclosed as a result of such reports, depending on the circumstances involved. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to James Sprunt Community College officials or law enforcement will not be subject to James Sprunt Community College's Code of Conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

Process

The Title IX Coordinator ensures that the report is addressed through the identified resolution procedures and policies, and that the incident is resolved in a timely, fair, and impartial manner. Reports are examined based on the policies and procedures of the College where compliance with Title IX is of the utmost importance.

Education

Title IX of the Education Amendment of 1972 and the Campus Sexual Violence Elimination (SaVE) Act require colleges to provide sexual harassment, sexual violence and sexual discrimination prevention education for students and employees annually.

All new students and all employees shall be required to participate in specific training for prevention and awareness and that promotes awareness of discrimination, harassment, and sexual-based violence. This program will be held annually at the beginning of each fall semester.

Questions about the training and Title IX as it relates to students and employees can be answered by:

- Tonya M. Kenan, Director of Human Resources & Title IX Coordinator
Located in the McGowan Building, Room 101B
(910) 275-6181
- Dr. Shakeena White, Deputy Title IX Coordinator
Vice President of Student Services
Located in the Strickland Building, Room 107
(910) 275-6362

DRUG AND ALCOHOL POLICY

The employees of the College are its most valuable resource, and their health and safety are of great importance. The use of illegal drugs and the abuse of alcohol are harmful to employee health, and the College will not tolerate any drug or alcohol use which imperils the health and well-being of its employees, students, or the public at large, or which could result in damage to college property. All employees have the right to work in a drug and alcohol-free environment, and the College is committed to maintaining a safe workplace free from the influence of illegal drugs and alcohol.

This statement of the drug and alcohol-free workplace policy of the College is being provided as part of its good faith commitment in complying with the Drug-Free Workplace Act of 1988 and to maintain a safe workplace. Employees are required to abide by this policy as a condition of their employment with the College.

Definitions

For purposes of this policy, the term “prohibited drugs” means any “controlled substances” as defined at 21 U.S.C. 802 and listed on Schedules I through V of 21 U.S.C. 812; 21 CFR Part 1308; and Article V, Chapter 90 of the North Carolina General Statutes, as revised from time to time, and as defined by other federal statutes and regulations. Generally, these are drugs, which have a high potential for abuse and include but are not limited to heroin, marijuana, cocaine, PCP, methamphetamines, amphetamines, and “crack.” Also included are any other drugs that are illegal under federal, state, or local law, legal drugs that have been obtained illegally or are not being taken as prescribed by a licensed health care provider, and substances that are not intended for human consumption (such as glue). “Alcohol” means the intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols, including methyl and isopropyl alcohol.

For purposes of this policy, “workplace” includes the buildings, grounds, and parking lots of the College campus, satellite facilities, including the use of any other location where the business of the College is being performed or carried out, and College equipment and vehicles.

Violation of Policy

A violation of this drug and alcohol use policy occurs when any employee:

1. Engages in the unlawful or unauthorized manufacture, distribution, dispensing of, possession of, sale, purchase, or use of any prohibited drug or alcohol while at the workplace, while traveling to or from the workplace, while using equipment owned or leased by the College, while in a vehicle owned or leased by the College, while at work or during working hours, while engaged in business for the College, or while representing the College away from the workplace, except for the reasonable social use of alcohol in a business/social setting;
2. Manufactures, distributes, dispenses, possesses, sells, purchases, or uses prohibited drugs away from the workplace in a manner that adversely affects the employee’s work performance, his or her or others’ safety at work, or the regard or reputation of the College in the community
3. Manufactures, distributes, dispenses, possesses, sells, purchases, or uses alcohol away from the workplace in a manner that adversely affects the employee’s work performance or his or her or others’ safety at work;
4. Fails to report to the College a conviction under any federal or state criminal drug statute or conviction of an alcohol-related crime more than five (5) calendar days following such conviction; or
5. Stores any prohibited drug or alcohol in a locker, desk, vehicle, or other repository owned or leased by the College or located at the workplace.

No employee, student, or guest shall knowingly use or be under the influence of any non-prescribed narcotic drug, a 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.

WEAPONS ON JSCC PROPERTY

It is against college policy for any person, while on college property, to possess, or carry, with a limited exception, any gun, rifle, pistol, or other firearm; dynamite cartridge, bomb, grenade, mine, powerful explosive as defined in NC G.S.14.284.1; BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors or razor blades (except solely for personal shaving), firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, maintenance, or for school-sanctioned ceremonial purposes; or any other weapon of any kind.

A firearm is permissible on campus only under the following limited circumstances:

1. The firearm is a handgun; **AND**
2. The individual has a valid concealed handgun permit or exempt from the law requiring a permit; **AND**

3. The handgun remains in either: a closed compartment or container within the individual with the permit's locked vehicle; or a locked container securely affixed to the individual with the permit's locked vehicle; **AND**
4. The vehicle is only unlocked when the individual with the permit is entering or exiting the vehicle; **AND**
5. The firearm remains in the closed compartment at all times.

College property refers to any college building or vehicle; campus grounds, recreation areas, athletic fields, or other property owned, used or operated by the College Board of Trustees. Any person violating this policy shall be guilty of a felony or misdemeanor depending on the weapon involved and the enrollment status of the individual.

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

TOBACCO AND SMOKE FREE POLICY

James Sprunt Community College, in its efforts to create a healthier atmosphere for the campus community, strives to control exposure to secondhand smoke. It emphasizes prevention and education efforts that support non-use and that address the risks of tobacco use. To protect our students, staff, visitors and guests, James Sprunt Community College prohibits the use of tobacco products and vaping.

1. At James Sprunt Community College, smoking, vaping, and tobacco use is prohibited in the following locations:
 - A. On all parts of the campus
 - B. Inside all campus buildings (see item # 3 for definition of campus)
 - C. In all college owned or leased vehicles.
 - D. Includes all classes taught by JSCC personnel regardless of location.
2. The College is committed to prevention and education efforts that support non-use and address the risk of tobacco use. The College also offers programs and services that include practical steps to quit using tobacco products, including smoking-cessation resources.
3. Promotional advertising, sale, or free sampling of tobacco is prohibited on campus.
4. The sponsorship of any campus event by tobacco-promoting organizations is prohibited.
5. All tobacco advertising in public spaces in College locations, such as billboard and signage, is prohibited.
6. This policy applies to trustees, administrators, faculty, staff, students, contractors, vendors, clients, and visitors.
7. Tobacco advertisements are prohibited in College publications.
8. Organizers and attendees at public events using James Sprunt Community College's facilities, such as conferences, meetings, public lectures, athletic events, social and cultural events will

be required to abide by the College's Smoking Policy. Organizers of such events are responsible for communicating and enforcing this policy.

Definition of Terms

1. Tobacco Products: For the purposes of this policy, tobacco is defined to include any lit or unlit cigarette, pipe, cigar, cigarillo, or other smoking equipment (whether filled with tobacco or any other type of materials), smokeless tobacco (use of snuff, dip, chew, smokeless pouches, or other forms of loose leaf tobacco), and any other tobacco product in any form. This is to include "e-cigarettes" or any device designed to introduce tobacco into the body.
2. Students: Includes but is not limited to full-time day students, part-time students, commuter students, non-traditional students and other special students.
3. Campus: Includes any and all college owned, leased, or maintained property (includes all classes taught by JSCC personnel regardless of location) including but not limited to buildings, facilities, sidewalks, roadways, parking lots, and grounds.
4. College vehicle: This includes college owned, rented, or leased vehicles.

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 documentations. 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.

ELECTRONIC SIGNATURE POLICY

James Sprunt Community College (JSCC) recognizes the use of an electronic signature as a valid signature subject to the conditions listed below.

An electronic signature is defined as any electronic process signifying an approval to terms, and/or ensuring the integrity of the document, presented in electronic format.

Uses of electronic signature are as follows:

- Students use electronic signatures to register, check financial aid awards, obtain unofficial transcripts, update contact information, log into campus computers, complete forms, submission of class work, tests, etc.
- Faculty and staff use electronic signatures for submitting grades, viewing personal payroll data, logging into campus computers, accessing protected data through the administrative computing system and custom web applications provided by the college, etc.
- Candidates applying for employment use electronic signatures for submitting employment applications through the on-line application system.

An electronic signature is considered valid when the following condition is met:

6. The combination of a personal Username and Password
7. A form is filled out and submitted through the college website or any other college media outlet maintained by James Sprunt Community College.

It is the responsibility and obligation of each individual to keep their Login ID and their password private so others cannot use their credentials.

Once logged in, the individual is responsible for any information they provide, update, or remove. JSCC or their contract vendor will take steps to ensure the passwords are protected and kept confidential. Further-more, users are responsible for logging out of all systems and exercising the necessary precautions when using publicly accessible computers.

This policy is in addition to all applicable federal and state statutes, policies, guidelines, and standards.

ACCEPTABLE USE POLICY

Purpose

College owned or operated computing resources are reserved for the educational, instructional, research, and administrative computing needs of the faculty, students, staff, and other individuals authorized by the College. The College's computer resources include but are not limited to all College computers and hardware, access to the Internet or access to any College intranet provided through College owned or operated computers, online and offline storage, and network and communications facilities including cloud accessible hardware or software provided by the College. Access to these computing resources is a privilege and, therefore, it is essential that all users exercise responsible, ethical, and lawful behavior when using these resources. Users are expected to read, understand, and comply with the College's Acceptable Use Policy.

The College monitors access to the computing resources and reserves the right, without prior notice to users, to access these resources and to use any and all information retrieved from the computing resources. **Users do not have an expectation of privacy regarding their use of the computing resources**, and by accessing and using the College's computing resources, users expressly consent to such monitoring, access, and use by the College. Information contained on the College's

computing resources and in College accounts, including but not limited to e-mail, may be subject to inspection under the Public Records Law of the State of North Carolina.

The College does not attempt to articulate all required or unacceptable behavior by its users. Therefore, each user's judgment on appropriate conduct must be relied upon. To assist in such judgment, users will follow this policy:

Acceptable and Unacceptable Uses

1. Use should be consistent with the Acceptable Use Policies (AUP) for the North Carolina Research and Education Network ([NCREN](#)), operated by MCNC and consistent with the mission of James Sprunt Community College.
2. College computing resources are to be used only for educational, research, instructional or college administrative purposes for which access is provided, and are not to be used for any unauthorized purpose, including but not limited to commercial purposes, unauthorized access to remote computers or non-College related activities.
3. An access account assigned to a user must not be used by any other individual. Users are responsible for the proper use of their accounts, including proper password protection and appropriate use of the College's computing resources. Obtaining another user's password, allowing friends, family, co-workers, or any other individual use of your or another user's account, or other unauthorized use of an access account, is a serious violation of this policy.
4. All computer software is protected by federal copyright law. In addition, most software is proprietary and protected by legal licensing agreements. Users are responsible for being aware of the licensing restrictions for any software used on the College's computing resources. Software that is not owned by the College cannot be installed on College equipment.
5. Users shall not download, reproduce and/or distribute copyrighted or licensed materials without proper authorization from the author or creator. Additionally, users shall not publish information, messages, graphics, or photographs on any web page without the express permission of the author or creator.
6. Users shall not engage in activities to damage or disrupt the hardware, software, or any communication associated with the College's computing resources, such as virus creation and propagation, wasting system resources, overloading networks with excessive data, or any attempt to circumvent data protection schemes or uncover security loopholes.
7. Users shall not access or damage any portion of the College's computing resources or other College property, such as College records, or use the College's computing resources for illegal activities.
8. Users learning of the misuse of the College's computing resources or violations of this Acceptable Use Policy should notify a College faculty member or College official immediately.

Enforcement:

Anyone found to have violated this policy may be subject to disciplinary action including but not limited to suspension or revocation of computing privileges, disciplinary review, dismissal from class with a grade of "F," and/or termination. Any conduct, which violates local, state, or federal laws, will result in the immediate loss of all access to the College computing resources and will be referred to appropriate College offices and/or law enforcement authorities. James Sprunt Community College is

not liable for actions of anyone connected to the Internet through the College's computing resources. All users will assume full liability (legal, financial or otherwise) for their actions.

MODIFICATIONS: *JSCC reserves the right to modify this policy at any time.*

ACCEPTABLE USE POLICY FOR WIRELESS ACCESS

As a condition to James Sprunt Community College (JSCC) providing you with access to the James Sprunt Wireless Service (Service), you are required to comply with the guidelines of this Acceptable Use Policy (Policy). By accepting the Policy and using the Service, you signify your agreement to the terms, conditions, and notices of this Policy. "You" when used in this statement shall mean the users of the Access Device(s). For purposes of this Policy, any actions that JSCC may take with regard to your use of the Service may also be performed by JSCC's third party service providers.

If you violate any of the provisions of this Policy, JSCC may take action to restrict or terminate your access to the Service, including access to any Internet websites associated with the Service. JSCC reserves the right, at its discretion, to update or revise this Policy, any other policy or statement on any JSCC website, and any product offerings or programs described on any JSCC website. Please check back periodically to review any changes to this Policy.

Use of the Service for any purpose that is unlawful or in any manner which could damage, disable, overburden or impair the operation of the JSCC Network or the Service or any other party's use or enjoyment of the JSCC Network or the Service, is strictly prohibited. Specifically, you may not:

- * Attempt to use or gain unauthorized access to data, accounts, hosts, servers, systems or networks associated with the Service or with JSCC, or to probe, scan or test the vulnerability of a system or network associated with the Service, JSCC or those of any other party.
- * Interfere with Service to any user, host or network including, without limitation, mail-bombing, flooding, or attempting to overload the system.
- * Use the Service to engage in activities that violate any terms or conditions of any other network access provider or Internet service provider.
- * Forge any TCP-IP packet header or any part of the header information in an e-mail or a newsgroup posting.
- * Falsify address information or otherwise modify e-mail headers to conceal the sender's or the recipient's identity.
- * Additionally, you may not, by use of the Service or another service, upload, post or otherwise distribute or facilitate distribution of any content, including text, communications, software, images, sounds, data, or other information that, in JSCC's discretion:
 - * Is unlawful, abusive, libelous, deceptive, fraudulent, and invasive of another's privacy, tortious, pornographic, or inaccurate.
 - * Is posted in violation of a newsgroup charter.
 - * Contains viruses, corrupted files, or any other similar software or programs that may damage the operation of another's computer.
 - * Has a negative effect on JSCC or its networks (including, without limitation, overloading servers on the JSCC networks; causing portions of the JSCC networks to be blocked by other network

providers; generating unresolved third party complaints or complaints which, in the discretion of JSCC, impose an unreasonable administrative burden on the service provider or College).

- * Constitutes unsolicited duplicative e-mail (commercial or otherwise). This prohibition extends to the sending of unsolicited and/or mass e-mailings such as the following:
 - E-mail from any JSCC account or via another service which in any way implicates the use of this site or the Service, JSCC equipment or any JSCC e-mail address;
 - E-mail relayed from any JSCC or third party's mail servers without permission;
 - E-mail employing techniques to hide or obscure the source of the e-mail;
 - E-mail sent, or caused to be sent, to or through the JSCC Network that makes use of or contains invalid or forged headers, invalid or non-existent domain names or other means of deceptive addressing that may be deemed to be counterfeit. A communication may be unsolicited if recipients' email addresses were not obtained through a personal or customer relationship between recipient and sender, recipients did not affirmatively consent to receive communications from sender, or recipients have opted out of receiving communications from sender when given notice of the opportunity to do so.

ACADEMIC INTEGRITY

All James Sprunt Community College students are held to the same academic standards regardless of course format: online, hybrid, blended, hyflex, or traditional. A violation of academic integrity includes but is not limited to plagiarism, multiple submissions, and/or cheating.

1. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own, including AI generated content (ChatGPT).
2. Multiple submissions is defined as submitting assignments that were previously submitted in another course. The use of one's previous work in an assignment requires written prior approval from the current faculty member.
3. Cheating is defined as obtaining information in a dishonest manner. Obtaining and using all or part of someone else's work as your own or allowing someone else to obtain and use your work are examples of cheating.

Online Identity

Any student registered in a college course will be the same student who participates in and completes all course work. Any student who allows his/her unique username and password to be used by another individual student to complete an assignment or participation in the course will be in violation.

Consequences

If a student commits any act of academic dishonesty, the instructor may assign a zero grade on the assignment or assign a grade of "F" in the course. The instructor must file an academic dishonesty incident report describing the alleged violation with the Vice President of Academic Affairs and provide a copy to the student.

The student may appeal the grade assigned by the instructor if (1) the student feels the penalty is unfair or (2) the student does not agree with the evidence presented by the instructor. See the Student Appeals section for more details on the academic appeals process.

Repeated offenses of academic dishonesty will result in the student being referred to the Vice President of Academic Affairs.

FREE SPEECH AND PUBLIC ASSEMBLY

To describe the College's policy for exercising free speech on campus:

James Sprunt Community College encourages its students and the community to exercise the right to freedom of speech granted by the First Amendment to the Constitution of the United States of America. In adherence to these rights, the College protects the rights of free speech, petition, and peaceable assembly. This policy informs members of the College community and the public of the manner in which they may engage in constitutionally protected speech and expression at James Sprunt Community College.

This policy is intended to protect one's right to freedom of speech without interfering with the primary educational purpose of the College. Interferences include any situations which may compromise the College's ability to provide a suitable environment for students, faculty, and staff to study, conduct research, and perform activities without undue interference. Any acts that are disruptive to normal operations of the College will not be tolerated. Persons engaged in disruptive activity including students, faculty, and staff may be subject to disciplinary or due criminal action. The College has adopted the following guidelines to ensure the rights of free speech while maintaining the proper educational environment.

Guidelines for Speech and Public Assembly

1. Speech and public assembly are permitted on the grounds of JSCC as long as it does not disrupt College classes or other scheduled events on campus.
2. Amplification Systems: Because amplification systems pose a significant potential for disruption of College operation, public address and amplification systems may not be used. This includes, but is not limited to, megaphones and PA systems.
3. Opposing Opinions: People with opposing opinions do not have the right to disrupt an authorized public assembly.
4. A person with an opposing opinion must not substantially interfere with the speaker's ability to communicate or the audiences; ability to hear and see the speaker. Likewise, the audience must respect someone's right to disagree.
5. Picketing is not permitted inside the College buildings or where it impacts the student learning environment.
6. Symbolic Protest: During a presentation, displaying a sign, gesturing, wearing symbolic clothing, or otherwise protesting silently is permissible so long as the symbolic protest does not unduly interfere with the ability of the person or entity reserving an area for free speech/expression to express themselves and must be confined to the designated area.

Conduct and Manner

Those who exercise free speech as a part of this policy must not:

1. Threaten passers-by
2. Interfere with, impede, or cause blockage of the flow of vehicular or pedestrian traffic.

3. Interfere with or disrupt any other lawful activity in the same general location at the same time.
4. Commit any act likely to create an imminent safety or health hazard.
5. Post materials on any walls, windows, doors, sidewalks, trees, light poles, etc., or any other College equipment except in areas designated by the Director of Marketing.
6. Use signs or placards used in connection with the activity must not contain obscene language or words that would tend to incite violence.
7. Make record by audio or visual means (photography, video recording, etc.) of any faculty, staff, or student without obtaining written permission from the person being recorded.

Public speech or activities likely to incite or produce imminent lawless action or that is, under current legal standards, either defamatory or obscene are prohibited. Violations of the James Sprunt Community College Student Code of Conduct are prohibited. Individuals who damage or destroy College property shall be held responsible for such damage or destruction. This includes lawns, shrubs, trees, etc.

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

Interference with Free Speech or Public Assembly

Persons shall not physically interfere in the use of the sidewalk or address obscene, indecent, or threatening language to or at individuals to provoke them or lead to a breach of the peace.

Whenever free passage is obstructed by a crowd, the persons composing such crowd shall disperse when directed by College officials, security, or police. Failure to do so may result in disciplinary action and/or criminal prosecution.

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 President is primarily responsible for campus security and the Director of Public Safety & Security is responsible for campus safety.

Statistics on campus crime are gathered and annually published in a document entitled "Annual Security Report". This report is posted in the McGowen Building and is available in the Office of the Director of Public Safety & Security. It can also be found on the website at www.jamesprunt.edu.

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. In accordance with federal and state law, individuals with disabilities may be accompanied by their service animal while on campus.

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 steps below enable students to exercise this right:

1. Students first share the grievance to the instructor(s) or staff member(s) involved. An attempt is made to resolve the matter at this level. This conference should take place within ten working days of the incident that generated the concern whenever possible.
2. If the complaint is not resolved, students may present the grievance to the division Dean.
3. If the complaint cannot be resolved at the department level, students may present their grievance to the Vice President of Academic Affairs who may involve the Academic Affairs Committee to make a final decision. The decision of the Vice President of Academic Affairs will be final.

A student may remain enrolled in class at the discretion of the Vice President of Academic Affairs, 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 school days between each appeal level (i.e., between division Dean and Vice President of Academic Affairs). 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 Vice President of Academic Affairs, in those cases involving academic appeals, shall have ten school days upon proper notification of appeal to make a disposition of the appeal.

If the Academic Affairs Committee is consulted, the session shall be conducted informally by the Vice President of Academic Affairs. Evidence may be submitted to the committee by the student and/or appropriate faculty member(s). Neither the student nor the faculty member(s) may be represented by counsel before the Academic Affairs Committee.

Grade Appeal

Students have the right to appeal an assigned **final** course grade within ten (10) working days after the grades are posted on Web Advisor. Students must follow the student procedures outlined under "Student Academic Appeals".

Non-Academic Appeals

Any student has the right of appeal regarding grievances resulting from any non-academic action taken by the college. The steps below enable students to exercise this right:

1. Students should provide a written appeal of the grievance or concern to the Vice President of Student Services.
2. If students disagree with the decision of the Vice President of Student Services, they may request a hearing before the Student Appeals Committee.
3. If students disagree with the decision of the Student Appeals Committee, a written appeal may be made to the President. The decision of the President will be final.

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 appeal level (i.e., between Vice President of Student Services, Student Appeals Committee, and President). Burden of proof shall rest with the student to refute or disprove any fact or finding.

The Vice President 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.

A student who disagrees with the decision of the Vice President of Student Services may request a hearing before the Student Appeals Committee. The Student Appeals Committee shall consist of (1) Committee Chair, (2) Faculty Members, (2) Staff Members, and (1) SGA President or Officer. The request must be submitted in writing to the Vice President of Student Services within 10 school days after receipt of the Vice President's decision. The Vice President shall refer the matter to the Student Appeals Committee with the relevant facts and findings revealed by the Vice President's investigation. The Student Appeals Committee has 10 school days to render its recommendation on the student's appeal.

Each student requesting an appeal of the Vice President's decision shall receive basic procedural rights such as the rights to counsel, the right to present evidence, and the right to appeal the decision of the committee to the President who will review the official record of the hearing. The request must

be submitted in writing to the President within 10 school days after receipt of the committee's decision. The decision by the President is final and ends the appeals process.

The Vice President of Student Services reserves the right to place a hold on any suspended/expelled student's account to prevent registration.

TRAFFIC REGULATIONS

Students are expected to drive carefully, 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 Stickers

All JSCC students (including on-campus Continuing Education students) **must** have a parking sticker on their vehicle while on JSCC campus. In order to obtain a parking sticker, students **must** go to the Student Activities office and see the SGA Advisor. The sticker must be visible, attached on the outside of the rear glass in the bottom left corner. Failure to do so may result in a student not being allowed to park on campus grounds. If a parking sticker is lost, misplaced, or stolen, \$5.00 **must** be paid for a duplicate at the Business Office and the receipt returned to the Student Activities office.

GRADUATION REQUIREMENTS

To be eligible to graduate from an Associate Degree, Diploma, or Certificate, the program must be active with Admissions. Students may view their active programs by logging into Self-Service. All requirements must be met prior to the official graduation date of James Sprunt Community College. The requirements are:

1. Required courses and electives must be completed in accordance with one of the programs listed in the catalog with a major grade point average of at least 2.0.
2. All financial obligations to the college must be met (i.e., graduation fee, library fines, Business Office holds, 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. At least 25% of credit hours, with a minimum of 9 credit hours, required for completion of a credential (program) must have been earned through instruction offered at James Sprunt Community College.

Associate Degree Nursing and Practical Nursing Graduation Requirements

In addition to the above Institutional Graduation Requirements, Associate Degree Nursing and 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”, and the student must have passed the required nursing course 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 psychology course(s).
3. The student’s performance of nursing care in the clinical areas must be judged as satisfactory by the nursing faculty.

Intent to Graduate

Commencement exercises are held in May for the prior summer, prior fall, and current spring graduates (Example – May 2026 will include Summer 2025, Fall 2025, and Spring 2026 graduates). For students who want to attend the commencement exercises, or just receive the diploma(s), a graduation application needs to be submitted to Student Services and graduation fees paid with the Business Office. An application link will be emailed to potential graduates from the Student Services Office each semester. The link can also be found on our website under the Registrar page. At the end of the graduation application there is a link to our Graduating Student Opinion Survey. We ask that each pending graduate complete this as well so we can see where we need to make improvements.

The final deadline to complete the graduation application and pay the fees is February 15th. If a student wants to use their Financial Aid money to cover the fees, they will need to inform the Business Office within the first two weeks of the semester they will complete the program. Students who ordered cap and gowns for the commencement exercises are notified, usually around mid-April, when they are ready for pick up.

Upon graduation, a student’s Program of Study will end. Therefore, if a student plans to continue enrollment at JSCC they must contact Admissions to add a new Program of Study.

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 point 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.

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 to appeal.

PERFORMANCE MEASURES AND STANDARDS

Performance Measures Overview

The Performance Measures for Student Success Report is the North Carolina Community College System’s major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges.

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

In 2010, a review process was established to ensure the measures for evaluating colleges were current and remained focused on improving student success. Every three years, a committee that is inclusive of college leaders, subject matter experts, and research and assessment professionals are appointed to review the measures and recommend deletions, revisions, and additions. Recommendations from the most recent review were approved in 2021.

The current list of measures includes:

1. **Basic Skills Student Progress:** To ensure individuals with low literacy skills are progressing academically toward credential or employment.
2. **Student Success Rate in College–Level English Courses:** To ensure students are successfully completing a credit-bearing English courses within their first three academic years.

3. **Student Success Rate in College-Level Math Courses:** To ensure students are successfully completing a credit-bearing Math courses within their first three academic years.
4. **First Year Progression:** To ensure first-year students are making progress toward credential completion.
5. **Curriculum Completion:** To ensure student completion and/or persistence toward a post-secondary credential in a timely manner.
6. **Licensure and Certification Passing Rate:** To ensure programmatic coursework prepares students to competently practice in their chosen profession.
7. **College Transfer Performance:** To ensure the academic success of community college students at a four-year college or university.

For more information, please go to the North Carolina Community College System website at: <https://www.nccommunitycolleges.edu/analytics/state-and-federal-reports>

STUDENT LIFE

STUDENT SERVICES

The purpose of Student Services Division is to design and implement services and programs for students which enable them to meet their short-term and long-term educational or training goals. These services and programs include counseling, registration, admissions, testing, financial aid, tutoring, recruitment/retention, employable skills training, Federal TRIO programs, and facilitating the Student Government Association (SGA). Students who take advantage of those services and programs are better equipped to achieve stated goals.

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, disability, natural origin, political affiliation, sexual orientation, gender identity, veteran status or genetic information.

COUNSELING

Counseling services provide access to the resources and supports that are critical to student success by assisting students with personal, career, and academic decisions. The following types of counseling services are offered to all prospective and current students: admissions counseling, academic and educational planning, personal counseling and referrals, and career planning. Counselor offices are in the Strickland building, Student Services suite. Students are welcome to walk-in or make appointments by contacting the counselors at (910) 275-6265 or (910) 275-6367.

TESTING

The following types of testing are offered:

- Placement test (as needed)
- HISET (paper-based)
- Proctored test
- GED (computer-based)
- Career Inventories
- TEAS
- SAT

CAREER SERVICES

It is the mission of Career Services to empower students to identify their unique talents and skillsets. Career Services also provides the tools for students to conduct a successful job search. Students have access to an array of comprehensive services, which includes an ongoing workshop series, individual career counseling, career assessment, the annual Job Fair, and other activities. Career workshops are offered throughout the spring and fall and are open to all students.

Students also have access to individual career counseling sessions. This is particularly helpful to students who need assistance in selecting a program of study. The Counselors meet with students to determine their interests and strengths. Career assessment is offered through both the College Foundation of NC and the NC Career Clusters Guide. Both assessment services are free of charge. For students who need personalized resume review, the Counselors assist students in the editing process.

The Director of Career Services coordinates the annual Job Fair for students and the community. The purpose of the fair is to connect students with local employers. The employers who attend represent the diverse industries of Duplin County and the surrounding area. Some employers conduct on-site interviews during the fair, and attendees have the opportunity to apply on-site. The fair is open to both students and the larger community.

FACULTY ADVISOR

Each student will be assigned an advisor in his/her primary program of study 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. Students are encouraged to visit their advisor throughout the semester. 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 are made available. The law provides that the college will maintain the confidentiality of student educational records. Educational information refers to any record maintained by an educational institution, including files, documents, and materials of any type which contain information directly related to students, and which allows a student to be identified.

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 student financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a lawfully issued judicial or Ex Parte order under the USA Patriot Act, to persons in an emergency in order to protect the health or safety of students or other persons, to individuals requesting directory information so designated by the College, to a victim or to institutions of postsecondary education in connection with disciplinary proceedings, to officials as deemed necessary in connection with an audit or evaluation or certain state or federally supported education programs, to parents of an eligible student who is claimed as a dependent for income tax purposes, to the student, to the parent of a student regarding any violation governing the use or possession of alcohol or controlled substance if the student is under the age of 21, and related to sex offenders and other individuals required to register under the Violent Crime Control Act of 1994. 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 a person employed by the College in an administrative, supervisory, academic or research or support staff position, including health or medical staff; a person elected to the Board of Trustees; a person employed by or under contract to the College to perform a special task, such as the attorney or auditor; a person who is employed by the College for law enforcement purposes; a student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his or her tasks; a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or funding. At its discretion the college may provide Directory information in accordance with the provisions of the Act to include: Student name, address, telephone number, electronic mail address, photograph, date of birth, major field of study, dates and/or days of attendance, enrollment status, educational agency or institution attended by the student, participation in officially recognized sports and activities, honors and awards received (includes Dean's and President's Lists), and degrees conferred. Students may release or withhold Directory information by notifying the Registrar 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 disclosure - To allow communication regarding your records, for designated individuals, a Student Release Authorization Form will need to be on file with Student Services. Without this form we will not be able to discuss anything other than directory information.

Request for non-disclosure - To deny communication regarding directory information a Request to Withhold Directory Information form needs to be with Student Services. To reverse this a Request to Release Directory Information will need to be completed with Student Services. The college assumes that failure on the part of any student to file a request for nondisclosure indicates approval for disclosure.

The student's current record typically contains the application, transcript(s), transfer credit evaluation (if applicable), test scores, registration forms, grade reports, and may contain some financial aid information. Requests to review educational records shall be made in writing by the student to the Vice President of Student Services. The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records,

to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at James Sprunt Community College has been designated by the College to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial files, and academic, cooperative education, and placement records. Students wishing to review their education records must make written request to the Registrar listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Any additional information concerning the Family Educational Rights and Privacy Act of 1974 may be obtained in the Registrar's Office.

RETENTION AND DISPOSITION OF RECORDS

James Sprunt Community College's Student Services Records Retention and Imaging policy is maintained by the Registrar's Office. All records are digitized and kept for their required time periods, per this policy. Digital records are kept on campus and backed up at an off-site location.

HOUSING

The college does not have dormitory facilities. Students wishing to live away from home must arrange their own accommodations.

STUDENT HEALTH SERVICES

The college does not provide medical, hospital, or surgical services. Medical services are available at the emergency room in the nearby Vidant Duplin Hospital in Kenansville. Ambulance service will be available upon request. A doctor is on call 24 hours a day at the hospital.

All students are covered under a group accident policy funded by student activity fees and vending revenues. Contact the Vice President of Student Services for information. 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 ORGANIZATIONS

The following are some of the organizations active on campus. Other student organizations may be available for membership and will be made available to students in the fall of each year.

Ambassador Program

The James Sprunt Community College Ambassador Program consists of an honorary group of students 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, be a curriculum student, and be in good standing with the college. Contact The Office of Institutional Advancement at (910) 275-6152 for further information.

Best Buddies

Best Buddies Club is a student-led organization built on the belief that everyone deserves friendship, inclusion, and a sense of belonging. As part of a global movement working to end the social, physical, and economic isolation of individuals with intellectual and developmental disabilities (IDD),

the club connects students through peer mentorship, shared events, and meaningful relationships that extend across campus and beyond. Members grow as leaders, broaden their perspectives, and make a genuine difference in the lives of those around them, all while helping to shape a more welcoming and inclusive community for everyone. Whether you're looking to serve as a peer mentor, be paired with one, or simply show up and connect, Best Buddies welcomes all students, staff, and faculty who are ready to be part of something bigger. Join today at bestbuddies.org/join. For more information, please contact Jennifer Cotten at (910) 275-6387 or Jena Gutierrez at (910) 275-6265.

National Technical Honor Society

The purpose of the National Technical Honor Society at James Sprunt Community College shall be to recognize, honor, and empower students who excel in Career and Technical Education (CTE) Programs. Membership in the Society and the local NTHS Chapter shall be composed of students enrolled in workforce education programs or majors, and who qualify for membership according to the regulations of the NTHS national office and the local chapter. Members may be from and/or all occupational departments, programs, or majors within the institution and must have been duly approved by the local chapter advisor or school administration. Membership selection shall be made, at all times, without regard to race, religion, color, national origin, sex, sexual orientation, gender, gender identity or expression, age, disability, genetic information, political affiliation, veteran's status, other protected class of the individual candidate for membership. For further information, contact Stanley Skidmore at (910) 659-6041.

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. Contact Taylor Kennedy at (910) 275-6311 for further information.

Social-Behavioral Science Club

This organization works toward the overall health of the community. Members intend to spread awareness of, show support for, and guide those who are struggling with various issues including social, environmental, mental and behavioral. The aim is to be a light in the darkness providing support to our community through service and volunteer work. Members will expand on and increase knowledge of local and global issues. Contact Cara Simmons at (910) 275-6313 for further information.

Spartan Spirit Innovation Club

This is a student-led organization in which new ideas are developed and expressed in a creative environment to strengthen Spartan Skills and to encourage students to engage in the total college experience. Contact Jacob Simpson at (910) 275-6401, Colleen Kehoe-Robinson at (910) 275-6332, Krishna Parker at (910) 275-6326, or Amanda Jasinski at (910) 275-6295.

Student Government Association

The Student Government Association (SGA) provides students with practical experience in responsible democratic citizenship through participation in a program of self-government. The SGA 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. This organization provides a means through which students can promote interest in student activities both on and off campus. Contact Tonda Clowney at (910) 275-6361 for further information.

BOOKSTORE

The James Sprunt Community College bookstore is owned by the College and operated by Follett 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.

DRESS

Students are expected to maintain good personal dress and hygiene 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. A student's dress should not be distracting to the educational environment as determined by college officials.

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 advance.

3. It is expected that activities scheduled by the college will be held during times which conflict less with scheduled classes.
4. A student may be excused for sanctioned student activities for no more than 20 percent of classes of each course in which he/she is enrolled each semester. Students are responsible for all materials and work missed.

STUDENT ACTIVITIES

Each student is given the opportunity to participate in extra-curricular activities. James Sprunt Community College encourages each student to participate in the events provided for them.

STUDENT IDENTIFICATION POLICY

Identification (ID) Cards

ALL JSCC students must obtain a JSCC photo identification (ID) card regardless as to whether they are online students or in-person students. Students must present one form of government issued photo identification and their class schedule at the time the ID card is made. Cards for all students are issued in the Student Activities Office (Strickland Center) at registration and as needed.

JSCC ID cards must be visible at all times while on campus and under no circumstances should they be altered or lent to another person. Presentation of the ID card is required for identification or participation in various student activities or events. Persons who do not have proper identification may be asked to leave campus. Students who withdraw before the semester ends must turn their ID cards into the SGA Office.

Lost ID cards must be replaced, and a fee of \$5.00 is charged for each duplicate card. Students will need to pay the fee at the Business Office and bring the receipt to the Student Activities Office to have an ID card replaced.

“JSCC student” defined as to this policy is a student who attends James Sprunt Community College for at least five (5) consecutive days.”

Purpose

- a. To enhance the safety and security of all individuals on James Sprunt Community College’s campuses, ALL students will be required to obtain a photo identification card regardless as to whether they are online students or in-person students.
- b. This student ID will serve as the official means of identification for James Sprunt Community College.
- c. Unless a student loses/misplaces their ID card, it will only need to be issued once.
- d. The first issued student ID is FREE. All replacements will cost \$5.00.
- e. The student ID must be visible at all times while on campus.
- f. The ID is good for two years from date of issue. If student is still taking classes after that time, the ID will be updated with a current date of issue at no cost.
- g. Individuals not wearing proper identification will be asked what business they have on campus. If the answer is satisfactory (i.e. potential applicant filing for admissions/financial aid, visitors on campus tour), that individual will be allowed to continue with his or her business and immediately leave campus upon completion of that business.

Scope

- a. JSCC students will be required to obtain a student ID card before attendance verification, as faculty will not allow a student to attend class without an ID past this date.
- b. Dates and times of ID drives will correspond with this time frame and will be announced at the beginning of each term.

Photo ID Policy

- a. Students will be required to present one form of government-issued photo identification before an ID card is issued.
- b. For ID pictures, James Sprunt Community College requires individuals to remove any items not worn as part of their daily appearance (i.e., prescription eyeglasses). The only exceptions are items worn for cultural or religious purposes.
- c. All bandanas, hats, sunglasses, visors, etc. are to be removed before picture is taken.

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 "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 "CS" and "I" will exclude a student from this list.

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.

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.

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.

PROGRAMS OF STUDY

Two-Year Associate in Applied Science Degree*

Accounting & Finance
Agribusiness Technology
Agriculture Education
Applied Animal Science Technology
Associate Degree Nursing
Business Administration
Cosmetology
Criminal Justice Technology
Diesel and Heavy Equipment Technology
Early Childhood Education
Electrical Systems Technology
Graphic Design
Industrial Systems Technology
Information Technology- Information Systems
Information Technology- Network Management
Office Management
School-Age Expanded Learning and Enrichment

Diploma Programs (At least one year)

Accounting & Finance
Agribusiness Technology
Agriculture Education
Applied Animal Science Technology
Business Administration
Cosmetology
Diesel and Heavy Equipment Technology
Electrical Systems Technology
Graphic Design
Industrial Systems Technology
Information Technology
Office Management
Practical Nursing
Welding Technology

Collaborative Programs**

Physical Therapist Assistant
911 Communication and Operations

General Education – College Transfer*

Associate in Arts Degree
Associate in Science Degree
Associate in Arts in Teacher Preparation
Associate in Science in Teacher Preparation
Associate in General Education Degree

Certificate (Less than one year)

Agribusiness Technology
Agriculture Education
Agronomy
Applied Animal Science Technology
Basic Accounting
Basic Law Enforcement Training
Bookkeeping
Business Administration
Business Administration Entrepreneurship
Business Administration Supervision
Computer Programming
Computer Support Technician
Cosmetology
Criminal Justice Technology
Customer Service
Diesel and Heavy Equipment Technology
Diesel and Heavy Equipment Tech. Advanced
Early Childhood Administrator
Early Childhood Worker
Electrical Systems Technology
Elementary Education Residency Licensure
Foundations of Web Development
General Office Assistant
Graphic Design Basics
Graphic Design Web Design
Industrial Automation
Industrial Design
Industrial Systems Technology
Infant & Toddler Care
Mechanical Systems
Networking
Office Management Virtual
School-Age Expanded Learning and Enrichment
Welding Technology

Workforce Development and Continuing Education

Adult Basic Education
Adult High School Diploma Program
Commercial Driver's License (CDL) Training
Community Services
Emergency Medical Service Training
English Language Acquisition (ELA)
Fire Service Training
Focused Industrial Training Center
High School Equivalency (HSE)
Industrial Services
Law Enforcement In-Service Training
Occupational Extension
Small Business Center
Supervisory Training

Special Programs

Duplin Co. Center for Leadership Development
James Sprunt Community College Career Center
Partnership with North Carolina Wesleyan College
SECU Partnership East Program
Student Success Center
Student Support Services
Talent Search Project
Upward Bound Program
Work-Based Learning

* Any student who does not demonstrate adequate proficiency in reading, mathematics, and English will be required to Developmental English and math 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.

ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAMS

ACCOUNTING & FINANCE

Associate in Applied Science Degree

A25800

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, 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

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 115	Success & Study Skills OR		0	2	1
ACA 122	Transfer & Career Success				
ACC 120	Prin. of Financial Accounting		3	2	4
BUS 121	Business Math		2	2	3
CIS 110	Introduction to Computers		2	2	3
ENG 110	Freshman English OR		3	0	3
ENG 111	Writing and Inquiry				
	Humanities/Fine Arts Elective*		3	0	3
			12	8	17
SECOND SEMESTER					
ACC 121	Prin. Of Managerial Accounting		3	2	4
ACC 140	Payroll Accounting		1	2	2
BUS 125	Personal Finance		3	0	3
MAT 110	Math. Measurement & Lit.**		2	2	3
COM 231	Oral Communications***		3	0	3
	Social/Behavioral Science Elective****		3	0	3
			17	9	18
THIRD SEMESTER					
ACC 129	Individual Income Taxes		2	2	3
ACC 122	Prin of Financial Accounting II		3	0	3
ACC 149	Intro to Acc. Spreadsheets		1	3	2
ACC 150	Account Software Applications		1	3	2

BUS	115	Business Law I	3	0	3
ECO	151	Survey of Economics*****	3	0	3
			13	8	16

FOURTH SEMESTER

ACC	220	Intermediate Accounting I	3	2	4
ACC	180	Practices in Bookkeeping	3	0	3
OST	159	Office Ethics	3	0	3
ACC	225	Cost Accounting	3	0	3
BUS	270	Professional Development OR	3	0	3
WBL	113	Work-Based Learning I OR			
WBL 111 & WBL 112		Work-Based Learning			
			15	2	16

**The Humanities/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	116	Survey of American Art	3	0	3
HUM	115	Critical Thinking	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
REL	110	World Religions	3	0	3
REL	211	Intro. to Old Testament	3	0	3
REL	212	Intro. to New Testament	3	0	3

***MAT 110 may be substituted with one of the following:*

MAT	143	Quantitative Literacy	2	2	3
MAT	171	Precalculus Algebra	3	2	4
BIO	110	Principles of Biology	3	3	4

****COM 231 may be substituted with one of the following:*

ENG	112	Writing/Research in the Disc	3	0	3
COM	120	Intro Interpersonal Com	3	0	3

*****The Social/Behavioral Science Elective must be chosen from the following:*

ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3

******ECO 251 or ECO 252 may be taken in lieu of ECO 151.*

TOTAL SEMESTER HOURS CREDIT: 67-68

Accounting & Finance Diploma

D25800

FIRST SEMESTER

ACC	120	Prin. of Financial Accounting	3	2	4
CIS	110	Introduction to Computers	2	2	3
BUS	121	Business Math	2	2	3
ENG	110	Freshman Composition OR	3	0	3
ENG	111	Writing and Inquiry			
			10	6	13

SECOND SEMESTER

ACC	121	Prin of Managerial Accounting	3	2	4
ACC	150	Acct. Software Applications	1	2	2
BUS	125	Personal Finance	3	0	3
ACC	140	Payroll Accounting	1	2	2
OST	159	Office Ethics	3	0	3
			11	6	14

THIRD SEMESTER

ECO	251	Prin of Microeconomics*	3	0	3
ACC	129	Individual Income Taxes	2	2	3
BUS	115	Business Law I	3	0	3
ACC	122	Prin. of Financial Accounting II	3	0	3
ACC	149	Intro to Acc. Spreadsheets	1	3	2
			12	5	14

*ECO 151 or ECO 252 may be taken in lieu of ECO 251.

TOTAL SEMESTER HOURS CREDIT: 41

Basic Accounting Certificate

C25800BA

FIRST SEMESTER

ACC	120	Prin. of Financial Accounting	3	2	4
CIS	110	Introduction to Computers	2	2	3
			5	4	7

SECOND SEMESTER

ACC	121	Prin. of Managerial Accounting	3	2	4
BUS	115	Business Law	3	0	3
			6	2	7

TOTAL SEMESTER HOURS CREDIT: 14

Bookkeeping Certificate

C25800BK

FIRST SEMESTER

ACC	120	Prin. of Financial Accounting	3	2	4
BUS	121	Business Math	2	2	3
ACC	149	Intro to Acc. Spreadsheets	1	3	2
			6	7	9

SECOND SEMESTER

ACC	140	Payroll Accounting	1	2	2
ACC	150	Acct. Software Applications	1	2	2
ACC	180	Practices in Bookkeeping	3	0	3
			5	4	7

TOTAL SEMESTER HOURS CREDIT: 16

AGRIBUSINESS TECHNOLOGY

Associate in Applied Science Degree

A15100

CURRICULUM DESCRIPTION

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

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

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

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

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA	115	Success & Study Skills OR	0	2	1
ACA	122	Transfer & Career Success			
AGR	140	Agricultural Chemicals	2	2	3
ANS	110	Animal Science	3	0	3
CIS	110	Introduction to Computers	2	2	3
COM	120	Intro Interpersonal Com*	3	0	3
		Social/Behavioral Science Elective**	3	0	3
			13	6	16
SECOND SEMESTER					
AGR	160	Plant Science	2	2	3
ANS	150	Animal Health Management	3	0	3
ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			
AGR	110	Ag Economics	3	0	3
MAT	110	Math Measurement & Lit***	2	2	3
			14	2	15
THIRD SEMESTER					
WBL	113	Work-Based Learning I	0	30	3
FOURTH SEMESTER					
ACC	120	Prin. of Financial Accounting	3	2	4
AGR	111	Basic Farm Maintenance	1	3	2

AGR	214	Agricultural Marketing	3	0	3
AGR	170	Soil Science	2	2	3
ECO	151	Survey of Economics	3	0	3
		Humanities/Fine Arts Elective****	3	0	3
			15	7	18

FIFTH SEMESTER

AGR	139	Intro to Sustainable Agriculture	3	0	3
AGR	212	Farm Business Management	3	0	3
AGR	213	Ag Law and Finance	3	0	3
AGR	261	Agronomy	2	2	3
BUS	270	Professional Development	3	0	3
			14	2	15

* *ENG 112 or COM 231 may be taken in lieu of COM 120.*

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

ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
HIS	131	American History I	3	0	3
HIS	132	American History II	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3

****MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.*

*****The Humanities/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	116	Survey of American Art	3	0	3
HUM	110	Technology and Society	3	0	3
HUM	115	Critical Thinking	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
REL	110	World Religions	3	0	3
REL	211	Intro. to Old Testament	3	0	3
REL	212	Intro. to New Testament	3	0	3

TOTAL SEMESTER HOURS CREDIT: 67-68

Diploma**D15100****FIRST SEMESTER**

AGR	140	Agricultural Chemicals	2	2	3
ANS	110	Animal Science	3	0	3
AGR	110	Agriculture Economics	3	0	3
AGR	170	Soil Science	2	2	3
CIS	110	Introduction to Computers	2	2	3
			12	6	15

SECOND SEMESTER

AGR	160	Plant Science	2	2	3
AGR	261	Agronomy	2	2	3
AGR	212	Farm Business Management	3	0	3
AGR	213	Ag Law and Finance	3	0	3
			10	4	12

THIRD SEMESTER

AGR	214	Agricultural Marketing	3	0	3
ENG	110	Freshman Composition*	3	0	3
ACC	120	Prin of Financial Accounting	3	2	4
MAT	110	Math Measurement & Lit**	2	2	3
			11	4	13

* ENG 111 may be taken in lieu of ENG 110.

**MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.

TOTAL SEMESTER HOURS CREDIT: 40-41

Agribusiness Technology Certificate

C15100AB

FIRST SEMESTER

AGR	110	Agriculture Economics	3	0	3
AGR	214	Agricultural Marketing	3	0	3
			6	0	6

SECOND SEMESTER

AGR	212	Farm Business Management	3	0	3
AGR	213	Ag Law and Finance	3	0	3
			6	0	6

TOTAL SEMESTER HOURS CREDIT: 12

Agronomy Certificate

C15100AG

FIRST SEMESTER

AGR	140	Agricultural Chemicals	2	2	3
AGR	170	Soil Science	2	2	3
			4	4	6

SECOND SEMESTER

AGR	160	Plant Science	2	2	3
AGR	261	Agronomy	2	2	3
			4	2	6

TOTAL SEMESTER HOURS CREDIT: 12

AGRICULTURE EDUCATION

Associate in Applied Science Degree

A15330

CURRICULUM DESCRIPTION

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

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

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

This program is designed to provide students with agriculture and education foundation courses. Course work focuses on the foundational aspects of agriculture and education theory. Students will be introduced to classroom theory and management as well as soil, plant, and animal science. This curriculum will provide students with the knowledge and skills to be eligible to become extension agents, farm management specialists, 4-H specialists, crop service representatives, agri-tourism tour guides or work in agriculture sales, or environmental community education programs. Successful completion of the program will provide students with an opportunity to articulate their coursework to university programs in Agriculture Education.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER		Course Title	Class	Lab	Credit
ACA	115	Success & Study Skills OR	0	2	1
ACA	122	Transfer & Career Success			
ANS	110	Animal Science	3	0	3
CIS	110	Introduction to Computers	2	2	3
AGR	140	Agricultural Chemicals	2	2	3
WLD	112	Basic Welding Processes	1	3	2
MAT	110	Math Measurement & Lit*	2	2	3
			10	11	16
SECOND SEMESTER					
ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			
AGR	160	Plant Science	2	2	3
ELC	215	Electrical Maintenance	2	3	3
		Behavioral/Social Science Elective**	3	0	3

		Humanities/Fine Arts Elective***	3	0	3
			13	5	15

THIRD SEMESTER

WBL	113	Work-Based Learning I****	0	30	3
			0	30	3

FOURTH SEMESTER

AGR	170	Soil Science	2	2	3
AGR	111	Basic Farm Maintenance	1	3	2
EDU	163	Classroom Mgt & Instruction	3	0	3
EDU	216	Foundations of Education	3	0	3
AGR	110	Agriculture Economics	3	0	3
AGR	214	Agricultural Marketing	3	0	3
			15	5	17

FIFTH SEMESTER

ENG	112	Writing/Research in the Disc. OR	3	0	3
COM	120	Intro Interpersonal Com			
AGR	139	Intro to Sustainable Ag	3	0	3
AGR	212	Farm Business Management	3	0	3
AGR	261	Agronomy	2	2	3
ECO	252	Macroeconomics	3	0	3
			14	2	15

**MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.*

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

ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3

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

HUM	110	Technology and Society	3	0	3
HUM	115	Critical Thinking	3	0	3

*****WBL 111 and WBL 112 may be taken in lieu of WBL 113*

TOTAL SEMESTER HOURS CREDIT: 65-66

Diploma**D15330****FIRST SEMESTER**

AGR	140	Agricultural Chemicals	2	2	3
AGR	110	Agriculture Economics	3	0	3
CIS	110	Introduction to Computers	2	2	3
EDU	163	Classroom Mgt & Instruction	3	0	3
EDU	216	Foundations of Education	3	0	3
			13	4	15

SECOND SEMESTER

AGR	160	Plant Science	2	2	3
AGR	212	Farm Business Management	3	0	3
ENG	110	Freshman Composition*	3	0	3
			8	2	9

THIRD SEMESTER

AGR	214	Agricultural Marketing	3	0	3
ANS	110	Animal Science	3	0	3
AGR	170	Soil Science	2	2	3
MAT	110	Math Measurement & Lit**	2	2	3
			11	2	12

* ENG 111 or COM 120 may be taken in lieu of ENG 110.

**MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.

TOTAL SEMESTER HOURS CREDIT: 36-37

Certificate**C15330****FIRST SEMESTER**

AGR	110	Agriculture Economics	3	0	3
ANS	110	Animal Science	3	0	3
EDU	216	Foundations of Education	3	0	3
			9	0	9

SECOND SEMESTER

AGR	160	Plant Science	2	2	3
AGR	212	Farm Business Management	3	0	3
			5	2	6

TOTAL SEMESTER HOURS CREDIT: 15

APPLIED ANIMAL SCIENCE TECHNOLOGY

Associate in Applied Science Degree

A15280

CURRICULUM DESCRIPTION

This curriculum is designed to prepare students for careers in the production, processing, and distribution of livestock, swine, 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, swine, and poultry 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, buyers of poultry and livestock, owners/operators, farm managers, department supervisors, field service representatives, and waste management technicians.

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

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER		Course Title	Class	Lab	Credit
ACA	115	Success & Study Skills OR	0	2	1
ACA	122	Transfer & Career Success			
ANS	110	Animal Science	3	0	3
ANS	140	Swine Production	2	2	3
WLD	112	Basic Welding Processes	1	3	2
CIS	110	Introduction to Computers	2	2	3
COM	120	Intro Interpersonal Com*	3	0	3
			11	9	15
SECOND SEMESTER					
ANS	116	Intro to Equine Industry	3	0	3
ANS	130	Poultry Production	2	2	3
ANS	150	Animal Health Management	3	0	3
ELC	215	Electrical Maintenance	2	3	3
MAT	110	Math Measurement & Lit.**	2	2	3
			13	5	15
THIRD SEMESTER					
WBL	113	Work-Based Learning I***	0	30	3
			0	30	3

FOURTH SEMESTER

AGR	111	Basic Farm Maintenance	1	3	2
AGR	214	Agricultural Marketing	3	0	3
ANS	115	Animal Feeds & Nutrition	2	2	3
ANS	120	Beef Production	2	2	3
ANS	180	Equine Production	3	2	4
ANS	240	Swine Production Issues	2	0	2
			13	9	17

FIFTH SEMESTER

ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			
AGR	212	Farm Business Management	3	0	3
BUS	110	Introduction to Business	3	0	3
BUS	270	Professional Development	3	0	3
		Behavioral/Social Science Elective****	3	0	3
		Humanities/Fine Arts Elective*****	3	0	3
			18	0	18

* ENG 112 or COM 231 may be taken in lieu of COM 120.

**MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.

***WBL 111 and WBL 112 may be taken in lieu of WBL 113

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

ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
HIS	131	American History I	3	0	3
HIS	132	American History II	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3

*****The Humanities/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	116	Survey of American Art	3	0	3
HUM	115	Critical Thinking	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
REL	110	World Religions	3	0	3
REL	211	Intro. to Old Testament	3	0	3
REL	212	Intro. to New Testament	3	0	3

TOTAL SEMESTER HOURS CREDIT: 68-69

Diploma**D15280****FIRST SEMESTER**

ANS	110	Animal Science	3	0	3
ANS	140	Swine Production	2	2	3
CIS	110	Introduction to Computers	2	2	3
WLD	112	Basic Welding Processes	1	3	2
ANS	120	Beef Production	2	2	3
			10	9	14

SECOND SEMESTER

ANS	130	Poultry Production	2	2	3
ANS	116	Intro to Equine Industry	3	0	3
ANS	150	Animal Health Management	3	0	3
MAT	110	Math Measurement & Lit.*	2	2	3
			11	2	12

THIRD SEMESTER

ENG	111	Writing and Inquiry**	3	0	3
AGR	212	Farm Business Management	3	0	3
AGR	214	Agricultural Marketing	3	0	3
ANS	115	Animal Feeds & Nutrition	2	2	3
			11	2	12

*MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.

** ENG 110 or COM 120 may be taken in lieu of ENG 111.

TOTAL SEMESTER HOURS CREDIT: 38-39

Certificate**C15280AA****FIRST SEMESTER**

ANS	110	Animal Science	3	0	3
ANS	120	Beef Production	2	2	3
ANS	140	Swine Production	2	2	3
			7	4	9

SECOND SEMESTER

ANS	130	Poultry Production	2	2	3
			2	2	3

TOTAL SEMESTER HOURS CREDIT: 12

ASSOCIATE DEGREE NURSING
Associate in Applied Science Degree
A45110

CURRICULUM DESCRIPTION

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

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

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

Associate Degree Nursing Admission Procedures

In order to be considered for admission into the Associate Degree Nursing Program, the applicant must have a current JSCC application on file, a separate nursing program 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 and ranked according to scores on selection criteria.

Applications submitted after the deadline may be considered if space is available. (Interested applicants should contact JSCC's Health Education Department or refer to our website for a current Program Application Packet.)

Students may apply for only one of the Health Education Programs (ADN or PN). New applicants:

1. Applicants to the Associate Degree Nursing Program must take the ATI-TEAS admissions test and score the current national average for reading comprehension and essential math skills. The ATI- TEAS admissions test may be taken only three times in a twelve-month period. Test dates must be a minimum of sixty days apart. Scores older than 5 years will not be accepted. Applicants should contact Student Services for testing information.
 - **Applicants may be required to take the EdReady placement test. (See below.)** Call Student Services at (910) 275-6360 to register for the test (if needed). If placement tests were completed at another college, request that official scores be sent to the Admissions Office at P.O. Box 398, Kenansville, NC 28349 (placement test scores will not be sent with the official transcript unless specifically requested).
2. Applicants must have a High School Diploma or the equivalent. Applicants should submit a copy of their 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.
3. Applicants must meet minimum English and math requirements through one of the following:
 - An unweighted U.S. high school GPA or Adult High School (AHS) GPA of 2.8 or greater.

- Transferable credit in English and math (you will need to submit official transcripts to student services in order to receive a transcript evaluation of your prior college coursework.)
- An associate degree or higher
- SAT or ACT scores within the last ten years that would allow for placement into ENG 111 and placement out of transition math.
- GED completion since 2014 with a minimum score of 165 on all subject tests.
- HiSET completion since 2014 with a minimum score of 15 on all subject tests and a minimum score of 4 on the essay.
- Completion of EdReady, RISE, NCDAP, Accuplacer, Compass, or Asset placement test within the last ten years that would place into ENG 111 and placement out of transition math. If the placement test was taken at another college, you would need to submit an official score report to student services.
- Exemption from developmental courses or completion of developmental courses with a Passing (P) grade or “C” or higher. These developmental courses include:
 - DRE 096-098 (P) or
 - ENG 002 (P2) or
 - ENG 002 (P1) and ENG 011 or
 - DMA 010-050 (P) or
 - MAT 003 (P2) or
 - MAT 003 (P1) and MAT 043 or
 - MAT 003 (P1) and MAT 052
 - ENG 025 (“C” or higher)
 - MAT 025 or MAT 035 (“C” or higher)

If placement tests were completed at another college, request that official scores be sent to the Admissions Office at P.O. Box 398, Kenansville, NC 28349 (placement test scores will not be sent with the official transcript unless specifically requested). Placement test scores other than RISE and completed DRE and DMA courses are only good for ten years unless a college-level English and Math course is completed within the ten-year period. Rise placement test scores are good for ten years

4. Be in good academic standing with a minimum cumulative GPA of 2.00.
5. Satisfactory completion (with a grade of “C” or better) within ten (10) years of the program start date of high school chemistry or its equivalent is required for entry into Associate Degree Nursing. “Equivalent” means: (1) a college-level chemistry course, (2) CHM 092 at James Sprunt Community College, or (3) a comparable chemistry course at any other accredited educational institution. Satisfactory completion of chemistry is required prior to being considered for admission into the Associate Degree Nursing Program.
6. Satisfactory completion (with a grade of “C” or better) within ten (10) years of the program start date of high school biology or its equivalent is required for entry into Associate Degree Nursing. “Equivalent” means: (1) a college-level biology course, (2) BIO 090 at James Sprunt Community College, or (3) a comparable biology course at any other accredited educational institution.

Satisfactory completion of biology is required prior to being considered for admission into the Associate Degree Nursing Program.

7. Applicants will be notified of their selection for provisional acceptance. The following will be required for students to complete by the specified date after being provisionally accepted:
 - 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 required on the medical form and based on clinical requirements for the Associate Degree Nursing Program.
 - B. Completion of current American Heart Association Basic Life Support (BLS) Provider Level of CPR certification.
 - C. Completion of required Criminal Background Check and Drug Screening required by Clinical Agencies. NOTE: If a clinical agency denies student placement based on a review of the results, the student will be unable to progress in the program. (Information provided upon provisional acceptance.)
 - D. Show evidence of current student liability insurance required for clinical experiences. This is renewed annually during Fall Semester.

Transfer Students

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

- A. Transfer from a state-approved program.
- B. Meet all the admission criteria for generic students.
- C. Schedule a meeting with the Dean of Health Education 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 the scheduled meeting with the division Dean.)
- E. Submit copies of course syllabi/outlines to the division Dean for review upon request.
- F. Have a letter of recommendation from the clinical nursing faculty who taught the student in the last nursing course.
- G. Pass a comprehensive exam from the content of the course(s) prior to the one to which the student is requesting transfer with a minimum grade of 80 and demonstrate competency of skills.

All decisions regarding the 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, biology, English, computer, and psychology course is required prior to entering the next nursing course, and a grade of "C" or better is required in NUR 213 prior to graduation.

2. Students must be enrolled in BIO 168, ACA 122, PSY 150, and NUR 117 concurrently with NUR 111 unless they have completed them prior to entering NUR 111.
3. Students must be enrolled in BIO 169 and PSY 241 concurrently with NUR 112 and NUR 211 unless they have completed them prior to entering NUR 112.
4. Students must be enrolled in CIS 110 concurrently with NUR 113 unless they have completed them prior to entering NUR 113.
5. Students must be enrolled in ENG 111 concurrently with NUR 114 and NUR 212 unless they have completed them prior to entering NUR 114.
6. Students must be enrolled in ENG 112 and a humanities/fine arts elective concurrently with NUR 213 unless they have completed them prior to entering NUR 213.
7. A student may repeat a nursing course only upon approval of the Health Education Admissions Committee.
8. Any student who is interrupting his/her nursing studies is encouraged to schedule an exit interview with the Dean of Health Education to discuss readmission options. 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 upon request). This request for consideration of readmission must be received by the end of the next semester following the interruption of studies. Readmission to the nursing program will be limited to a maximum of one (1) time. The student requesting readmission must complete the following readmission requirements:

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

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

Advanced Placement Credit for Licensed Practical Nurses (LPNs)

Currently, Licensed Practical Nurses (LPNs) interested in this opportunity should contact the Health Education Department for information and an application.

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. **See section on Academic Standards for Health Education Department Dismissal Policy and Probation Policy.**

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

FIRST SEMESTER	Course Title	Semester Hours per Week Hours			
		Class	Lab	Clinical	Credit
ACA 115	Success & Study Skills OR	0	2	0	1
ACA 122	Transfer & Career Success				
BIO 168	Anatomy & Physiology I	3	3	0	4
NUR 111	Intro to Health Concept	4	6	6	8
NUR 117	Pharmacology	1	3	0	2
PSY 150	General Psychology	3	0	0	3
		11	14	6	18
SECOND SEMESTER					
BIO 169	Anatomy & Physiology II	3	3	0	4
NUR 112	Health-Illness Concepts	3	0	6	5
NUR 211	Health Care Concepts	3	0	6	5
PSY 241	Dev. Psychology	3	0	0	3
		12	3	12	17
THIRD SEMESTER					
CIS 110	Introduction to Computers OR	2	2	0	3
NUR 113	Family Health Concepts	3	0	6	5
		5	2	6	8
FOURTH SEMESTER					
ENG 111	Writing and Inquiry	3	0	0	3
NUR 114	Holistic Health Concepts	3	0	6	5
NUR 212	Health System Concepts	3	0	6	5
		9	0	12	13
FIFTH SEMESTER					
ENG 112	Writing/Research in the Disc. OR	3	0	0	3
ENG 114	Prof Research & Reporting				
NUR 213	Complex Health Concepts	4	3	15	10
	Humanities/Fine Arts Elective*	3	0	0	3
		10	3	15	16

**The Humanities/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
HUM	115	Critical Thinking	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	3	0	3
TOTAL SEMESTER HOURS CREDIT: 71-72					

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

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 115	Success & Study Skills OR		0	2	1
ACA 122	Transfer & Career Success				
CIS 110	Introduction to Computers		2	2	3
BUS 110	Introduction to Business		3	0	3
BUS 121	Business Math		2	2	3
ENG 111	Writing and Inquiry OR		3	0	3
ENG 110	Freshman Composition				
	Humanities/Fine Arts Elective*		3	0	3
			13	6	16
SECOND SEMESTER					
ACC 120	Prin. of Financial Accounting		3	2	4
BUS 153	Human Resource Management		3	0	3
BUS 115	Business Law I		3	0	3
MAT 110	Math Measurement & Lit.**		2	2	3
COM 231	Public Speaking***		3	0	3
	Social/Behavioral Science Elective****		3	0	3
			17	4	19
THIRD SEMESTER					
ACC 121	Prin. Of Managerial Accounting		3	2	4
ACC 129	Individual Income Taxes		2	2	3
BUS 137	Principles of Management		3	0	3
OST 136	Word Processing ^		2	2	3
ECO 151	Survey of Economics^^		3	0	3
			13	6	16

FOURTH SEMESTER

BUS	125	Personal Finance	3	0	3
BUS	270	Professional Development	3	0	3
BUS	139	Entrepreneurship I	3	0	3
ACC	150	Acct Software Applications OR	1	3	2
WBL	112	Work-Based Learning I			
MKT	120	Principles of Marketing	3	0	3
CTS	130	Spreadsheet^^^	2	2	3
			15	5	17

**The Humanities/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	116	Survey of American Art	3	0	3
HUM	115	Critical Thinking	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
REL	110	World Religions	3	0	3
REL	211	Intro. to Old Testament	3	0	3
REL	212	Intro. to New Testament	3	0	3

***MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.*

**** ENG 112 or COM 120 may be taken in lieu of COM 231.*

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

ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3

^BUS 260 or CTS 130 may be taken in lieu of OST 136.

^^ECO 251 or ECO 252 may be taken in lieu of ECO 151.

^^^BUS 260 or OST 136 may be taken in lieu of CTS 130.

TOTAL SEMESTER HOURS CREDIT: 68-69

Diploma**D25120BA****FIRST SEMESTER**

ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			
BUS	110	Introduction to Business	3	0	3
BUS	121	Business Math	2	2	3
CIS	110	Introduction to Computers	2	2	3
ACC	120	Prin. of Financial Accounting	3	2	4
MKT	120	Principles of Marketing	3	0	3
			16	6	19

SECOND SEMESTER

BUS	137	Principles of Management	3	0	3
BUS	153	Human Resource Management	3	0	3
BUS	115	Business Law I	3	0	3
BUS	125	Personal Finance	3	0	3
ECO	151	Survey of Economics*	3	0	3
MAT	110	Math Measurement & Lit.**	2	2	3
			17	2	18

**ECO 251 or ECO 252 may be taken in lieu of ECO 151.*

***MAT 143, MAT 171 OR BIO 110 may be taken in lieu of MAT 110.*

TOTAL SEMESTER HOURS CREDIT: 37-38

Business Administration Certificate**C25120AD****FIRST SEMESTER**

BUS	115	Business Law I	3	0	3
BUS	110	Introduction to Business	3	0	3
			6	0	6

SECOND SEMESTER

BUS	137	Principles of Management	3	0	3
CIS	110	Introduction to Computers	2	2	3
			5	2	6

TOTAL SEMESTER HOURS CREDIT: 12**Business Administration Supervision Certificate****C25120BS****FIRST SEMESTER**

BUS	115	Business Law I	3	0	3
BUS	137	Principles of Management	3	0	3
			6	0	6

SECOND SEMESTER

BUS	153	Human Resource Management	3	0	3
MKT	120	Principles of Marketing	3	0	3
			6	0	6

TOTAL SEMESTER HOURS CREDIT: 12**Business Administration Entrepreneurship Certificate****C25120BE****FIRST SEMESTER**

ACC	120	Prin. of Financial Accounting	3	2	4
BUS	139	Entrepreneurship I	3	0	3
			6	2	7

SECOND SEMESTER

BUS	115	Business Law I	3	0	3
BUS	110	Introduction to Business	3	0	3
MKT	120	Principles of Marketing	3	0	3
			9	0	9

TOTAL SEMESTER HOURS CREDIT: 16

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.

See section on Academic Standards for Cosmetology Education Department Dismissal Policy.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 115	Success & Study Skills OR		0	2	1
ACA 122	Transfer & Career Success				
COS 111	Cosmetology Concepts I		4	0	4
COS 112	Salon I		0	24	8
	Cosmetology Elective hours*				2
			4	26	15
SECOND SEMESTER					
COS 113	Cosmetology Concepts II		4	0	4
COS 114	Salon II		0	24	8
ENG 111	Writing and Inquiry OR		3	0	3
ENG 110	Freshman Composition				
	Cosmetology Elective hours*				2
			7	24	17
THIRD SEMESTER					
CIS 110	Introduction to Computers		2	2	3
COS 115	Cosmetology Concepts III		4	0	4
COS 116	Salon III		0	12	4
			6	14	11
FOURTH SEMESTER					
COS 117	Cosmetology Concepts IV		2	0	2
COS 118	Salon IV		0	21	7

MAT	110	Math Measurement & Literacy	2	2	3
		Cosmetology Elective hours*			2
			4	24	14

FIFTH SEMESTER

COM	120	Intro Interpersonal Com OR	3	0	3
ENG	112	Writing/Research in the Disc			
		Humanities/Fine Arts Elective**	3	0	3
		Social/Behavioral Science Elective***	3	0	3
		Cosmetology Elective hours *			2
			9	0	11

**Choose eight (8) cosmetology elective hours from the following:*

COS	119	Esthetics Concepts I	2	0	2
COS	223	Contemporary Hair Coloring	1	3	2
COS	224	Trichology and Chemistry	1	3	2
COS	240	Contemporary Design	1	3	2

***The Humanities/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
HUM	115	Critical Thinking	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
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

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

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	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3
SOC	220	Social Problems	3	0	3

TOTAL SEMESTER HOURS CREDIT: 68

Diploma**D55140****FIRST SEMESTER**

ACA	115	Success and Study Skills OR	0	2	1
ACA	122	Transfer & Career Success			
COS	111	Cosmetology Concepts I	4	0	4
COS	112	Salon I	0	24	8
COM	120	Intro Interpersonal Com*	3	0	3
			7	26	16

SECOND SEMESTER

COS	113	Cosmetology Concepts II	4	0	4
COS	114	Salon II	0	24	8
MAT	110	Math Measure. & Literacy**	2	2	3
			6	26	15

THIRD SEMESTER

COS	115	Cosmetology Concepts III	4	0	4
COS	116	Salon III	0	12	4
			5	14	8

FOURTH SEMESTER

COS	117	Cosmetology Concepts IV	2	0	2
COS	118	Salon IV	0	21	7
			2	21	9

*ENG 111 may be taken in lieu of COM 120.

**PSY 118, PSY 150, SOC 210 or SOC 220 may be taken in lieu of MAT 110.

TOTAL SEMESTER HOURS CREDIT: 48

Certificate**C55140****FIRST SEMESTER**

COS	111	Cosmetology Concepts I	4	0	4
COS	112	Salon I	0	24	8
			4	24	12

SECOND SEMESTER

COS	113	Cosmetology Concepts II	4	0	4
COS	114	Salon II	0	24	8
			4	24	12

THIRD SEMESTER

COS	115	Cosmetology Concepts III	4	0	4
COS	116	Salon III	0	12	4
		Cosmetology Elective hours *			2
			5	15	10

*Cosmetology Elective hours should be chosen from: COS 119, COS 223, COS 224 or COS 240

TOTAL SEMESTER HOURS CREDIT: 34

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 probations/ parole surveillance officer, correctional officer, and, loss prevention specialist.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

		Semester		
		Hours per Week		Hours
FIRST SEMESTER	Course Title	Class	Lab	Credit
ACA 115	Success and Study Skills OR	0	2	1
ACA 122	Transfer & Career Success			
CJC 111	Introduction to Criminal Justice	3	0	3
CJC 112	Criminology	3	0	3
CJC 141	Corrections	3	0	3
ENG 111	Writing and Inquiry OR	3	0	3
ENG 110	Freshman Composition			
	Social/Behavioral Science Elective*	3	0	3
		15	2	16
SECOND SEMESTER				
CIS 110	Introduction to Computers	2	2	3
CJC 113	Juvenile Justice	3	0	3
CJC 120	Interviews & Interrogations	1	2	2
CJC 132	Court Procedure and Evidence	3	0	3
COM 231	Public Speaking OR	3	0	3
ENG 112	Writing/Research in the Disc			
		12	4	14
THIRD SEMESTER				
CJC 225	Crisis Intervention	3	0	3
CJC 231	Constitutional Law	3	0	3
		6	0	6

FOURTH SEMESTER

CJC	131	Criminal Law	3	0	3
CJC	221	Investigative Principles	3	2	4
		Other Major Elective**	3	0	3
		Other Major Elective**	3	0	3
		Natural Science/Math Elective***	3	0	3
			15	2	16

FIFTH SEMESTER

CJC	121	Law Enforcement Operations	3	0	3
CJC	212	Ethics and Comm. Relations	3	0	3
		Other Major Elective**	3	0	3
		Humanities/Fine Arts Elective****	3	0	3
			12	0	12

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

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
POL	120	American Government	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3
SOC	220	Social Problems	3	0	3

***Other Major Electives--Choose from the following prefixes: BIO, BUS, COM, HEA, HIS, OST, PED, POL, PSY, SOC, SPA, WBL*

****Natural Science/Math elective must be chosen from the following:*

MAT	110	Math Measurement & Literacy	2	2	3
MAT	143	Quantitative Literacy	2	2	3
MAT	152	Statistical Methods I	3	2	4
MAT	171	Precalculus Algebra	3	2	4
BIO	110	Principles of Biology	3	3	4
BIO	111	General Biology I	3	3	4

*****The Humanities/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
HUM	115	Critical Thinking	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	3	0	3

MUS	210	History of Rock Music	3	0	3
REL	110	World Religions	3	0	3
REL	211	Introduction to Old Testament	3	0	3
REL	212	Introduction to New Testament	3	0	3

Students who have completed CJC 100 or 110 successfully, (Basic Law Enforcement Training) during or after Fall 2000, may receive the following course credit in the Criminal Justice Program:

CJC	120	Interviews & Interrogations	1	2	2
CJC	131	Criminal Law	3	0	3
CJC	132	Court Procedure & Evidence	3	0	3
CJC	221	Investigative Principles	3	2	4
CJC	225	Crisis Intervention	3	0	3
CJC	231	Constitutional Law	3	0	3

TOTAL SEMESTER HOURS CREDIT: 64-65

Certificate

C55180

FIRST SEMESTER		Course Title	Class	Lab	Credit
CJC	111	Introduction to Criminal Justice	3	0	3
CJC	141	Corrections	3	0	3
			6	0	6
SECOND SEMESTER					
CJC	113	Juvenile Justice	3	0	3
CJC	212	Ethics and Community Relations	3	0	3
			6	0	6

TOTAL SEMESTER HOURS CREDIT: 12

DIESEL AND HEAVY EQUIPMENT TECHNOLOGY

Associate in Applied Science Degree

A60460

Curriculum Description

The Diesel and Heavy Equipment Technology curriculum prepares individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as Heavy Duty Trucks over one ton classification, buses, ships, railroad locomotives, and equipment; as well as stationary diesel engines in electrical generators and related equipment. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen.

Graduates of this program should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

		Semester		
		Hours per Week	Class	Hours
FIRST SEMESTER	Course Title	Class	Lab	Credit
ACA 115	Success & Study Skill OR	0	2	1
ACA 122	Transfer & Career Success			
HET 110	Diesel Engines	3	9	6
HET 125	Preventative Maintenance	1	3	2
HET 230	Air Brakes	1	2	2
TRN 110	Intro to Transport Tech	1	2	2
TRN 140	Transp Climate Control	1	2	2
		7	20	15
SECOND SEMESTER				
HET 119	Mechanical Transmissions	2	2	3
HET 233	Suspension and Steering	2	4	4
MAT 110	Math Measurement & Lit OR	2	2	3
MAT 143	Quantitative Literacy			
TRN 120	Basic Transp Electricity	4	3	5
		10	11	15
THIRD SEMESTER				
HET 114	Power Trains	3	6	5
TRN 145	Adv Transp Electronics	2	3	3
		5	9	8

FOURTH SEMESTER

CIS	110	Introduction to Computers	2	2	3
ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			
HET	115	Electronic Engines	2	3	3
WLD	110	Cutting Processes	1	3	2
WLD	112	Basic Welding Processes	1	3	2
			9	11	13

FIFTH SEMESTER

BUS	137	Principles of Management*	3	0	3
COM	120	Intro Interspersal Com OR	3	0	3
ENG	112	Writing/Research in the Disc			
HET	128	Medium/Heavy Duty Tune Up	1	2	2
HYD	112	Hydraulics-Med/Heavy Duty	1	2	2
		Humanities/Fine Arts Elective**	3	0	3
		Social/Behavioral Science Elective***	3	0	3
			14	4	16

**WBL Option: Qualified students may elect to take three (3) credit hours of Work-Based Learning (WBL 111 and WBL 121 and WBL 131 or WBL 111 and WBL 112 or WBL 113) in lieu of BUS 137, OR students may take BUS 135.*

***The Humanities/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
HUM	110	Technology and Society	3	0	3
HUM	115	Critical Thinking	3	0	3
HUM	121	The Nature of America	3	0	3
HUM	122	Southern Culture	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	3	0	3
MUS	210	History of Rock Music	3	0	3
REL	110	World Religions	3	0	3
REL	211	Introduction to Old Testament	3	0	3
REL	212	Introduction to New Testament	3	0	3

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

ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3
SOC	220	Social Problems	3	0	3

TOTAL SEMESTER HOURS CREDIT: 67

Diploma**D60460****FIRST SEMESTER**

HET	110	Diesel Engines	3	9	6
HET	125	Preventative Maintenance	1	3	2
HET	230	Air Brakes	1	2	2
TRN	110	Intro to Transport Tech	1	2	2
TRN	140	Transp Climate Control	1	2	2
ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			
			10	18	17

SECOND SEMESTER

HET	119	Mechanical Transmissions	2	2	3
HET	128	Medium/Heavy Duty Tune-up	1	2	2
HET	233	Suspension and Steering	2	4	4
HYD	112	Hydraulics/Med/Heavy Duty	1	2	2
MAT	110	Math Measurement & Literacy	2	2	3
TRN	120	Basic Transp Electricity	4	3	5
			12	15	19

THIRD SEMESTER

HET	114	Power Trains	3	6	5
TRN	145	Adv Transp Electronics	2	3	3
WLD	110	Cutting Processes	1	3	2
			6	12	10

TOTAL SEMESTER HOURS CREDIT: 46**Certificate****C60460C1**

HET	110	Diesel Engines	3	9	6
HET	125	Preventative Maintenance	1	3	2
HET	230	Air Brakes	1	2	2
TRN	110	Intro to Transport Tech	1	2	2
TRN	120	Basic Transp Electricity	4	3	5
			10	19	17

TOTAL SEMESTER HOURS CREDIT: 17**Advanced Certificate****C60460C2**

HET	114	Power Trains	3	6	5
HYD	112	Hydraulics/Med/Heavy Duty	1	2	2
TRN	120	Basic Transp Electricity	4	3	5
TRN	140	Transp Climate Control	1	2	2
TRN	145	Adv Transp Electronics	2	3	3
			11	16	17

TOTAL SEMESTER HOURS CREDIT: 17

EARLY CHILDHOOD EDUCATION
Associate in Applied Science Degrees
A55220CT-Career/Terminal Track
A55220NL-Transfer/Non-Licensure Track
A55220TL-Transfer/Licensure Track

CURRICULUM DESCRIPTION

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

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

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school age programs.

Early Childhood Education is a program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/social/health/physical/ language/communication, approaches to play and learning, working with diverse families, and related observations/student teaching experiences. Students will select a track that best meets their goals.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

Career/Terminal Track--A55220CT

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 115	Success & Study Skills	OR	0	2	1
ACA 122	Transfer & Career Success				
EDU 119	Early Childhood Education		4	0	4
EDU 131	Child, Family, & Community		3	0	3
EDU 144	Child Development I		3	0	3
ENG 111	Writing and Inquiry		3	0	3
			13	2	14
SECOND SEMESTER					
EDU 145	Child Development II		3	0	3
EDU 280	Language and Literacy Exp		3	0	3
EDU 151	Creative Activities		3	0	3
EDU 151A	Creative Activities Lab		0	2	1
PED 111	Physical Fitness I		0	3	1

COM	120	Intro Interpersonal Com OR	3	0	3
COM	231	Public Speaking			
PSY	150	General Psychology*	3	0	3
MAT	110	Math Measurement & Lit.**	2	2	3
			17	7	20

THIRD SEMESTER

EDU	146	Child Guidance	3	0	3
EDU	216	Foundations in Education	3	0	3
EDU	221	Children with Exceptionalities	3	0	3
EDU	234	Infants, Toddlers, and Twos	3	0	3
SOC	213	Sociology of the Family	3	0	3
EDU	261	Early Childhood Admin. I	3	0	3
			18	0	18

FOURTH SEMESTER

EDU	153	Health, Safety, & Nutrition	3	0	3
EDU	153A	Health, Safety, & Nutrition Lab	0	2	1
EDU	284	Early Childhood Capstone Prac.	1	9	4
EDU	262	Early Childhood Admin. II	3	0	3
		Humanities/Fine Arts Elective***	3	0	3
			10	11	14

*PSY 118 or SOC 210 may be taken in lieu of PSY 150.

**MAT 143 or BIO 110 may be taken in lieu of MAT 110.

***The Humanities/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	116	Survey of American Art	3	0	3
HUM	115	Critical Thinking	3	0	3
MUS	110	Music Appreciation	3	0	3

TOTAL SEMESTER HOURS CREDIT: 66-67

Transfer/Non-Licensure Track--A55220TN

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title	Class	Lab	Credit	
ACA	122	Transfer & Career Success	0	2	1
EDU	119	Early Childhood Education	4	0	4
EDU	131	Child, Family, & Community	3	0	3
EDU	144	Child Development I	3	0	3
EDU	146	Child Guidance	3	0	3
ENG	111	Writing and Inquiry	3	0	3
			16	2	17
SECOND SEMESTER					
BIO	110	Principles of Biology	3	3	4
EDU	145	Child Development II	3	0	3
EDU	280	Language and Literacy Exp	3	0	3

ENG	112	Writing/Research in the Disc	3	0	3
MAT	143	Quantitative Literacy	2	2	3
PSY	150	General Psychology*	3	0	3
			17	5	19

THIRD SEMESTER

CHM	151	General Chemistry I	3	3	4
COM	231	Public Speaking	3	0	3
EDU	261	Early Childhood Admin. I	3	0	3
EDU	221	Children with Exceptionalities	3	0	3
EDU	234	Infants, Toddlers, and Twos	3	0	3
		Social/Behavioral Science Elective**	3	0	3
			18	3	19

FOURTH SEMESTER

EDU	151	Creative Activities	3	0	3
EDU	153	Health, Safety, & Nutrition	3	0	3
EDU	262	Early Childhood Admin. II	3	0	3
EDU	284	Early Childhood Capstone Prac.	1	9	4
		Humanities/Fine Arts Elective***	3	0	3
			14	11	16

*SOC 210 may be taken in lieu of PSY 150.

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

ECO	251	Prin of Microeconomics	3	0	3
ECO	252	Prin of Macroeconomics	3	0	3
HIS	111	World Civilization I	3	0	3
HIS	112	World Civilization II	3	0	3
HIS	131	American History I	3	0	3
HIS	132	American History II	3	0	3
POL	120	American Government	3	0	3
SOC	210	Intro to Sociology	3	0	3

***The Humanities/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
HUM	121	The Nature of America	3	0	3
HUM	122	Southern Culture	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	3	0	3
MUS	210	History of Rock Music	3	0	3
REL	110	World Religions	3	0	3
REL	211	Introduction to Old Testament	3	0	3
REL	212	Introduction to New Testament	3	0	3

TOTAL SEMESTER HOURS CREDIT: 71

Transfer/Licensure Track --A55220TL

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 122	Transfer & Career Success		0	2	1
EDU 119	Early Childhood Education		4	0	4
EDU 131	Child, Family, & Community		3	0	3
EDU 144	Child Development I		3	0	3
EDU 146	Child Guidance		3	0	3
ENG 111	Writing and Inquiry		3	0	3
			16	2	17
SECOND SEMESTER					
BIO 110	Principles of Biology		3	3	4
EDU 145	Child Development II		3	0	3
EDU 280	Language and Literacy Exp		3	0	3
PSY 150	General Psychology OR		3	0	3
SOC 210	Intro to Sociology				
MAT 143	Quantitative Literacy		2	2	3
ENG 112	Writing/Research in the Disc		3	0	3
			17	5	19
THIRD SEMESTER					
CHM 151	General Chemistry I		3	3	4
COM 231	Public Speaking		3	0	3
EDU 216	Foundations in Education		3	0	3
EDU 221	Children with Exceptionalities		3	0	3
EDU 234	Infants, Toddlers, and Twos		3	0	3
	Social/Behavioral Science Elective*		3	0	3
			18	3	19
FOURTH SEMESTER					
EDU 151	Creative Activities		3	0	3
EDU 153	Health, Safety, & Nutrition		3	0	3
EDU 250	Teacher Licensure Preparation		3	0	3
EDU 284	Early Childhood Capstone Prac.		1	9	4
	Humanities/Fine Arts Elective**		3	0	3
			13	9	16

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

ECO 251	Prin of Microeconomics		3	0	3
ECO 252	Prin of Macroeconomics		3	0	3
HIS 111	World Civilization I		3	0	3
HIS 112	World Civilization II		3	0	3
HIS 131	American History I		3	0	3
HIS 132	American History II		3	0	3
POL 120	American Government		3	0	3
SOC 210	Intro To Sociology		3	0	3

***The Humanities/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
HUM	121	The Nature of America	3	0	3
HUM	122	Southern Culture	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	3	0	3
MUS	210	History of Rock Music	3	0	3
REL	110	World Religions	3	0	3
REL	211	Introduction to Old Testament	3	0	3
REL	212	Introduction to New Testament	3	0	3

TOTAL SEMESTER HOURS CREDIT: 71

Certificate

Early Childhood Worker--C55220C1

EDU	119	Early Childhood Education	4	0	4
EDU	144	Child Development I	3	0	3
EDU	145	Child Development II	3	0	3
EDU	151	Creative Activities	3	0	3
EDU	151A	Creative Activities Lab	0	2	1
			13	2	14

TOTAL SEMESTER HOURS REQUIRED: 14

Certificate

Early Childhood Administrator--C55220C2

EDU	119	Early Childhood Education	4	0	4
EDU	144	Child Development I	3	0	3
EDU	145	Child Development II	3	0	3
EDU	261	Early Childhood Admin I	3	0	3
EDU	262	Early Childhood Admin II	3	0	3
			16	0	16

TOTAL SEMESTER HOURS REQUIRED: 16

ELECTRICAL SYSTEMS TECHNOLOGY
Associate in Applied Science Degree
A35130

CURRICULUM DESCRIPTION

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

		Semester		
		Hours per Week		Hours
FIRST SEMESTER	Course Title	Class	Lab	Credit
ELC 113	Residential Wiring	2	6	4
ELC 138	DC Circuit Analysis	3	3	4
ACA 115	Success & Study Skills OR	0	2	1
ACA 122	Transfer & Career Success			
MAT 110	Math Measurement & Literacy*	2	2	3
		7	13	12
SECOND SEMESTER				
ELC 114	Commercial Wiring	2	6	4
ELC 118	National Electrical Code	1	2	2
ELC 119	NEC Calculations	1	2	2
ELC 139	AC Circuit Analysis	3	3	4
		7	13	12
THIRD SEMESTER				
ELC 117	Motors and Controls	2	6	4
ELC 115	Industrial Wiring	2	6	4
ELC 128	Introduction to PLC	2	3	3
ELC 215	Electrical Maintenance OR	2	2	3
WBL 113	Work-Based Learning I			
		8	17	14
FOURTH SEMESTER				
ELC 121	Electrical Estimating	1	2	2
ELC 125	Diagrams and Schematics	1	2	2
ELC 127	Software for Technicians	1	3	2
ELC 130	Advanced Motors/Controls	2	2	3
ELC 132	Electrical Drawings	1	3	2
ENG 110	Freshman Composition OR	3	0	3
ENG 111	Writing & Inquiry			
		9	12	14

FIFTH SEMESTER

ELC	234	Electrical System Design	2	3	3
COM	120	Intro Interpersonal Com OR	3	0	3
ENG	112	Writing/Research in the Disc			
		Humanities/Fine Arts Elective**	3	0	3
		Social/Behavioral Science Elective***	3	0	3
			11	3	12

* MAT 143 or MAT 171 may be substituted for MAT 110.

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

ART	111	Art Appreciation	3	0	3
ART	116	Survey of American Art	3	0	3
HUM	110	Technology and Society	3	0	3
HUM	115	Critical Thinking	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	3	0	3

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

HIS	131	American History I	3	0	3
HIS	132	American History II	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Intro To Sociology	3	0	3
SOC	215	Group Processes	3	0	3

TOTAL SEMESTER HOURS CREDIT: 64-65

**Diploma
D35130**

			Semester		
			Hours per Week		Hours
FIRST SEMESTER			Class	Lab	Credit
ELC	113	Residential Wiring	2	6	4
ELC	121	Electrical Estimating	1	2	2
ELC	132	Electrical Drawings	1	3	2
ELC	138	DC Circuit Analysis	3	3	4
ENG	110	Freshman Composition OR	3	0	3
ENG	111	Writing & Inquiry			
			10	14	15
SECOND SEMESTER					
ELC	114	Commercial Wiring	2	6	4
ELC	118	National Electrical Code	1	2	2
ELC	119	NEC Calculations	1	2	2
ELC	139	AC Circuit Analysis	3	3	4
MAT	110	Math Measurement & Literacy*	2	2	3
			9	15	15
THIRD SEMESTER					
ELC	117	Motors and Controls	2	6	4
ELC	128	Introduction to PLC	2	3	3
ELC	215	Electrical Maintenance	2	2	3
			6	11	10

TOTAL SEMESTER HOURS CREDIT: 40-41

** MAT 143 or MAT 171 may be substituted for MAT 110.*

Certificate--C35130

FIRST SEMESTER					
ELC	138	DC Circuit Analysis	3	3	4
ELC	113	Residential Wiring	2	6	4
			5	9	8
SECOND SEMESTER					
ELC	114	Commercial Wiring	2	6	4
ELC	139	AC Circuit Analysis	3	3	4
			5	9	8
TOTAL SEMESTER HOURS CREDIT: 16					

GRAPHIC DESIGN
Associate in Applied Science Degree
A30100

CURRICULUM DESCRIPTION

The Graphic Design curriculum is designed to provide students with the knowledge and skills necessary for employment in the graphic design profession which emphasizes design, advertising, marketing, and illustration for printed and digital media.

Students will be trained in the creative process and application of design principles for advertisements, branding, corporate identity, layouts, typography, visual assets, custom graphics, self-promotional material, and preparation of files for printed and digital distribution.

Graduates should qualify for employment opportunities with design, branding, advertising agencies, signage and printing companies, organizations with in-house marketing operations, freelance work, and entrepreneurial opportunities.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 115	Success & Study Skills OR		0	2	1
ACA 122	Transfer & Career Success				
CTI 110	IT Foundations		2	2	3
GRD 110	Typography I		2	3	3
GRD 121	Drawing Fundamentals I		1	3	2
GRD 141	Graphic Design I		2	4	4
GRD 151	Computer Design Basics		1	4	3
			8	18	16
SECOND SEMESTER					
GRA 255	Image Manipulation I		1	3	2
ENG 111	Writing and Inquiry OR		3	0	3
ENG 110	Freshman Composition				
WEB 115	Web Markup and Scripting		2	3	3
GRD 142	Graphic Design II		2	4	4
GRD 152	Computer Design Techniques I		1	4	3
MKT 120	Principles of Marketing OR		3	0	3
WBL 113	Work-Based Learning I OR				
WBL 111 & WBL 112	Work-Based Learning I				
			12	14	18
THIRD SEMESTER					
GRD 153	Computer Design Solutions		1	4	3
GRD 240	User Interface/User Experience		2	3	3
GRD 241	Graphic Design III		2	4	4
	Social/Behavioral Science Elective*		3	0	3

MAT	110	Math Measurement & Lit **	2	2	3
			11	11	16

FOURTH SEMESTER

COM	120	Intro Interpersonal Com***	3	0	3
GRD	188	Graphic Design for Web I	2	3	3
GRD	288	Graphic Design for Web II	2	3	3
GRD	280	Portfolio Design	2	4	4
		Humanities/Fine Arts Elective****	3	0	3
			12	10	16

**MAT 143, MAT 152, MAT 171 or BIO 110 may be taken in lieu of MAT 110.*

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

HIS	131	American History I	3	0	3
HIS	132	American History II	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3
SOC	220	Social Problems	3	0	3

**** COM 231 or ENG 112 may be taken in lieu of COM 120.*

*****The Humanities/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	116	Survey of American Art	3	0	3
HUM	115	Critical Thinking	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	3	0	3
REL	110	World Religions	3	0	3
REL	211	Intro. to Old Testament	3	0	3
REL	212	Intro. to New Testament	3	0	3

TOTAL SEMESTER HOURS CREDIT: 66-67

Diploma

D30100

FIRST SEMESTER

GRD	110	Typography I	2	3	3
GRD	141	Graphic Design I	2	4	4
GRD	151	Computer Design Basics	1	4	3
MAT	110	Math Measurement & Literacy*	2	2	3
			8	10	13

SECOND SEMESTER

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
			4	11	9

THIRD SEMESTER

CTI	110	IT Foundations	2	2	3
ENG	111	Writing and Inquiry**	3	0	3
GRD	241	Graphic Design III	2	4	4
			7	6	10

FOURTH SEMESTER

WEB	115	Web Markup and Scripting	2	3	3
GRD	188	Graphic Design for Web I	2	3	3
GRD	288	Graphic Design for Web II	2	3	3
GRD	280	Portfolio Design	2	4	4
			8	13	13

*MAT 143, MAT 152, MAT 171 or BIO 110 may be taken in lieu of MAT 110.

** COM 120 or COM 231 may be taken in lieu of ENG 111.

TOTAL SEMESTER HOURS CREDIT: 45-46

Graphic Design Basics Certificate

C30100AB

FIRST SEMESTER

GRD	110	Typography I	2	2	3
GRD	141	Graphic Design I	2	4	4
GRD	151	Computer Design Basics	1	4	3
			5	10	10

SECOND SEMESTER

GRD	152	Computer Design Techniques I	1	4	3
GRA	255	Image Manipulation I	1	3	2
			3	7	5

TOTAL SEMESTER HOURS CREDIT: 15

Web Design Certificate

C30100AW

FIRST SEMESTER

CTI	110	IT Foundations	2	2	3
GRD	141	Graphic Design I	2	4	4
			4	6	7

SECOND SEMESTER

WEB	115	Web Markup and Scripting	2	3	3
GRD	188	Graphic Design for Web I	2	3	3
GRD	288	Graphic Design for Web II	2	3	3
			6	9	9

TOTAL SEMESTER HOURS CREDIT: 16

INDUSTRIAL SYSTEMS TECHNOLOGY

Associate in Applied Science Degree

A50240

CURRICULUM DESCRIPTION

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as life-long learners.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 115	Success & Study Skills	OR	0	2	1
ACA 122	Transfer & Career Success				
ENG 111	Writing and Inquiry	OR	3	0	3
ENG 110	Freshman Composition				
MEC 111	Machine Processes I		1	4	3
MEC 130	Mechanisms		2	2	3
HYD 110	Hydraulics/Pneumatics I		2	3	3
ISC 121	Environmental Health & Safety		3	0	3
			11	11	16
SECOND SEMESTER					
BPR 111	Print Reading		1	2	2
WLD 112	Basic Welding Processes		1	3	2
ELC 111	Introduction to Electricity		2	2	3
ELC 120	Introduction to Wiring		2	2	3
MNT 110	Intro to Maint Procedures		1	3	2
MAT 110	Math Measurement & Lit.*		2	2	3
			9	14	15
THIRD SEMESTER					
	Humanities/Fine Arts Elective**		3	0	3
ELC 128	Introduction to PLC		2	3	3
OMT 222	Project Management	OR	3	0	3
WBL 113	Work-Based Learning I	OR			
WBL 111 & WBL 112	Work-Based Learning				
			8	3	9

FOURTH SEMESTER

ELN	229	Industrial Electronics	3	3	4
DFT	151	CAD I	2	3	3
MAC	121	Intro to CNC	2	0	2
MNT	222	Industrial Sys Schematics	1	2	2
		Communications Elective***	3	0	3
			11	8	14

FIFTH SEMESTER

AHR	120	HVACR Maintenance	1	3	2
ELN	260	Prog Logic Controllers	3	3	4
ATR	280	Robotics Fundamentals	3	2	4
MNT	240	Indust Equip Troubleshoot	1	3	2
		Social/Behavioral Science Elective****	3	0	3
			11	11	15

**MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.*

***The Humanities/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	116	Survey of American Art	3	0	3
HUM	110	Technology and Society	3	0	3
HUM	115	Critical Thinking	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
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

****The Communications elective must be chosen from the following:*

COM	120	Intro Interpersonal Com	3	0	3
COM	231	Public Speaking	3	0	3
ENG	112	Writing/Research in the Disc.	3	0	3

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

PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3

TOTAL SEMESTER HOURS CREDIT: 69-70

Diploma**D50240**

FIRST SEMESTER		Course Title	Class	Lab	Credit
ACA	115	Success & Study Skills OR	0	2	1
ACA	122	Transfer & Career Success			
MEC	111	Machine Processes I	1	4	3
MEC	130	Mechanisms	2	2	3
HYD	110	Hydraulics/Pneumatics I	2	3	3
ISC	121	Envir Health & Safety	3	0	3
ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			

11 11 16

SECOND SEMESTER

WLD	112	Basic Welding Processes	1	3	2
ELC	111	Introduction to Electricity	2	2	3
ELC	120	Introduction to Wiring	2	2	3
BPR	111	Print Reading	1	2	2
MNT	110	Intro to Maint Procedures	1	3	2
MNT	222	Industrial Sys Schematics	1	2	2

8 14 14

THIRD SEMESTER

ELC	128	Introduction to PLC	2	3	3
		Hum/Social/Behavioral Science Elective*	3	0	3

5 3 6

**The Hum/Social/Behavioral Science elective must be chosen from the following:*

ART	111	Art Appreciation	3	0	3
ART	114	Art History Survey I	3	0	3
ART	116	Survey of American Art	3	0	3
HUM	110	Technology and Society	3	0	3
HUM	115	Critical Thinking	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
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	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
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3

TOTAL SEMESTER HOURS CREDIT: 36

Industrial Systems Technology Certificate

C50240IS

FIRST SEMESTER		Course Title	Class	Lab	Credit
HYD	110	Hydraulics/Pneumatics I	2	3	3
MEC	111	Machine Processes I	1	4	3
MEC	130	Mechanisms	2	2	3
			5	9	9
SECOND SEMESTER					
ELC	120	Introduction to Wiring	2	2	3
MNT	110	Intro to Maint Procedures	1	3	2
			3	5	5

TOTAL SEMESTER HOURS CREDIT: 14

Industrial Automation Certificate

C50240IA

FIRST SEMESTER		Course Title	Class	Lab	Credit
MAC	121	Intro to CNC	2	0	2
			2	0	2
SECOND SEMESTER					
MNT	240	Indust Equip Troubleshoot	1	3	2
ATR	280	Robotics Fundamentals	3	2	4
ELN	260	Prog Logic Controllers	3	3	4
			7	8	10
THIRD SEMESTER					
ELC	128	Introduction to PLC	2	3	3
			2	3	3

TOTAL SEMESTER HOURS CREDIT: 15

Mechanical Systems Certificate

C50240MS

FIRST SEMESTER	Course Title	Class	Lab	Credit
HYD 110	Hydraulics/Pneumatics I	2	3	3
MEC 111	Machine Processes I	1	4	3
MEC 130	Mechanisms	2	2	3
		5	9	9
SECOND SEMESTER				
WLD 112	Basic Welding Processes	1	3	2
MNT 110	Intro to Maint Procedures	1	3	2
		2	6	4

TOTAL SEMESTER HOURS CREDIT: 13

Industrial Design Certificate

C50240ID

FIRST SEMESTER	Course Title	Class	Lab	Credit
DFT 151	CAD I	2	3	3
HYD 110	Hydraulics/Pneumatics I	2	3	3
MAC 121	Intro to CNC	2	0	2
MNT 222	Industrial Sys Schematics	1	2	2
		7	8	10
SECOND SEMESTER				
ATR 280	Robotics Fundamentals	3	2	4
		3	2	4

TOTAL SEMESTER HOURS CREDIT: 14

INFORMATION TECHNOLOGY

Information Systems

Associate in Applied Science Degree

A25590IS

CURRICULUM DESCRIPTION

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 115	Success & Study Skills OR		0	2	1
ACA 122	Transfer & Career Success				
CTI 110	IT Foundations		2	2	3
CIS 110	Introduction to Computers		2	2	3
ENG 111	Writing and Inquiry OR		3	0	3
ENG 110	Freshman Composition				
MAT 110	Math Measurement & Lit.*		2	2	3
CTI 120	Network & Sec Foundations		2	2	3
			11	10	16
SECOND SEMESTER					
CIS 115	Intro to Programming & Logic		2	2	3
WEB 115	Web Markup & Scripting		2	3	3
CTS 130	Spreadsheets		2	2	3
DBA 110	Database Concepts OR		2	3	3
WBL 113	Work-Based Learning I OR				
WBL 111 & WBL 112	Work-Based Learning				
NOS 110	Operating System Concepts		2	3	3
SEC 110	Security Concepts		2	3	3
			12	16	18

THIRD SEMESTER

CTS	120	Hardware/Software Support	2	3	3
CTS	115	Info Sys Business Concepts	3	0	3
COM	231	Public Speaking**	3	0	3
CSC	139	Visual Basic Programming	2	3	3
CSC	151	JAVA Programing	2	3	3
			12	9	15

FOURTH SEMESTER

CTS	289	System Support Project	1	4	3
NOS	230	Windows Admin I	2	3	3
CSC	120	Computing Fundamentals	3	2	4
		Humanities/Fine Arts Elective***	3	0	3
		Social/Behavioral Science Elective****	3	0	3
			12	6	16

*MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.

**ENG 112 or COM 120 may be taken in lieu of COM 231.

***The Humanities/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
HUM	115	Critical Thinking	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	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

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

ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
HIS	131	American History I	3	0	3
HIS	132	American History II	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3
SOC	220	Social Problems	3	0	3

TOTAL SEMESTER HOURS CREDIT: 65-66

Information Technology Diploma

D25590

FIRST SEMESTER		Course Title	Class	Lab	Credit
CTI	110	IT Foundations	2	2	3
CIS	110	Introduction to Computers	2	2	3
ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			
CTI	120	Network & Sec Foundations	2	2	3
			9	6	12

SECOND SEMESTER

CIS	115	Intro to Programming & Logic	2	2	3
MAT	110	Math Measurement & Lit.*	2	2	3
CTS	130	Spreadsheets	2	2	3
NOS	110	Operating System Concepts	2	3	3
SEC	110	Security Concepts	2	3	3
			10	12	15

THIRD SEMESTER

CTS	120	Hardware/Software Support	2	3	3
WEB	115	Web Markup & Scripting	2	3	3
DBA	110	Database Concepts	2	3	3
NET	125	Introduction to Networks	2	3	3
NOS	230	Windows Admin I	2	2	3
			10	14	15

*MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.

TOTAL SEMESTER HOURS CREDIT: 42-43

Computer Support Technician

Certificate--C25590CS

CIS	110	Introduction to Computers	2	2	3
CTS	130	Spreadsheet	2	2	3
CTS	120	Hardware/Software Support	2	3	3
CTI	120	Network & Sec Foundations	2	3	3
			8	10	12

TOTAL SEMESTER HOURS CREDIT: 12

Foundations of Web Development

Certificate--C25590FW

CIS	115	Intro to Programming and Logic	2	2	3
CTI	110	IT Foundations	2	2	3
SEC	110	Security Concepts	2	3	3
WEB	115	Web Markup & Scripting	2	3	3
			8	10	12

TOTAL SEMESTER HOURS CREDIT: 12

Computer Programming

Certificate--C25590CP

CIS	115	Intro to Programming and Logic	2	2	3
CSC	151	JAVA Programing	2	3	3
CSC	139	Visual Basic Programming	2	3	3
CSC	120	Computing Fundamental I	3	2	4
			9	10	13

TOTAL SEMESTER HOURS CREDIT: 13

Network Management A25590NM

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 115	Success & Study Skills OR		0	2	1
ACA 122	Transfer & Career Success				
CIS 110	Introduction to Computers		2	2	3
CTI 120	Network & Sec Foundations		2	3	3
CTI 110	IT Foundations		2	2	3
ENG 111	Writing and Inquiry		3	0	3
ENG 110	Freshman Composition				
MAT 110	Math Measurement & Lit.*		2	2	3
			11	11	16
SECOND SEMESTER					
CIS 115	Intro to Programming & Logic		2	2	3
NOS 110	Operating System Concepts		2	3	3
NOS 120	Linux Single User		2	3	3
SEC 110	Security Concepts		2	3	3
DBA 110	Database Concepts OR		2	3	3
WBL 113	Work-Based Learning I OR				
WBL 111 & WBL 112	Work-Based Learning				
			11	17	15
THIRD SEMESTER					
CTS 120	Hardware/Software Support		2	3	3
CTS 115	Info Sys Business Concepts		3	0	3
COM 231	Public Speaking**		3	0	3
CSC 139	Visual Basic Programming		2	3	3
NET 125	Introduction to Networks		2	3	3
			12	9	15
FOURTH SEMESTER					
CTS 289	System Support Project		1	4	3
NOS 230	Windows Admin I		2	2	3

NET	126	Switching and Routing	2	3	3
CSC	120	Computing Fundamentals I	3	2	4
		Humanities/Fine Arts Elective***	3	0	3
		Social/Behavioral Science Elective****	3	0	3
			14	11	19

*MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.

**ENG 112 or COM 120 may be taken in lieu of COM 231.

***The Humanities/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
HUM	115	Critical Thinking	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	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

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

ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
HIS	131	American History I	3	0	3
HIS	132	American History II	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3
SOC	220	Social Problems	3	0	3

TOTAL SEMESTER HOURS CREDIT: 65-66

Networking Certificate

Certificate--C25590SN

NET	125	Introduction to Networks	2	3	3
NOS	120	Linux Single User	2	3	3
SEC	110	Security Concepts	2	3	3
CTI	120	Network & Sec Foundations	2	2	3
			8	11	12

TOTAL SEMESTER HOURS CREDIT: 12

OFFICE MANAGEMENT

Associate in Applied Science Degree

A25370

CURRICULUM DESCRIPTION

The Office Management curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software.

Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, records management, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of office positions in business, government, and industry. Upon graduation, students may be eligible to sit for industry recognized certification exams.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA	115	Success & Study Skills OR	0	2	1
ACA	122	Transfer & Career Success			
BUS	121	Business Math	2	2	3
BUS	137	Principles of Management	3	0	3
CIS	110	Introduction to Computers	2	2	3
BUS	151	People Skills	3	0	3
OST	184	Office Information Management	2	2	3
			12	8	16
SECOND SEMESTER					
ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			
MAT	110	Math Measurement & Lit.*	2	2	3
OST	171	Intro to Virtual Office	2	2	3
OST	136	Word Processing	2	2	3
BUS	153	Human Resource Management	3	0	3
OST	145	Social Media for Office Prof.	2	2	3
			14	8	18
THIRD SEMESTER					
ACC	120	Prin of Financial Accounting	3	2	4
CTS	130	Spreadsheet	2	2	3
OST	164	Office Editing	3	0	3
BUS	260	Business Communication	3	0	3
COM	231	Public Speaking**	3	0	3
OST	271	Office Web Technologies	2	2	3
			16	6	19

FOURTH SEMESTER

ACC	150	Accounting Software Appl	1	3	2
OST	289	Office Admin Capstone	2	2	3
OST	159	Office Ethics	3	0	3
OST	138	Office Applications II OR	2	2	3
WBL	113	Work-Based Learning I OR			
WBL 111 & WBL 112		Work-Based Learning			
		Humanities/Fine Arts Elective***	3	0	3
		<i>Social/Behavioral Science Elective****</i>	3	0	3
			14	7	17

*MAT 143, MAT 171 or BIO 110 may be taken in lieu of MAT 110.

**ENG 112 or COM 120 may be taken in lieu of COM 231.

***The Humanities/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	116	Survey of American Art	3	0	3
HUM	115	Critical Thinking	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
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

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

ECO	151	Survey of Economics	3	0	3
ECO	251	Principles of Microeconomics	3	0	3
ECO	252	Principles of Macroeconomics	3	0	3
PSY	118	Interpersonal Psychology	3	0	3
PSY	150	General Psychology	3	0	3
SOC	210	Introduction to Sociology	3	0	3
SOC	215	Group Processes	3	0	3

TOTAL SEMESTER HOURS CREDIT: 70-71

Diploma**D25370**

FIRST SEMESTER		Course Title	Class	Lab	Credit
CIS	110	Introduction to Computers	2	2	3
BUS	121	Business Math	2	2	3
BUS	137	Principles of Management	3	0	3
OST	184	Office Information Management	2	2	3
BUS	151	People Skills	3	0	3
			12	6	15
SECOND SEMESTER					
ENG	111	Writing and Inquiry OR	3	0	3
ENG	110	Freshman Composition			
OST	136	Word Processing	2	2	3
OST	159	Office Ethics	3	0	3
OST	171	Intro to Virtual Office	2	2	3
			10	4	12
THIRD SEMESTER					
CTS	130	Spreadsheet	2	2	3
OST	164	Office Editing	3	0	3
BUS	260	Business Communication	3	0	3
COM	231	Public Speaking*	3	0	3
			11	2	12

**ENG 112 or COM 120 may be taken in lieu of COM 231.*

TOTAL SEMESTER HOURS CREDIT: 39

Customer Service Certificate--C25370CS

FIRST SEMESTER		Course Title	Class	Lab	Credit
CIS	110	Introduction to Computers	2	2	3
OST	164	Text Editing Applications	3	0	3
BUS	151	People Skills	3	0	3
			8	2	9

SECOND SEMESTER

OST	159	Office Ethics	3	0	3
OST	145	Social Media for Office Prof.	2	2	3
			5	2	6

TOTAL SEMESTER HOURS CREDIT: 15**General Office Assistant Certificate--C25370GO**

FIRST SEMESTER		Course Title	Class	Lab	Credit
CIS	110	Introduction to Computers	2	2	3
BUS	137	Principles of Management	3	0	3
BUS	151	People Skills	3	0	3
			8	2	9

SECOND SEMESTER

CTS	130	Spreadsheet	2	2	3
OST	136	Word Processing	2	2	3
			4	4	6

TOTAL SEMESTER HOURS CREDIT: 15**Virtual Certificate--C25370VI**

FIRST SEMESTER		Course Title	Class	Lab	Credit
CIS	110	Introduction to Computers	2	2	3
OST	171	Intro to Virtual Office	2	2	3
			4	4	6

SECOND SEMESTER

OST	145	Social Media for Office Prof.	2	2	3
OST	159	Office Ethics	3	0	3
OST	271	Office Web Technologies	2	2	3
			7	4	9

TOTAL SEMESTER HOURS CREDIT: 15

SCHOOL-AGE EXPANDED LEARNING AND ENRICHMENT

Associate In Applied Science Degree

A55440

CURRICULUM DESCRIPTION

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

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

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

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
FIRST SEMESTER	Course Title		Class	Lab	Credit
ACA 115	Success & Study Skills*		0	2	1
EDU 120	Intro to School Age Care		4	0	4
EDU 131	Child, Family, and Community		3	0	3
EDU 144	Child Development I		3	0	3
EDU 145	Child Development II		3	0	3
ENG 111	Writing and Inquiry**		3	0	3
			16	2	17
SECOND SEMESTER					
EDU 154	Social/Emotional/Behav.Dev		3	0	3
EDU 161	Intro to Exceptional Children		3	0	3
EDU 187	Teaching and Learning for All		3	0	4
EDU 275	Effective Teacher Training		3	0	3
EDU 280	Languages/Literacy Exp.		3	0	3
MAT 110	Math Measurement & Lit.***		2	2	3
			17	2	19
THIRD SEMESTER					
EDU 158	Healthy Lifestyles Youth		3	0	3
EDU 163	Classroom Mgt & Instruction		3	0	3
EDU 216	Foundations of Education		3	0	3
EDU 221	Children with Exceptionalities		3	0	3
EDU 263	School-Age Program Admin		2	0	2
COM 120	Intro Interpersonal Com****		3	0	3
			17	0	17

FOURTH SEMESTER

EDU	235	School Age Activities	3	0	3
EDU	281	Instruction Strat/ Read & Writ	2	2	3
EDU	285	Internship Exp-School Age	1	9	4
EDU	289	Adv Issues/School Age	2	0	2
SOC	213	Sociology of the Family*****	3	0	3
		Humanities/Fine Arts Elective*****	3	0	3
			14	11	18

*ACA 122 may be taken in lieu of ACA 115

**ENG 110 may be taken in lieu of ENG 111

***MAT 143 or BIO 111 may be taken in lieu of MAT 110.

****COM 231 or ENG 112 may be taken in lieu of COM 120.

*****SOC 225 or PSY 118 may be taken in lieu of SOC 213.

*****The Humanities/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
HUM	115	Critical Thinking	3	0	3
HUM	121	The Nature of America	3	0	3
HUM	122	Southern Culture	3	0	3
MUS	110	Music Appreciation	3	0	3
MUS	112	Introduction to Jazz	3	0	3
MUS	210	History of Rock Music	3	0	3
REL	110	World Religions	3	0	3
REL	211	Introduction to Old Testament	3	0	3
REL	212	Introduction to New Testament	3	0	3

TOTAL SEMESTER HOURS CREDIT: 70-71

Certificate**School-Age Expanded Learning and Enrichment Certificate--C55440**

EDU	120	Intro to School Age Care	4	0	4
EDU	131	Child, Family, & Community	3	0	3
EDU	145	Child Development II	3	0	3
EDU	216	Foundations in Education	3	0	3
			13	0	13

TOTAL SEMESTER HOURS REQUIRED: 13

COLLABORATIVE PROGRAMS

James Sprunt Community College has instructional agreements with other North Carolina community colleges to provide students with access to additional programs. The College currently has agreements in place for the following programs:

PHYSICAL THERAPY ASSISTANT

The Physical Therapy Assistant program is offered by Fayetteville Technical Community College and guarantees a certain number of slots to James Sprunt Community College students. Students can complete the general education courses here at James Sprunt Community College and can then transfer to Fayetteville Technical Community College to complete the degree program.

Curriculum Description

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under the supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span.

Graduates may be eligible to take the licensure examination administered by the NC Board of Physical Therapy Examiners. Employment in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics and public school systems.

911 COMMUNICATION AND OPERATIONS

The 911 Communication and Operations program is offered by Richmond Community College. Students can complete the general education courses as well as additional major hour courses at James Sprunt Community College and can then transfer to Richmond Community College to complete the degree program.

Curriculum Description

The 911 Communication and Operations curriculum is designed to provide new students, as well as current practitioners, with knowledge and skills in the areas necessary for entrance or advancement within emergency communications.

Coursework includes concepts and skills in telecommunication systems, basic software and GIS/GPS, communications, documentation, public administration, personnel management and supervision, grant writing, professional ethics, cultural awareness, mental health awareness, and adaptation to technology within emergency communication organizations.

Graduates should qualify for employment and advancement in the public safety telecommunications field with a variety of employers, including local government emergency communications centers, county sheriffs' offices, local law enforcement, fire and EMS agencies, emergency management, and related emergency dispatch operations.

COLLEGE TRANSFER PROGRAM

Associate in Arts Degree (A10100) Associate in Science Degree (A10400)

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. 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.

The Associate in Arts and Associate in Science degrees shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in art or associate in science programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

Community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions. A grade of “D” in any course will not transfer.

ASSOCIATE IN ARTS DEGREE (A10100)

General Education—Universal General Education Transfer Component

English Composition- 6 semester hours credit required

	Course Title	Semester Hours Credit
ENG 111	Writing and Inquiry	3
ENG 112	Writing/Research in the Disciplines	3

Humanities/Fine Arts/Communications- 9 semester hours credit required. Select three courses from at least two of the following subjects: art, communications, literature, music, philosophy.

ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
COM 231	Public Speaking	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3

MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3

Social/Behavioral Sciences- 9 semester hours credit required. Select three courses from at least two of the following subjects: economics, history, political science, psychology, and sociology.

ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 131	American History I	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3

Mathematics- 3-4 semester hours credit required. Select one course from the following:

MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Pre-calculus Algebra	4

Natural Sciences- 4 semester hours credit required from:

BIO 110	Principles of Biology	4
BIO 111	General Biology I	4
CHM 151	General Chemistry I	4

Additional General Education Hours-14 semester hours credit required. *Students should select these courses based on their intended major and transfer university.* Choose from the following:

ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
BIO 110	Principles of Biology	4
BIO 111	General Biology	4
BIO 112	General Biology II	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
CIS 110	Introduction to Computers	3
CIS 115	Intro to Program and Logic	3
COM 120	Intro Interpersonal Com	3
COM 231	Public Speaking	3
ECO 151	Survey of Economics	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
ENG 114	Prof Research & Reporting	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3

ENG 241	British Literature I	3
ENG 242	British Literature II	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Pre-calculus Algebra	4
MAT 172	Pre-calculus Trigonometry	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 210	History of Rock Music	3
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3
SOC 225	Social Diversity	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 211	Intermediate Spanish I	3
 ACA Requirement-1 semester hour credit required.		
ACA 122	Transfer & Career Success	1

Other Required Hours- 14 semester hours credit required.

Students should select these courses based on their intended major and transfer university. Choose from the following:

ACC 120	Principles of Financial Accounting	4
ACC 121	Principles of Managerial Accounting	4
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
BIO 110	Principles of Biology	4
BIO 111	General Biology	4
BIO 112	General Biology II	4
BIO 163	Basic Anatomy & Physiology	5
BIO 168	Anatomy & Physiology I	4
BIO 169	Anatomy & Physiology II	4
BIO 275	Microbiology	4
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 137	Principles of Management	3
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
CIS 110	Introduction to Computers	3
CIS 115	Intro to Program and Logic	3
CJC 111	Intro to Criminal Justice	3
CJC 113	Juvenile Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
CJC 212	Ethics & Comm Relations	3
COM 120	Intro Interpersonal Com	3
COM 231	Public Speaking	3
CSC 120	Computing Fundamentals I	4
CSC 139	Visual BASIC Programming	3
CSC 151	JAVA Programming	3
CTS 115	Info Sys Business Concepts	3
ECO 151	Survey of Economics	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
EDU 131	Child, Family, and Community	3
EDU 144	Child Development I	3
EDU 145	Child Development II	3
EDU 216	Foundations of Education	3
EDU 221	Children with Exceptionalities	3
ENG 114	Prof Research & Reporting	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3

ENG 241	British Literature I	3
ENG 242	British Literature II	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HEA 110	Personal Health/Wellness	3
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Pre-calculus Algebra	4
MAT 172	Pre-calculus Trigonometry	4
MAT 263	Brief Calculus	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 210	History of Rock Music	3
PED 110	Fit and Well for Life	2
PED 111	Physical Fitness I	1
PED 112	Physical Fitness II	1
PED 113	Aerobics I	1
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 231	Forensic Psychology.	3
PSY 241	Developmental Psychology	3
PSY 263	Educational Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 215	Group Processes	3
SOC 220	Social Problems	3
SOC 225	Social Diversity	3
SPA 111	Elementary Spanish I	3

SPA 112	Elementary Spanish II	3
SPA 211	Intermediate Spanish I	3

TOTAL SEMESTER HOURS CREDIT: 60

**One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.*

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

**ASSOCIATE IN SCIENCE DEGREE
(A10400)**

General Education—Universal General Education Transfer Component

English Composition- 6 semester hours credit required

	Course Title	Semester Hours Credit
ENG 111	Writing and Inquiry	3
ENG 112	Writing/Research in the Disciplines	3

Humanities/Fine Arts/Communications- 6 semester hours credit required. Select two courses from two of the following subjects: art, communications, literature, music, philosophy.

ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
COM 231	Public Speaking	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3

Social/Behavioral Sciences- 6 semester hours credit required.

Select two courses from two of the following subjects: economics, history, political science, psychology, and sociology.

ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 131	American History I	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3

Mathematics- 8 semester hours credit required.

Choose two of the following courses:

MAT 171	Pre-calculus Algebra	4
MAT 172	Precalculus Trigonometry	4
MAT 263	Brief Calculus	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4

Natural Sciences-8 semester hours credit Choose one group:

Group 1:	BIO 111	General Biology I	4
	BIO 112	General Biology II	4
Group 2:	CHM 151	General Chemistry I	4
	CHM 152	General Chemistry II	4

Additional General Education Hours- 11 semester hours credit required. Students should select these courses based on their intended major and transfer university. Choose from the following:

ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
BIO 110	Principles of Biology	4
BIO 111	General Biology	4
BIO 112	General Biology II	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
CIS 110	Introduction to Computers	3
CIS 115	Introduction to Program and Logic	3
COM 120	Intro Interpersonal Com	3
COM 231	Public Speaking	3
ECO 151	Survey of Economics	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
ENG 114	Prof Research & Reporting	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Pre-calculus Algebra	4
MAT 172	Pre-calculus Trigonometry	4
MAT 263	Brief Calculus	3
MAT 271	Calculus I	4

MAT 272	Calculus II	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 210	History of Rock Music	3
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 231	Forensic Psychology	3
PSY 241	Developmental Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3
SOC 225	Social Diversity	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 221	Intermediate Spanish I	3

ACA Requirement1- semester hour credit required.

ACA 122	Transfer & Career Success	1
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Other Required Hours- 14 semester hours credit required.

Students should select these courses based on their intended major and transfer university. Choose from the following:

ACC 120	Principles of Financial Accounting	4
ACC 121	Principles of Managerial Accounting	4
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
BIO 111	General Biology	4
BIO 112	General Biology II	4
BIO 163	Basic Anatomy & Physiology	5
BIO 168	Anatomy & Physiology I	4
BIO 169	Anatomy & Physiology II	4
BIO 275	Microbiology	4
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 137	Principles of Management	3
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4

CIS 110	Introduction to Computers	3
CIS 115	Intro to Program and Logic	3
CJC 111	Intro to Criminal Justice	3
CJC 113	Juvenile Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
CJC 212	Ethics & Comm Relations	3
COM 120	Intro Interpersonal	3
COM 231	Public Speaking	3
CSC 120	Computing Fundamentals I	4
CSC 139	Visual BASIC Programming	3
ECO 151	Survey of Economics	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
EDU 131	Child, Family and Community	3
EDU 144	Child Development I	3
EDU 145	Child Development II	3
EDU 216	Foundations of Education	3
EDU 221	Children with Exceptionalities	3
ENG 114	Prof Research & Reporting	3
ENG 131	Introduction to Literature	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HEA 110	Personal Health/Wellness	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Precalculus Algebra	4
MAT 172	Precalculus Trigonometry	4
MAT 263	Brief Calculus	3
MAT 271	Calculus I	4

MAT 272	Calculus II	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 210	History of Rock Music	3
PED 110	Fit and Well for Life	2
PED 111	Physical Fitness I	1
PED 112	Physical Fitness II	1
PED 113	Aerobics I	1
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 231	Forensic Psychology	3
PSY 241	Developmental Psychology	3
PSY 263	Educational Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 215	Group Processes	3
SOC 220	Social Problems	3
SOC 225	Social Diversity	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 211	Intermediate Spanish I	3

TOTAL SEMESTER HOURS CREDIT: 60

**One semester hour of credit may be included in a 61 SHC associate in science program of study. The transfer of this hour is not guaranteed.*

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable prior to or after transfer to the senior institution.

Associate in Arts Degree in Teacher Preparation (A1010T)
Associate in Science Degree in Teacher Preparation (A1040T)

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. 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.

The Associate in Arts in Teacher Preparation and the Associate in Science in Teacher Preparation degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts and associate in science programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

Community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions. A grade of “D” in any course will not transfer.

ASSOCIATE IN ARTS DEGREE IN TEACHER PREPARATION
(A1010T)

General Education—Universal General Education Transfer Component

English Composition- 6 semester hours credit required

	Course Title	Semester Hours Credit
ENG 111	Writing and Inquiry	3
ENG 112	Writing/Research in the Disciplines	3

Humanities/Fine Arts/Communications- 9 semester hours credit required. Select three courses from at least two of the following subjects: art, communications, literature, music, philosophy.

ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
COM 231	Public Speaking	3
ENG 231	American Literature I	3

ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3

Social/Behavioral Sciences- 6 semester hours credit required. Select three courses from at least two of the following subjects: economics, history, political science, psychology, and sociology.

ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 131	American History I	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3

Mathematics- 3-4 semester hours credit required. Select one course from the following:

MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Pre-calculus Algebra	4

Natural Sciences- 4 semester hours credit required from:

BIO 110	Principles of Biology	4
BIO 111	General Biology I	4
CHM 151	General Chemistry I	4

Additional General Education Hours-14 semester hours credit required. *Students should select these courses based on their intended major and transfer university.* Choose from the following:

ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
BIO 110	Principles of Biology	4
BIO 111	General Biology	4
BIO 112	General Biology II	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
CIS 110	Introduction to Computers	3
CIS 115	Intro to Program and Logic	3
COM 120	Intro Interpersonal Com	3
COM 231	Public Speaking	3
ECO 151	Survey of Economics	3

ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
ENG 114	Prof Research & Reporting	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Pre-calculus Algebra	4
MAT 172	Pre-calculus Trigonometry	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
ACA Requirement-1 semester hour credit required.		
ACA 122	Transfer & Career Success	1

Other Required General Education Hours- 3 semester hours credit required.

SOC 225	Social Diversity	3
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Other Required Education Hours-14 semester hours credit required.

EDU 187	Teaching and Learning for All*	4
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EDU 216	Foundations of Education	3
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EDU 279	Literacy Development and Instruction	4
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EDU 250	Teacher Licensure Preparation	3
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TOTAL SEMESTER HOURS CREDIT: 60-61**

**Students who have completed Teacher Cadet or Teaching as a Profession courses in in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.*

***One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.*

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

ASSOCIATE IN SCIENCE DEGREE IN TEACHER PREPARATION

(A1040T)

General Education—Universal General Education Transfer Component

English Composition- 6 semester hours credit required

	Course Title	Semester Hours Credit
ENG 111	Writing and Inquiry	3
ENG 112	Writing/Research in the Disciplines	3

Humanities/Fine Arts/Communications- 6 semester hours credit required. Select two courses from two of the following subjects: art, communications, literature, music, philosophy.

ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
COM 231	Public Speaking	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3

Social/Behavioral Sciences- 3 semester hours credit required. Select from the following subjects: history, political science, psychology, and sociology.

ECO 251	Prin of Microeconomics	3
ECO 252	Prin of Macroeconomics	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 131	American History I	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3

Mathematics- 8 semester hours credit required. Select two courses from the following:

MAT 171	Pre-calculus Algebra	4
MAT 172	Pre-calculus Trigonometry	4
MAT 263	Brief Calculus	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4

Natural Sciences- 8 semester hours credit required. Take one group:

Group 1:	BIO 111	General Biology I	4
	BIO 112	General Biology II	4

Group 2:	CHM 151	General Chemistry I	4
	CHM 152	General Chemistry II	4

Additional General Education Hours-11-12 semester hours credit required. *Students should select these courses based on their intended major and transfer university.* Choose from the following:

ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
BIO 110	Principles of Biology	4
BIO 111	General Biology	4
BIO 112	General Biology II	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
CIS 110	Introduction to Computers	3
CIS 115	Intro to Program and Logic	3
COM 120	Intro Interpersonal Com	3
COM 231	Public Speaking	3
ECO 151	Survey of Economics	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
ENG 114	Prof Research & Reporting	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Pre-calculus Algebra	4
MAT 172	Pre-calculus Trigonometry	4
MAT 263	Brief Calculus	4
MAT 271	Calculus I	4

MAT 272	Calculus II	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 210	History of Rock Music	3
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
ACA Requirement-1 semester hour credit required.		
ACA 122	Transfer & Career Success	1

Other Required General Education Hours- 3 semester hours credit required.

SOC 225	Social Diversity	3
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Other Required Education Hours-14 semester hours credit required.

EDU 187	Teaching and Learning for All*	4
EDU 216	Foundations of Education	3
EDU 279	Literacy Development and Instruction	4
EDU 250	Teacher Licensure Preparation	3

TOTAL SEMESTER HOURS CREDIT: 60-61**

**Students who have completed Teacher Cadet or Teaching as a Profession courses in in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.*

***One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.*

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

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.

Coursework 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 64-65 semester hour credits leads to an Associate in General Education degree.

General Education-15

Universal General Education Transfer Component

English Composition- 6 semester hours credit required

	Course Title	Semester Hours Credit
ENG 111	Writing and Inquiry	3
ENG 112	Writing/Research in the Disciplines	3
ENG 110	Freshman Composition	3
COM 231	Public Speaking	3

Humanities/Fine Arts/Communications- 3 semester hours credit required. Select from the following:

ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
COM 120	Intro Interpersonal Com	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
HUM 115	Critical Thinking	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
REL 110	World Religions	3

Social/Behavioral Sciences- 3 semester hours credit required. Select from the following:

ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3

HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 131	American History I	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3

Natural Sciences/Mathematics- 3 semester hours credit required Select from the following:

BIO 110	Principles of Biology	4
BIO 111	General Biology	4
CHM 151	General Chemistry I	4
CIS 115	Intro to Program and Logic	3
MAT 110	Math Measurement & Literacy	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Pre-calculus Algebra	4

OTHER REQUIRED HOURS (49 semester hours)

Other required hours include additional general education and professional courses. A maximum of 6 semester hours credit in health, and physical education.

Academic Related

ACA 115	Success & Study Skills OR	1
ACA 122	Transfer & Career Success	1

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 course (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 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 hours 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, ACA 115, and credit received for previous training, experience and formal study, the student is free to select college-level courses to complete the 65 semester hours required for the degree.

DIPLOMA AND CERTIFICATE PROGRAMS

BASIC LAW ENFORCEMENT TRAINING

Certificate C55120

CURRICULUM DESCRIPTION

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 alcohol 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 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.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

FIRST SEMESTER	Course Title	Semester		
		Hours per Week		Hours
		Class	Lab	Credit
LET 110	Basic Law Enforcement (BLET)	28	27	37

TOTAL SEMESTER HOURS CREDIT: 37

ELEMENTARY EDUCATION RESIDENCY LICENSURE

Certificate C55490

The Elementary Education Residency Certificate curriculum provides a course of study leading to the development of the general pedagogical competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional/educational technology, diverse learners, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning.

Graduates should meet general pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

The Residency Licensure program is designed for college graduates who hold a bachelor's degree in a non-education field and desire to become an elementary education (K-6) teacher.

For admission into the program, the candidate must:

- Complete an electronic application through the College Foundation of North Carolina (CFNC) for James Sprunt Community College admittance.
- Be a U.S. citizen, or eligible for employment.
- Have completed a bachelor's degree with a 2.7 GPA or higher.
- Have completed 24 hours of coursework in the requested licensure area or passed the North Carolina State Board of Education (NCSBE) required content area examination(s) for the requested licensure area.
- Submit transcripts.
- Be employed by a local LEA.
- Have completed professional development training required by the LEA.

A grade of "C" or higher in all courses is required to complete the certificate.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

		Semester		
		Hours per Week		Hours
FIRST SEMESTER	Course Title	Class	Lab	Credit
EDU 270	Effective Instructional Enviro	2	0	2
EDU 272	Technology, Data, and Assess	2	3	3
		4	3	5
SECOND SEMESTER				
EDU 277	Integr CU Inst: Math/Science	2	3	3
EDU 278	Integr CU Inst: Soc Stu/ELA	2	3	3
		4	6	6
THIRD SEMESTER				
EDU 279	Literacy Develop and Instruct	3	3	4
		3	3	4
FOURTH SEMESTER				
EDU 283	Educator Preparation Practicum	2	3	3

TOTAL SEMESTER HOURS CREDIT: 18

INFANT/TODDLER CARE

Certificate

C55290

CURRICULUM DESCRIPTION

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

Course work includes infant/toddler growth and development: physical/ nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with families and children; design and implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and childcare programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
Course Title			Class	Lab	Credit
EDU	119	Intro to Early Child Education	4	0	4
EDU	131	Child, Family, & Community	3	0	3
EDU	144	Child Development I	3	0	3
EDU	153	Health, Safety & Nutrition	3	0	3
EDU	153A	Health, Safety, & Nutrition	0	2	1
EDU	234	Infants, Toddlers, & Twos	3	0	3
			16	2	17

TOTAL SEMESTER HOURS REQUIRED: 17

PRACTICAL NURSING

Diploma D45660

CURRICULUM DESCRIPTION

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual, which impact health, quality of life, and achievement of potential.

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

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN), which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long-term care/home health facilities, clinics, and physician's offices.

PRACTICAL NURSING ADMISSION REQUIREMENTS

In order to be considered for admission into the Practical Nursing Program, the applicant must have a current JSCC application on file, a separate nursing program application on file, and all admission criteria met by February 1st of each year for consideration for admission into the following fall semester. Thirty students are accepted into the program and ranked according to scores on selection criteria. Applications submitted after the deadline may be considered if space is available. (Interested applicants should contact JSCC's Health Education Department or refer to our website for a current Program Application Packet.)

Applicants may apply for only one of the Health Education Programs (ADN or PN). The academic admission requirements for the Practical Nursing Program will be as follows:

1. Applicants to the Practical Nursing Program must take the ATI-TEAS admissions test and score the current national average for reading comprehension and essential math skills. The TEAS test may be taken only three times in a twelve-month period. Test dates must be a minimum of 60 days apart. 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 your high school transcript and/or HSE 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. Be in good academic standing with a minimum cumulative GPA of 2.00.
5. Completion of high school biology within ten (10) years of the program start date with a grade of "C" or better or its equivalent. Equivalent means: (1) a college-level biology course; (2) BIO 090 at James Sprunt Community College; or (3) a comparable biology course at any other accredited educational institution.

6. Applicants must meet the minimum English and math requirements through one of the following:
- An unweighted U.S. high school GPA or Adult High School (AHS) GPA of 2.8 or greater
 - Transferable credit in English and math (you will need to submit official transcripts to student services in order to receive a transcript evaluation of your prior college coursework.)
 - An associate's degree or higher
 - SAT or ACT scores within the last ten years that would allow for placement into ENG 111 and placement out of transition math.
 - GED completion since 2014 with a minimum score of 165 on all subject tests and a minimum score of 4 on the essay.
 - Completion of EdReady, RISE, NCDAP, Accuplacer, Compass, or Asset placement test within the last ten years that would allow placement into ENG 111 and placement out of transition math. If placement test was taken at another college, you will need to submit an official score report to student services.
 - Exemption from developmental courses or completion of developmental courses with a Passing (P) grade or "C" or higher. These developmental courses include:
 - DRE 096-098 (P) or
 - ENG 002 (P2) or
 - ENG 002 (P1) and ENG 011 or
 - DMA 010-050 (P) or
 - MAT 003 (P2) or
 - MAT 003 (P1) and MAT 043 or
 - MAT 003 (P1) and MAT 052
 - ENG 025 ("C" or higher)
 - MAT 025 or MAT 035 ("C" or higher)

If placement tests were completed at another college, request that official scores be sent to the Admissions Office at P.O. Box 398, Kenansville NC 28349 (placement test scores will not be sent with the official transcript unless specifically requested).

Placement test scores other than EdReady and completed DRE and DMA courses are only good for ten years unless a college level English and Math course is completed within the ten-year period. Rise placement test scores are good for ten years.

7. Applicants will be notified of their selection and given provisional acceptance. The following will be required for students to complete by specified date after being provisionally accepted:
- A. Evidence of a physical examination completed on the institution 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 required on the medical form and based on the clinical agency requirements for the PN program.
 - B. Completion of current American Heart Association Basic Life Support (BLS) Provider level of CPR certification.

- C. Completion of required criminal background check and drug screening required for clinical agencies. NOTE: If a clinical agency denies student placement based on review on results, the student would be unable to progress in the program. (Information provided upon provisional acceptance.)
- D. Show evidence of current student liability insurance for clinical experience.

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 Dean of Health Education 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 scheduled meeting with division Dean);
5. Submit copies of course syllabi/outlines to Dean of Health Education for review, upon request;
6. Have letter of recommendation from clinical nursing faculty who taught student in last nursing course;
7. Pass a comprehensive exam from the content of the course(s) prior to the one to which the student is requesting transfer with a minimum grade of 80 and demonstrate competency of skills.

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

PROGRESSION POLICY

1. Students must be enrolled in BIO 163 and ACA 115 concurrently with NUR 101 unless they have completed these courses previously.
2. Students must be enrolled in ENG 111 and PSY 150 concurrently with NUR 102 unless they have completed these courses previously.
3. A student must maintain a 2.0 ("C") average or better in the general education courses in order to progress and graduate in the Practical Nursing Program. A grade of "C" or better must be obtained in BIO 163 in order for the student to progress to NUR 102.
4. A grade of "C" or better is required in each nursing course in order for the student to progress and graduate from the Practical Nursing Program. A grade of "C" or better is required in NUR 101, NUR 102, and NUR 103.
5. All nursing courses must be taken in the sequence as outlined in the Practical Nursing curriculum.
6. A student may repeat a nursing course only once and only upon the approval of the Health Education Admissions Committee.
7. Any student who is interrupting his/her nursing courses is encouraged to schedule an exit interview with the Dean of the Health Education Department.

GRADING

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

READMISSION POLICY

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

The student requesting readmission must complete the following readmission requirements:

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

Failure to complete any of these requirements will jeopardize re-admission to the PN program.

INVOLUNTARY WITHDRAWAL FROM HEALTH EDUCATION PROGRAMS

In the event that a health education student’s behavior represents a potential hazard to patient care in the clinical area and/or the student demonstrates unsafe practice in the clinical area, the student will be withdrawn by the faculty from the course. This may occur at any time during the semester. The student may be readmitted only on the recommendation of the faculty. **See section on Academic Standards for Health Education Department DISMISSAL POLICY and PROBATION POLICY.**

LPN TO ADN TRANSITION PROGRAM

The Licensed Practical Nursing (LPN) to Associate Degree Nursing (ADN) Transition curriculum is a four-semester program tailored for LPNs seeking to elevate their knowledge, skills, and qualifications. Students entering the LPN to ADN Transition program have successfully passed the National Council Licensure Examination (NCLEX-PN) and will receive credit for NUR 111 and NUR 117.

Through classroom instruction and clinical experience, the student will build upon existing knowledge and develop the expertise to thrive as a Registered Nurse (RN). The coursework includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. It emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

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

For more information about this opportunity, please contact Phadra Murray (pmurray@jamesprunt.edu or 910.275.6272), Dean of Health Education.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

FIRST SEMESTER	Course Title	Semester			
		Hours per Week		Hours	
		Class	Lab	Clinical	Credit
ACA 115	Success & Study Skills OR	0	2	0	1
ACA 122	Transfer & Career Success				
BIO 163	Basic Anatomy & Physiology*	4	2	0	5
NUR 101	Practical Nursing I	7	6	6	11
		11	10	6	17
SECOND SEMESTER					
ENG 111	Writing Inquiry	3	0	0	3
NUR 102	Practical Nursing II	7	0	9	10
PSY 150	General Psychology	3	0	0	3
		13	0	9	16
THIRD SEMESTER					
NUR 103	Practical Nursing III	6	0	9	9
<i>*BIO 168 and BIO 169 may be taken in lieu of BIO 163.</i>					
TOTAL SEMESTER HOURS CREDIT: 42-45					

WELDING TECHNOLOGY

Diploma D50420

CURRICULUM DESCRIPTION

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and application essential for successful employment in the welding and metal working industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

			Semester		
			Hours per Week		Hours
			Class	Lab	Credit
FIRST SEMESTER					
ENG	110	Freshman Composition OR	3	0	3
ENG	111	Writing and Inquiry			
WLD	110	Cutting Processes	1	3	2
WLD	112	Basic Welding Processes	1	3	2
WLD	115	SMAW (Stick) Plate	2	9	5
			7	15	12
SECOND SEMESTER					
WLD	116	SMAW (Stick) Plate/Pipe	1	9	4
WLD	121	GMAW (MIG) FCAW/Plate	2	6	4
WLD	131	GTAW (TIG) Plate	2	6	4
WLD	141	Symbols and Specifications	2	2	3
			7	23	15
THIRD SEMESTER					
WLD	132	GTAW (TIG) Plate/ Pipe	1	6	3
WLD	215	SMAW (Stick) Pipe	1	9	4
WLD	122	GMAW (MIG) Plate /Pipe OR	1	6	3
WBL	113	Work-Based Learning I OR			
WBL 111 & WBL 112		Work-Based LearningI	3	21	10
FOURTH SEMESTER					
WLD	231	GTAW (TIG) Pipe	1	6	3
MAT	110	Math Measurement & Literacy*	2	2	3
			3	8	6

**MAT 143 or MAT 171 may be substituted for MAT 110.*

TOTAL SEMESTER HOURS CREDIT: 43-44

Certificate--C50420

FIRST SEMESTER

WLD	110	Cutting Processes	1	3	2
WLD	112	Basic Welding Processes	1	3	2
WLD	115	SMAW (Stick) Plate	2	9	5
			4	15	9

SECOND SEMESTER

WLD	121	GMAW (MIG) FCAW/Plate	2	6	4
WLD	141	Symbols and Specifications	2	2	3
			3	11	7

TOTAL SEMESTER HOURS CREDIT: 16

WORKFORCE DEVELOPMENT/ 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 several broad program areas: Occupational Extension, Self-Supporting, Human Resources Development (HRD), Adult Basic Education (ABE), High School Equivalency (HSE) preparation, Adult High School Diploma Program (AHSDP), English as a Second Language (ESL), cultural and civic activities, as well as workshops and seminars provided through the Small Business Center. Customized training for area industry is also available.

Adult Education classes are offered both on and off campus, and during both day and evening. Classes may be offered in other locations 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 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, the appropriate division Dean, and the Vice President of Workforce Development/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, the James Sprunt Community College Website, social media, 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. Preregistration is required for all Occupational Extension and HRD classes.

At least (6) persons must enroll to begin a class. If the average attendance of the class falls below six (6) at any time, the Vice President of Workforce Development/Continuing Education shall have the option of discontinuing the class. If a need arises for a class in your area, call Continuing Education, James Sprunt Community College, telephone (910) 275-6160.

Eligibility

To enroll in courses offered in Continuing Education, a person must be at least eighteen (18) years of age. Persons between the ages of 16 and 18 and still attending high school (including home schooling), may enroll.

Academic Credit

Classes/courses offered through Workforce Development and Continuing Education are non-credit. Continuing Education Units (CEU's) may be awarded to students who successfully complete certain occupational extension programs. 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, advertised in local newspapers, on the JSCC website and other public and social media.

Registration

Students must register and pay all associated fees prior to the class start date. Registration forms can be found on the JSCC website or by visiting the Continuing Education office. For additional information, call (910) 275-6160.

Attendance

Students are encouraged to attend all classes. In order for a student to be eligible for a Certificate of Completion/Achievement, 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. This applies to those classes that have clinical hours included in the total hours of the class.

Fees

A registration fee is charged for all Occupational Extension classes and is payable prior to the class start date. Registration fees are set by the North Carolina legislature and based on the duration (total hours) of the class. Where machines such as computers, sewing machines, etc., are used, a small usage fee may be charged. Certain courses may require payment for medical or liability insurance. For Law Enforcement In-Service training, Fire Service, and Volunteer Life-Saving Personnel provided the student is referred by the employing agency for such training, the registration fee may be waived. All other fees associated with the class must be paid. Exemption from registration fees does not apply to self-supporting classes.

Tuition and fees for HRD classes may be waived if you meet at least one of the following criteria: 1) unemployed; 2) have received notification of a pending layoff; 3) are working and eligible for the Federal Earned Income Tax Credit (FEIT); or 4) working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines.

REFUND POLICY

Occupational Extension

A student who officially withdraws from an occupational extension class prior to the first class meeting shall be eligible for a 100% refund. Also, a student is eligible for a 100% refund if the class fails to meet the minimum student enrollment and the class is canceled. After the class begins, a student

may be eligible for a refund of 75% by completing a refund request form and submitting the form to the instructor or Continuing Education department prior to or on the 10% date of the class based on the scheduled hours of the class. A 75% refund consists of tuition/registration only. All fees, including parking, insurance, student activity fees, etc., are non-refundable after the start of a course.

Human Resource Development

A student who does not qualify for a tuition fee waiver, submits a tuition payment, and officially withdraws from a human resource development training course prior to the first class meeting, shall be eligible for a 100% refund. Also, a student is eligible for a 100% refund if the class fails to meet with minimum student enrollment and the class is canceled. After the class begins, a student may be eligible for a refund of 75% by completing the refund request form and submitting the form to the instructor or Continuing Education Department prior to or on the 10% date of the class based on the scheduled hours of the class. A 75% refund consists of tuition/registration only. All fees, including parking, insurance, student activity fees, etc., are non-refundable after the start of a course.

Self-Supporting

A student who officially withdraws from a self-supporting class prior to the first class meeting shall be eligible for a 100% refund. Also, a student is eligible for a 100% refund if the class fails to meet with minimum student enrollment and the class is canceled. After the class begins, no student enrolled in a self-supporting class is eligible to receive a refund.

Transcripts

A transcript containing all Continuing Education classes attended through James Sprunt Community College will be provided upon completion of a transcript request form. The transcript request form can be found on the JSCC website or by visiting the Continuing Education office in McGowen and are processed on Thursdays; please allow 3-5 days for processing. **There is a \$6.00 charge for each official transcript.**

COUNSELING

Adults who desire counseling regarding their education or career plans should contact the Career Planning Counselor in Student Services.

COLLEGE AND CAREER READINESS

The Pre-College/Basic Skills Program is designed to assist individuals improve their reading, writing, math, and technological skills so that they can successfully obtain their adult high school (AHS) diploma, their high school equivalency (HSE) credential, obtain employment, or improve their English language skills.

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.

All classes are free* and are located on the JSCC campus as well as other sites throughout Duplin County.

To enroll you must:

1. Attend an orientation
2. Meet with your advisor and register for classes
3. Attend classes

If you are enrolling in Adult High School, please bring your transcripts. If you are under 18 years old, you must complete our Basic Skills Underage Form and bring it with you to orientation.

ADULT BASIC EDUCATION

The purpose of the ABE program is to provide the fundamental academic skills needed to function in today's technological society. While focusing on accelerated reading and math skills, the ABE program explores ways to enhance your job performance, parenting skills, household management, civic participation, self-esteem, thinking skills, and other life skills. ABE provides critical review courses in preparation for AHS or HSE.

ADULT HIGH SCHOOL DIPLOMA PROGRAM

The Adult High School (AHS) Diploma Program is designed for students who desire to complete their high school education. The AHS program 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 AHS courses.

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
- 4 Mathematics units (including Algebra I and Geometry)
- 4 Social Studies units (Government/Economics, US Studies I & II, & World Studies)
- 3 Science units (Earth Science, Physical Science, & Biology)
- 1 Health/PE unit
- 6 Elective units or 12 units if a student is a minor

Students must have 22 units of credit to successfully complete the AHS program.

HIGH SCHOOL EQUIVALENCY

The High School Equivalency (HSE) test is given by James Sprunt Community College by appointment only on scheduled testing days. Upon successful completion, a person is issued a High School Equivalency Diploma by the State Board of Community Colleges.

Students can prepare for the HSE by attending orientation and enrolling in classes. The HSE test includes the areas of Language Arts-Writing, Language Arts-Reading, Science, Social Studies, and Mathematics.

HSE Testing

The State of North Carolina has approved three different high school equivalency assessments: GED[®], HiSET[™], and TASC[™]. All three tests lead to the same North Carolina State Board of Community Colleges High School Equivalency Diploma. JSCC offers two of the assessments: GED[®], HiSET[™]. Our HSE preparation classes are designed to prepare the student for any of these tests.

GED[®] Testing Service is a computer-based test. There are four parts to the test: Language Arts (Reading and Writing are combined), Science, Social Studies, and Mathematics. The cost for the test is \$80 (\$20 per test), and students can retake each section twice for free. For more information go to www.ged.com.

HiSET[™] is a computer or paper-based test. There are five parts to the test: Reading, Writing, Science, Social Studies, and Mathematics. The price for each subtest is \$10.75. Students can retake each section twice for free if they purchased the complete battery. For more information, go to www.hiset.ets.org.

ENGLISH LANGUAGE ACQUISITION

The English Language Acquisition (ELA) program, formerly known as ESL, provides classes to accommodate the enormously varied immigrant population of Duplin County. Attention is given to both the cultural and linguistic needs of the program's students as instructors focus on the formation of accurate and 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 for all levels of English language learners. 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. Instructors use an array of instructional materials and strategies to meet individual learning styles and to foster interest in learning.

WORKPLACE PROGRAMS

James Sprunt Community College fosters partnership arrangements with business and industry for the delivery of entry level skill services to adults in the workplace. Programs offered by Continuing Education are designed to improve the productivity of the workforce through improvements in employee skills by:

1. Providing instruction at the work site for those employees who need to improve their skills;
2. Providing instruction at the work site for those employees who wish to earn a HSE high school equivalency certificate;
3. Meeting the skill needs of employees with limited English proficiency;
4. Upgrading or updating 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 skills program.

HUMAN RESOURCES DEVELOPMENT (HRD)

The mission 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 or recommendation. HRD is the ideal place for professionally minded people who are interested in finding their place in the world of work. All HRD courses are offered at no charge to individuals who are unemployed or received notice of a layoff or pending layoff. HRD courses are also fee-waived for those who may be "underemployed" as determined by the state and federal guidelines. 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 variety of technical as well as administrative topics. Training to meet state certification or recertification requirements may be provided as occupational extension courses.

SELF-SUPPORTING PROGRAMS

The College offers a limited number of courses on a self-supporting basis. These classes may be recreational or occupational in areas of public interest. Examples include such classes as belly dancing, cake decorating, and photography. Defensive Driving is also offered as a self-supporting class. For more information on self-supporting class offerings, call (910) 296-2080.

SMALL BUSINESS CENTER (SBC)

Started in 1984 when the North Carolina State Legislature funded thirteen Small Business Centers (SBCs), the system has grown and by 1995 the SBCN had at least one SBC at each of the 58 Community Colleges within North Carolina. The system has now expanded to over 60 sites throughout the state and is known as the most expansive state funded technical assistance program in the United States, having locations within a 30-minute drive of virtually every North Carolinian. The objective of the SBC at James Sprunt Community College is to increase the success rate and the number of viable small

businesses in Duplin County and the surrounding areas by providing high quality, readily accessible assistance to prospective and existing small business owners, which will lead to job creation and retention. Our SBC is a community-based provider of education and training, counseling, referral and information.

The Small Business Center at JSCC has positioned itself to focus on entrepreneurship and economic development in Duplin County, with an emphasis on assisting startups, early stage and troubled businesses. Our unique structure allows ease of access and unparalleled knowledge of and linkages to local communities. Understanding that knowledge is power, the SBC at JSCC provides over 25 free seminars and workshops each year in a wide range of topics of interest to current and prospective business owners.

Services

1. **Seminars** in the areas of starting a small business, writing business plans, financial and cash flow management, using QuickBooks to manage your business, critical metrics for any small business, why some businesses are successful, marketing and advertising for small business, creating a web page for small business, using multimedia in a small business, improving your credit score and loan availability, the art of negotiating, and many others.
2. **Confidential One-on-One Counseling** for the prospective or current business owner. These sessions typically identify the goals of the business owner and then help them develop a plan to succeed. If needed, referrals are made to other resources as appropriate.
3. **Networking of Linkages** including the State Department of Commerce, Small Business Administration, State Business Licensing Information Office, Duplin County Economic Development Commission, local Chambers of Commerce, Small Business Center Network, Small Business and Technology Centers, SCORE and many other public and private sources of assistance.

Eligibility Requirements

Assistance is available to anyone currently operating a business or planning a business start-up. There is no charge for SBC at JSCC services, but appointments for counseling sessions and advance registration for seminars are strongly suggested.

NCEdge

JSCC's NCEdge program delivers workforce training that strengthens businesses, sharpens skills, and drives success. Our customized programs help companies stay competitive, implement new technologies, and build a future-ready workforce. NCEdge bridges the gap between education and industry. As part of the North Carolina Community College System's broader workforce development strategy, we partner with Duplin County businesses to provide innovative training solutions that enhance productivity, efficiency, and employee retention.

SPECIAL PROGRAMS

CAREER AND COUNSELING SERVICES

Career and Counseling Services are available Monday through Thursday 8:00 a.m. until 5:00 p.m., and Friday 8:00 a.m. until 12:00 p.m. in the Student Service suite of the Strickland Building.

Comprehensive, free services to all students and alumni. Services include academic counseling and advising, personal counseling, learning styles inventories, various assessments, career and major exploration, resume building and job search materials.

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, this leadership program is designed for community and business leaders alike. The programs, which usually last ten to twelve 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 improving 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.

PARTNERSHIP TEACH

The East Carolina University College of Education has established consortium partnerships with community colleges and public schools within the university's service region. Partnership Teach is making it possible for students throughout eastern North Carolina to obtain a four-year degree from East Carolina University in elementary education, middle grades education, or special education 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, followed by taking ECU courses online. For more information, please contact Lynn Mooring, Coordinator, ECU Partnership Teach at (919) 739-7012, or by email at mooringl16@ecu.edu.

PARTNERSHIP WITH NORTH CAROLINA WESLEYAN COLLEGE

The partnership between North Carolina Wesleyan and James Sprunt Community College will enhance educational opportunities and facilitate a seamless transfer of graduates from James Sprunt Community College associate degree programs to North Carolina Wesleyan College bachelor's degree programs.

NC Wesleyan will grant 64 semester hours of transfer credit from AA/AS graduates in compliance with the Independent Comprehensive Articulation Agreement (ICAA). These credit hours are guaranteed to satisfy all NC Wesleyan College lower division general education requirements. This applies to ASPIRE (Adult Student Programs: Innovative, Respected, & Engaging) and traditional students. NC Wesleyan will grant 64 semester hours of transfer credit from some AAS graduates based on the following list of degrees:

- Accounting
- Advertising & Graphic Design
- Business Administration
- Computer Information Technology
- Criminal Justice
- Early Childhood Education
- General Education
- Information Systems

NC Wesleyan will automatically accept James Sprunt Community College graduates who are at least 22 years of age with a GPA of 2.0. Only courses with a grade of C or higher will be transferred. If graduates are under 22 years of age, acceptance to NCWC ASPIRE can be granted by the VP of Academic Affairs. Age stipulation does not apply to students attending the traditional day program at the Rocky Mount campus. Final enrollment requires a criminal background check with results deemed acceptable to the college.

2+ Wesleyan Agreement: For James Sprunt traditional graduates who want to transfer to NC Wesleyan College's traditional program in Rocky Mount. NC Wesleyan will provide these students with a financial aid package that will level their direct cost of attendance to be equivalent to the direct cost of attendance at a state supported institution benchmarked against NC State and ECU.

TALENT SEARCH PROJECT

The James Sprunt Community College Educational Talent Search Project is designed to serve the North Carolina County of Duplin. The project focuses its services on eight county schools, which include three high schools: Wallace Rose Hill, James Kenan, and East Duplin. Also included are five feeder schools: Kenansville Elementary, Rose Hill-Magnolia Elementary, Wallace Elementary, Warsaw Elementary, and Beulaville Elementary.

In 1965, Talent Search was created under Title IV as part of the Higher Education Act. It is one of eight Federal TRIO Programs. The project defends the ideal of equal educational opportunity. All qualified participants in grades six through twelve will be served regardless of gender, race, color, creed, national origin or disability.

The Talent Search program identifies and assists individuals who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and college admissions assistance. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth who complete high school and enroll in and complete their postsecondary education. For additional information, contact the Talent Search office at (910) 275-6385.

TRIO STUDENT SUPPORT SERVICES

The James Sprunt Community College TRIO Student Support Services Program (SSSP) is a federally funded program that serves 210 JSCC students. Eligible participants receive academic advising, tutorial assistance, financial literacy, career preparation, financial aid assistance, personal support, and assistance in transferring to a four-year college.

The TRIO SSSP seeks to support students who have the potential to complete a college degree. The focus is to ensure that students have a realistic chance to persist in college, and within three years, graduate with an associate degree and transfer to a four-year institution to pursue a bachelor's degree.

The goal of the TRIO SSSP is to increase college retention and graduation rates of student participants from James Sprunt Community College, and to help graduates transfer to a four-year institution. 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.

TRIO Student Support Services will also help students develop individual academic plans to specify educational goals and identify the specific academic and support services they need. TRIO SSSP helps students become aware of their learning strengths and weaknesses. Project staff will assess the student's files regarding the curriculum requirements for the program in which he/she is enrolled. Grant aid may also be provided to TRIO SSSP participants in their first two years of college who are receiving Federal Pell Grants.

TRIO Student Support Services is located in the Strickland Building. For additional information, contact the SSSP office at (910) 275-6391.

UPWARD BOUND PROGRAM

The James Sprunt Community College Upward Bound Program is a federally funded TRiO program. The goal of the Upward Bound Program is to provide eligible high school students with academic support services and activities that will enhance their academic skills, thereby ensuring that students will graduate high school and subsequently graduate from a program of post-secondary study.

The Upward Bound Program serves a select number of eligible participants in grades 9th-12th from East Duplin, James Kenan, and Wallace Rose-Hill High Schools. The participants receive intensive academic instruction through our afterschool tutoring sessions and Saturday academic sessions throughout the school year. They also participate in a six-week academic program during the summer. They receive academic instruction in core subject areas, seminars, SAT/ACT preparation and visit college campuses. Recent high school graduates get to take two college transfer courses during the summer through the Upward Bound Summer Bridge Program.

The Upward Bound Program promotes a positive atmosphere and attitude towards learning. For additional information contact the Upward Bound office at (910) 275-6381.

WORK-BASED LEARNING PROGRAM

Work-Based Learning 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 Work-Based Learning experience is concurrent studies, may be paid or unpaid, and awards students' academic credit. For many James Sprunt Community College students, work-based learning may provide an extra means of financial support.

Eligibility: Work-Based Learning must be part of the student's program of study in order for the student to be eligible. Other criteria include:

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 Work-Based Learning 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.

COURSE DESCRIPTIONS

NOTE 1:

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:

		Course Title	Hours per Week		Semester
			Class	Lab	Hours Credit
ACA	115	Success & Study Skills	0	2	1
ACC	120	Prin. of Financial Accounting	3	2	4
BUS	110	Introduction to Business	3	0	3

Health Education courses are listing in the following order:

		Course Title	Hours Per Week			Semester
			Class	Lab	Clinical	Hours Credit
NUR	111	Intro to Health Concepts	4	6	6	8

NOTE 2:

UGETC - Indicates a Universal General Education Transfer Component Course

ACA – Academic Related

ACA 115 Success & Study Skills 0 2 1

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 122 Transfer & Career Success 0 2 1

(College Transfer--AA/AS Required Course)

Prerequisites: None

Corequisites: None

This course introduces students to career and transfer opportunities while building skills for academic success, career exploration, and transfer preparation, ensuring readiness for success in community college and beyond. Topics include transfer agreements with public and independent institutions, programs and processes that facilitate transfer, and transfer tools and resources; career topics include career exploration and information and skills such as resume writing, portfolio development, and professional communication. Upon completion, students will be able to identify the community college program that matches their transfer and career goals, navigate transfer policies and processes, use Transfer Guides, develop an academic plan for future success, and identify professional application materials. Upon completion, students should be able to develop an academic plan to transition

successfully to senior institutions. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

ACC – Accounting

ACC 120 Principles of Accounting 3 2 4
(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. *This course has been approved for transfer under the Comprehensive Articulation Agreement and ICAA as a premajor and/or elective course requirement.*

ACC 121 Principles of Managerial Accounting 3 2 4
(College Transfer--Pre-Major/Elective)

Prerequisites: ACC 120

Corequisites: None

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. *This course has been approved for transfer under the Comprehensive Articulation Agreement and ICAA as a premajor and/or elective course requirement.*

ACC 122 Prin of Financial Acct II 3 0 3

Prerequisites: ACC 120

Corequisites: None

This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles.

ACC 129 Individual Income Taxes 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

ACC 140 Payroll Accounting 1 3 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.

ACC 149 Intro to ACC Spreadsheets 1 3 2

Prerequisites: ACC 115 or ACC 120

Corequisites: None

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

ACC 150 Acct Software Appl 1 3 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 accurately solve accounting problems.

ACC 180 Practices in Bookkeeping 3 0 3

Prerequisites: ACC 120

Corequisites: None

This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small businesses.

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 components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

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.

AGR – Agriculture

AGR 110 Agricultural Economics 3 0 3

Prerequisites: None

Corequisites: None

This course provides an introduction to basic economic principles in agriculture. Topics include supply and demand, the role of agriculture in the economy, economic systems, and micro- and macroeconomics. Upon completion, students should be able to explain economic systems, interpret supply and demand curves, and complete cost and revenue production schedules.

AGR 111 Basic Farm Maintenance 1 3 2

Prerequisites: None

Corequisites: None

This course covers fundamentals of maintenance and repair of farm facilities and equipment. Topics include safe use of hand tools and farm machinery, carpentry, concrete, painting, wiring, welding, plumbing, and calculating costs and materials needed. Upon completion, students should be able to answer theoretical questions on topics covered and assist with maintenance and repair of farm facilities and equipment.

AGR 139 Intro to Sustainable Ag 3 0 3

Prerequisites: None

Corequisites: None

This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic, environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices.

AGR 140 Agricultural Chemicals 2 2 3

Prerequisites: None

Corequisites: None

This course covers all aspects of agricultural chemicals. Topics include safety, environmental effects, federal and state laws, pesticide classification, sprayer calibration, and licensing. Upon completion, students should be able to calibrate a sprayer, give proper pesticide recommendations (using integrated pest management), and demonstrate safe handling of pesticides.

AGR 160 Plant Science 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems.

AGR 170 Soil Science 2 2 3

Prerequisites: None

Corequisites: None

This course covers the basic principles of soil management and fertilization. Topics include liming, fertilization, soil management, biological properties of soil (including beneficial microorganisms), sustainable land care practices and the impact on soils, and plant nutrients. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices.

AGR 212 Farm Business Management 3 0 3

Prerequisites: None

Corequisites: None

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, student should be able to prepare and analyze a farm budget.

AGR 213 Ag Law & Finance 3 0 3

Prerequisites: None

Corequisites: None

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.

AHR – Air Cond, Heating and Refrig

AHR 120 HVACR Maintenance 1 3 2

Prerequisites: None

Corequisites: None

This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

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, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally.

ANS 115 Animal Feeds & Nutrition 2 2 3

Prerequisites: None

Corequisites: None

This course covers the fundamentals of animal feeding and nutrition. Topics include nutrient requirements, digestion, feed formulation, and classification. Upon completion, students should be able to demonstrate knowledge of nutritional requirements and feeding practices of farm animals.

ANS 116 Intro to the Equine Industry 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 2 2 3

Prerequisites: None

Corequisites: None

This course provides an introduction to the beef cattle industry. Topics include reproduction, cattle management, marketing, anatomy and physiology, and pasture management (including sustainable practices). Upon completion, students should be able to demonstrate a basic understanding of beef cattle production practices and the economic and environmental impact of the beef cattle industry locally, regionally, state-wide, and internationally.

ANS 130 Poultry Production 2 2 3

Prerequisites: None

Corequisites: None

This course provides an introduction to the poultry industry. Topics include anatomy and physiology, reproduction, incubation, environmental issues, and husbandry. Upon completion, students should be able to demonstrate a basic understanding of poultry production and the economic and environmental impact of the poultry industry locally, regionally, state-wide, and internationally.

ANS 140 Swine Production 2 2 3

Prerequisites: None

Corequisites: None

This course provides an introduction to the swine industry. Topics include basic skills for breeding, farrowing, nursery, environmental issues, and grower/finisher. Upon completion, students should be able to demonstrate a basic understanding of swine production practices and the economic and environmental impact of the swine industry locally, regionally, state-wide, and internationally.

ANS 150 Animal Health Management 3 0 3

Prerequisites: None

Corequisites: None

This course introduces animal diseases and health management. Topics include identification, prevention, management (including integrated pest management), and treatment of diseases. Upon completion, students should be able to recognize disease symptoms, recommend treatments, identify preventive steps, and develop biosecurity procedures.

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, resumes, letters of application, recruiting and motivating employees, interviewing, public relations, and in-service activities. Upon completion, student should be able to prepare a resume, complete a job application and interview, prepare work schedules, and make oral presentations.

ART – Art

ART 111 Art Appreciation 3 0 3
(College Transfer--UGETC: Humanities/Fine Arts – AA/AS)

Prerequisites: None

Corequisites: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

ART 114 Art History Survey I 3 0 3
(College Transfer--UGETC: Humanities/Fine Arts – AA/AS)

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, student should be able to demonstrate an historical understanding of art as a product reflective on human social development. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

ART 115 Art History Survey II 3 0 3
(College Transfer--UGETC: Humanities/Fine Arts – AA/AS)

Prerequisites: None

Corequisites: None

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

ART 116 Survey of American Art 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

ATR – Automation & Robotics

ATR 280 Robotic Fundamentals 3 2 4

Prerequisites: None

Corequisites: None

This course covers application, programming, and maintenance fundamentals for robotic devices. Emphasis is placed on terminology, problem solving, robotic systems controls, and hands-on projects. Upon completion, students should be able to apply basic concepts in application, programming, and robotic control systems.

BIO – Biology

BIO 110 Principles of Biology 3 3 4

(College Transfer--UGETC: Natural Sciences – AA/AS)

Prerequisites: None

Corequisites: None

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.*

BIO 111 General Biology I 3 3 4

(College Transfer--UGETC: Natural Sciences – AA/AS)

Prerequisites: None

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.*

BIO 112 General Biology II 3 3 4

(College Transfer--UGETC: Natural Sciences – AS)

Prerequisites: BIO 111

Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.*

BIO 163 Basic Anat & Physiology 4 2 5
(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

BIO 168 168 Anatomy & Physiology I 3 3 4
(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the CAA and ICAA premajor and/or elective course requirement.*

BIO 169 Anatomy & Physiology II 3 3 4
(College Transfer--Pre-Major/Elective)

Prerequisites: BIO 168

Corequisites: None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

BIO 275 Microbiology 3 3 4
(College Transfer--Pre-Major/Elective)

Prerequisites: Take one: BIO 111, BIO 163, BIO 165 or BIO 168

Corequisites: None

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

BPR – Blueprint Reading

BPR 111 Print Reading	1	2	2
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(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.

BUS – Business

BUS 110 Introduction to Business	3	0	3
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(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

BUS 115 Business Law I	3	0	3
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(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

BUS 121 Business Math	2	2	3
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Prerequisites: None

Corequisites: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

BUS 125 Personal Finance	3	0	3
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Prerequisites: None

Corequisites: None

This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

BUS 135 Principles of Supervision 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher-level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the workplace.

**BUS 137 Principles of Management 3 0 3
(College Transfer--Pre-Major/Elective)**

Prerequisites: None

Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

BUS 139 Entrepreneurship I 3 0 3

Prerequisites: None

Corequisites: None

This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs.

BUS 151 People Skills 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns.

BUS 153 Human Resource Management 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the functions of personnel/ human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

BUS 225 Business Finance 2 2 3

Prerequisites: ACC 120

Corequisites: None

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

BUS 260 Business Communication 3 0 3

Prerequisites: ENG 110 or ENG 111

Corequisites: None

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

BUS 270 Professional Development 3 0 3

Prerequisites: None

Corequisites: None

This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

CHM – Chemistry

CHM 092 Fundamentals of Chemistry 3 2 4

Prerequisites: None

Corequisites: None

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.

CHM 151 General Chemistry I 3 3 4
(College Transfer--UGETC: Natural Sciences – AA/AS)

Prerequisites: None

Corequisites: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.*

CHM 152 General Chemistry II 3 3 4
(College Transfer--UGETC: Natural Sciences – AS)

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 for transfer under the CAA and ICAA as a general education course in Natural Science.*

CIS – Information Systems

CIS 110 Introduction to Computers 2 2 3
(College Transfer—GEN ED: Mathematics-Quantitative)

Prerequisites: None

Corequisites: None

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative).*

CIS 115 Intro to Prog & Logic 2 3 3
(College Transfer—GEN ED: Mathematics-Quantitative)

Prerequisites: None

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 use top-down algorithm design and implement algorithmic solutions in a programming language. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative).*

CJC – Criminal Justice

CJC 111 Intro to Criminal Justice 3 0 3
(College Transfer-Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

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 initiative; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice 3 0 3
(College Transfer-Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and law unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

CJC 120 Interviews/Interrogations 1 2 2

Prerequisites: None

Corequisites: None

This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims.

CJC 121 Law Enforcement Operations 3 0 3
College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. *This course has been approved for transfer under the CAA and ICAA as a premajor 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.

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 procedure necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections 3 0 3

(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

CJC 212 Ethics & Comm Relations 3 0 3

(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

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.

CJC 225 Crisis Intervention 3 0 3

Prerequisites: None

Corequisites: None

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

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.

COM – Communication/Speech

COM 120 Intro Interpersonal Com 3 0 3

(College Transfer--UGETC: Communications--AA/AS)

Prerequisites: None

Corequisites: None

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. *This course has been approved for transfer under the CAA and ICAA as a general education course in Communication.*

COM 231 Public Speaking 3 0 3

(College Transfer--UGETC: Communications--AA/AS)

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 for transfer under the CAA and ICAA as a general education course in English Composition.*

COS – Cosmetology

COS 111 Cosmetology Concepts I 4 0 4

Prerequisites: None

Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112 Salon I 0 24 8

Prerequisites: None

Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 Cosmetology Concepts II 4 0 4

Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, student should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 Salon II 0 24 8

Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115 Cosmetology Concepts III 4 0 4

Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 116 Salon III 0 12 4

Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 117 Cosmetology Concepts IV 2 0 2

Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118 Salon IV 0 21 7

Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

COS 119 Esthetics Concepts I 2 0 2

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 223 Contemp Hair Coloring 1 3 2

Prerequisites: Take All: COS 111, 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 1 3 2

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 1 3 2

Prerequisites: Take All: COS 111, 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.

CSC – Computer Science

CSC 120 Computing Fundamentals I 3 2 4
(College Transfer—Pre-major/Elective)

Prerequisites: None

Corequisites: None

This course provides the essential foundation for the discipline of computing and a program of study in computer science, including the role of the professional. Topics include algorithm design, data abstraction, searching and sorting algorithms, and procedural programming techniques. Upon completion, students should be able to solve problems, develop algorithms, specify data types, perform sorts and searches, and use an operating system. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

CSC 139 Visual BASIC Programming 2 3 3
(College Transfer—Pre-major/Elective)

Prerequisites: None

Corequisites: None

This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

CSC 151 JAVA Programming 2 3 3
(College Transfer—Pre-major/Elective)

Prerequisites: None

Corequisites: None

This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger.

Upon completion students should be able to design, code, test, debug JAVA language programs. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

CTI – Computer Tech Integration

CTI 110 IT Foundations 2 2 3

Prerequisites: None

Corequisites: None

This course provides an introduction to technology concepts and current trends in IT. Topics include foundational concepts across various IT domains such as, but not limited to, artificial intelligence, database fundamentals, programming principles, and web development. Upon completion, students should be able to demonstrate knowledge in core IT areas and apply skills critical for their academic and professional success.

CTI 120 Network & Sec Foundations 2 2 3

Prerequisites: None

Corequisites: None

This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.

CTS – Computer Information Technology

CTS 115 Info Sys Business Concepts (College Transfer—Pre-major/Elective) 3 0 3

Prerequisites: None

Corequisites: None

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision-making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

CTS 120 Hardware/Software Support 2 3 3

Prerequisites: None

Corequisites: None

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

CTS 130 Spreadsheet 2 2 3

Prerequisites: None

Corequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS 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 289 System Support Project 1 4 3

Prerequisites: Take All: CTI 110, CTI 120, and CTS 115

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: None

Corequisites: None

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

DFT – Drafting

DFT 151 CAD I 2 3 3

Prerequisites: None

Corequisites: None

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

ECO – Economics

ECO 151 Survey of Economics 3 0 3
(College Transfer—GEN ED: Social/Behavioral Science)

Prerequisites: None

Corequisites: None

This course, for those who have not received credit for ECO 251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. *This course has been approved for transfer under the CAA and ICAA a general education course in Social/Behavioral Sciences.*

ECO 251 Prin of Microeconomics 3 0 3
(College Transfer--UGETC: Social/Behavioral Sci – AA/AS)

Prerequisites: None

Corequisites: None

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved for transfer under the CAA and ICAA a general education course in Social/Behavioral Sciences.*

ECO 252 Prin of Macroeconomics 3 0 3
(College Transfer--UGETC: Social/Behavioral Sci – AA/AS)

Prerequisites: None

Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved for transfer under the CAA and ICAA a general education course in Social/Behavioral Sciences.*

EDU – Education

EDU 119 Intro to Early Child Education 4 0 4

Prerequisites: None

Corequisites: None

This course introduces the foundations of culturally responsive, equitable and inclusive early childhood education, planning intentional developmentally appropriate experiences, young children, guidance techniques, and professionalism. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, guidance techniques, and curriculum responsive to the needs of each child/family. Upon completion, students should be

able to implement developmentally appropriate environments, guidance techniques, schedules, and teaching strategies across developmental domains to support culturally, linguistically, and ability diverse children and their families in inclusive settings, and design a personal career/professional development plan.

EDU 120 Intro to School Age Care 4 0 4

Prerequisites: None

Corequisites: None

This course introduces the foundations of responsive and accessible school-age care and education including planning intentional, developmentally appropriate experiences, learning activities, and teaching strategies for children ages five to twelve. Topics include theoretical foundations, child and school-age development, national and state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, guidance strategies, and curriculum responsive to the needs of each child and family. Upon completion, students should be able to implement developmentally appropriate environments, guidance strategies, engaging curriculum and effective teaching strategies across developmental domains while supporting children and families with diverse backgrounds and needs.

EDU 131 Child, Family, & Community 3 0 3

Prerequisites: None

Corequisites: None

This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and Code of Ethics for North Carolina Educators. Upon completion, students should be able to explain identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

EDU 144 Child Development I 3 0 3

Prerequisites: None

Corequisites: None

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

EDU 145 Child Development II 3 0 3

Prerequisites: None

Corequisites: None

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

EDU 146 Child Guidance 3 0 3

Prerequisites: None

Corequisites: None

This course introduces evidence-based strategies to build nurturing relationships with each child by applying principals and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.

EDU 151 Creative Activities 3 0 3

Prerequisites: None

Corequisites: None

This course introduces developmentally supportive, diverse, equitable, and inclusive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials and activities that align with the NC Foundations for Early Learning and Development. Emphasis is placed on best practices providing process-driven culturally diverse, learning experiences in art, music, creative movement, dance, and dramatic play integrated across all domains and academic content in indoor/outdoor environments for every young child age birth through age eight. Upon completion, students should be able to observe, examine, create, adapt, and advocate for developmentally appropriate creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

EDU 151A Creative Activities Lab 0 2 1

Prerequisites: None

Corequisites: EDU 151 and DRE 097

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 & Nutrition 3 0 3

Prerequisites: None

Corequisites: None

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, and nutritional needs and safe learning environments.

EDU 153A Health, Safety, & Nutrition 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 programs that promote healthy lifestyles.

EDU 154 Social/Emotion/Behav Dev 3 0 3

Prerequisites: None

Corequisites: None

This course covers the emotional/social development of young children and the varied causes, expressions, prevention methods and management strategies of challenging behaviors. Emphasis is placed on culturally responsive and supportive caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and planning culturally responsive, equitable, developmentally appropriate intervention strategies. Upon completion, students should be able to identify factors that influence emotional/social development, utilize screening measures, and design positive behavioral supports for children and the environment, as well as effective teaching strategies.

EDU 158 Healthy Lifestyles-Youth 3 0 3

Prerequisites: None

Corequisites: None

This course covers maintaining the health and well-being of all school-age children. Topics include health, safety, nutrition, physical activities and environments that promote development, fitness, and healthy lifestyles. Upon completion, students should be able to plan developmentally appropriate, safe/healthy physical activities that support the healthy development of school-age children, be able to plan and identify healthy eating choices that support healthy development as well as design safety policies and procedures and environments that promote healthy lifestyles.

EDU 161 Intro to Exceptional Chil 3 0 3

Prerequisites: None

Corequisites: None

This course covers children with exceptionalities as life long learners within the context of the community, school and family. Emphasis is placed on inclusion, legal, social/political, environmental,

and cultural issues relating to the teaching of children with exceptionalities. Upon completion, students should be able to demonstrate knowledge of identification processes, inclusive techniques, and professional practices and attitudes.

EDU 163 Classroom Mgmt & Instruction 3 0 3

Prerequisites: None

Corequisites: None

This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide culturally, linguistically and developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, and developmentally appropriate classroom guidance techniques. Upon completion, student should be able to utilize developmentally appropriate behavior management, utilize high-quality instructional strategies that enhance the teaching/learning process and promote students' academic success.

EDU 187 Teaching and Learning for All 3 3 4

Prerequisites: None

Corequisites: None

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.

**EDU 216 Foundations of Education 3 0 3
(College Transfer – Pre-Major/Elective)**

Prerequisites: None

Corequisites: None

This course introduces the examination of the American educational system and the teaching profession. Topics include historical and philosophical influences on education, various perspectives on educational issues and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

EDU 221 Children with Exceptionalities 3 0 3
(College Transfer – Pre-Major/Elective)

Prerequisites: Take one set

Set 1: EDU 144 and EDU 145

Set 2: PSY 244 and PSY 245

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptation to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

EDU 234 Infants, Toddlers, and Twos 3 0 3

Prerequisites: EDU 144

Corequisites: None

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months

EDU 235 School Age Activities 3 0 3

Prerequisites: None

Corequisites: None

This course introduces developmentally supportive, inclusive, and creative learning environments for school-age programs, focusing on diverse, equitable, and engaging experiences in art, music, movement, and dramatic play. Emphasis is placed on fostering divergent thinking, creative problem-solving, and integrating process-driven activities across academic subjects in both indoor and outdoor settings. Upon completion, students should be able to observe, analyze, design, adapt, and advocate for creative learning opportunities that reflect the cultural, linguistic, and ability diversity of school-age children, ensuring accessibility and meaningful engagement in developmentally appropriate and inclusive educational experiences.

EDU 250 Teacher Licensure Preparation 3 0 3
(College Transfer – Pre-Major/Elective)

Prerequisites: None

Corequisites: Take one set:

Set 1: ENG-111 and MAT-143

Set 2: ENG-111 and MAT-152

Set 3: ENG-111 and MAT-171

This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

EDU 261 Early Childhood Admin I 3 0 3

Prerequisites: None

Corequisites: EDU 119

This course provides an overview of essential administrative components for managing early childhood programs, including child development, program frameworks, North Carolina child care rules and regulations, effective leadership practices, reflective supervision, and the NAEYC Code of Ethical Conduct. Emphasis is placed on personnel management, financial planning, reflective supervision strategies, child development principles, ethical decision-making, and ensuring compliance with state regulations to maintain high-quality learning environments. Upon completion, students should be able to apply program standards, manage staffing and budgets, implement reflective supervision to support professional growth, integrate child development knowledge into program planning, uphold ethical responsibilities following the NAEYC Code of Ethical Conduct, and navigate regulatory requirements to support successful early childhood program operations.

EDU 262 Early Childhood Admin II 3 0 3

Prerequisites: EDU 261

Corequisites: EDU 119

This course is designed to prepare students for leadership roles in licensed child care facilities in North Carolina by focusing on curriculum development, program assessment, and resource management for centers and families. Emphasis is placed on best practices in early childhood curriculum, quality improvement strategies, advocacy, and leadership in early learning environments. Upon completion, students should be able to implement developmentally appropriate curriculum, assess program effectiveness, support families with relevant resources, and advocate for policies that enhance early childhood education and program quality.

EDU 263 School-Age Program Admin 2 0 2

Prerequisites: None

Corequisites: None

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

EDU 270 Effective Instructional Enviro 2 0 2

Prerequisites: None

Corequisites: None

This course is designed to provide learners with the knowledge and skills to create, manage, and assess effective instructional environments, learning attitudes, and behaviors for today's diverse learning population. Topics include organizing the learning environment, fostering positive learning attitudes, supporting healthy stakeholder partnerships, engaging students using effective differentiated instruction, guiding, and managing student behaviors, and assessing student progress. Upon completion of this course, learners will demonstrate effective dispositions of the professional educator that include managing schedules, spaces, and resources, promoting supportive learning mindsets, engaging students with diverse instructional strategies, guiding student behaviors to maximize both the instructional and social climate, and analyzing and effectively responding to student progress.

EDU 272 Technology, Data, & Assess 2 3 3

Prerequisites: None

Corequisites: None

This course is designed to provide students with the knowledge and skills to utilize digital instructional technologies and technology-based assessments to plan and implement appropriate educational experiences and interventions in the classroom. Topics include educational technology to enhance instruction, instructional technologies for teaching, technology-based assessment, formative and summative assessments, data to inform practice, and ethical practices for technology and assessment. Upon completion, students will be able to demonstrate effective integration of educational technology into classroom practice, appropriate use of technology-based assessments, and practical application of data to inform educational planning and interventions.

EDU 275 Effective Teacher Training 2 0 2

Prerequisites: None

Corequisites: None

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

EDU 277 Integr CU Inst: Math/Science **2** **3** **3**

Prerequisites: None

Corequisites: None

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based math and science K - 12 instruction. Topics include essential math and science concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate math and science instruction aligned to the NC Standard Course of Study, other professional and national standards.

EDU 278 Integr CU Inst: Soc Stu/ELA **2** **3** **3**

Prerequisites: None

Corequisites: None

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based social studies and ELA K -12 instruction. Topics include essential social studies and ELA concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate social studies and ELA instruction aligned to the NC Standard Course of Study, other professional and national standards.

EDU 279 Literacy Develop and Instruct **3** **3** **4**

Prerequisites: None

Corequisites: None

This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of study and other state and national standards. *This course has been approved for transfer under the Universal Ed. Agreement.*

EDU 280 Language/Literacy Experiences **3** **0** **3**

Prerequisites: None

Corequisites: None

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate

observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

EDU 281 Instruct Strat/Read & Writ 2 2 3

Prerequisites: None

Corequisites: None

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

EDU 283 Educator Preparation Practicum 2 3 3

Prerequisites: None

Corequisites: None

This course is designed to allow learners to demonstrate acquired skills and competencies in a developmentally appropriate learning environment. Topics include dispositions of effective teachers, portfolio assessment development, reflective practice, teaching methods, assessment strategies, and professional practices based on state and national Teaching Standards. Upon completion, learners should be able to provide a portfolio assessment with evidence of ethical/professional standards, respect for a diverse population in learning environments, content knowledge, appropriate guidance intervention, and grade-level technology enhanced lesson planning/assessments through practices in the classroom environment.

EDU 284 Early Child Capstone Prac 1 9 4

Prerequisites: Take one set

Set 1: EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151

Set 2: EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151

Set 3: EDU-119, PSY-245, EDU-144, EDU-146, and EDU-151

Set 4: EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151

Corequisites: None

This course is designed to allow student to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing, and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.

EDU 285 Internship Exp-School Age 1 9 4

Prerequisites: Take one set

Set 1: EDU 144, EDU 145, EDU 118, EDU 163

Set 2: PSY 244, PSY 245, EDU 118, EDU 163

Set 3: PSY 244, EDU 145, EDU 118, EDU 163

Set 4: EDU 144, PSY 245, EDU 118, EDU 163

Set 5: PSY 244, PSY 245, EDU 216, EDU 163

Set 6: EDU 144, EDU 145, EDU 216, EDU 163

Set 7: EDU 144, PSY 245, EDU 216, EDU 163

Set 8: PSY 244, EDU 216, EDU 163, EDU 145

Corequisites: None

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

EDU 289 Adv Issues/School Age 2 0 2

Prerequisites: None

Corequisites: None

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

ELC – Electricity

ELC 111 Intro to Electricity 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

ELC 113 Residential Wiring 2 6 4

Prerequisites: None

Corequisites: None

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should

be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

ELC 114 Commercial Wiring 2 6 4

Prerequisites: ELC 113

Corequisites: None

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

ELC 115 Industrial Wiring 2 6 4

Prerequisites: None

Corequisites: None

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

ELC 117 Motors and Controls 2 6 4

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 1 2 2

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 120 Intro to Wiring 2 2 3

Prerequisites: None

Corequisites: None

This course is an introduction to wiring concepts for non-electricians. Topics include safety, tools, materials, techniques and terminology associated with electrical wiring. Upon completion, students should be able to use and/or identify wiring tools, materials and procedures at an introductory level.

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 125 Diagrams and Schematics 1 2 2

Prerequisites: None

Corequisites: None

This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

ELC 127 Software for Technicians 1 3 2

Prerequisites: None

Corequisites: None

This course introduces computer software which can be used to solve electrical/electronics problems. Topics include electrical/electronics calculations and applications. Upon completion, students should be able to utilize a personal computer for electrical/electronics- related applications.

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 understand basic PLC systems and create simple programs.

ELC 130 Advanced Motors/Controls 2 2 3

Prerequisites: Take: ELC 117 and

Take One: ELC 111, ELC 112, ELC 131 or ELC 138.

Corequisites: None

This course covers motors concepts, construction and characteristics and provides a foundation in motor controls. Topics include motor control ladder logic, starters, timers, overload protection, braking, reduced voltage starting, SCR control, AC/DC drives, system and component level

troubleshooting. Upon completion, students should be able to specify, connect, control, troubleshoot, and maintain motors and motor control systems.

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, orthographic views and dimensions, and print reading. Upon completion, students should be able to interpret technical documents and prints and use basic drafting skills to prepare usable field drawings.

ELC 138 DC Circuit Analysis 3 3 4

Prerequisites: None

Corequisites: None

This course introduces DC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC principles, circuit analysis and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, and analyze DC circuits; and properly test equipment.

ELC 139 AC Circuit Analysis 3 3 4

Prerequisites: None

Corequisites: None

This course introduces AC electricity with an emphasis on circuit systems, measurements, and operation test equipment. Topics include AC voltages, circuit analysis laws and theorems, reactive components and circuits, transformers, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret AC circuit schematics; analyze and troubleshoot AC circuits; and properly use test equipment.

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.

ELC 234 Electrical System Design 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the principles of electrical design for commercial and industrial facilities. Topics include services, high and low power distribution, switchboards, panelboards, motor control centers, switchgear, overcurrent protection, and grounding. Upon completion, students should be able to

design services, feeders, and branch circuits for typical commercial/industrial applications in accordance with the National Electrical Code

ELN – Electronics

ELN 229 Industrial Electronics 3 3 4

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, student should be able to construct and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

ELN 260 Prog Logic Controllers 3 3 4

Prerequisites: None

Corequisites: None

This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.

ENG – English

ENG 025 College English Skills 3 0 3

Prerequisites: None

Corequisites: None

This course provides the skills necessary for success in college English courses. Topics include reading and writing processes and strategies, such as critical thinking, text analysis, idea development, and application of writing conventions. Upon completion, students should be able to analyze readings and produce unified, coherent, well-developed paragraphs and essays using appropriate document design and standard written English while developing positive academic habits, learning strategies, and a growth mindset.

ENG 110 Freshman Composition 3 0 3

Prerequisites: Take One: DRE 097, ENG 002, BSP 4002, ENG 025, ENG 045 or ENG 8025

Corequisites: None

This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers.

ENG 111 Writing and Inquiry 3 0 3

(College Transfer--UGETC: English Comp – AA & AS)

Prerequisites: Take One: DRE 098, ENG 002, BSP 4002, ENG 011, ENG 025, ENG 045 or ENG 8025

Corequisites: None

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition.*

ENG 112 Writing/Research in the Disc 3 0 3

(College Transfer--UGETC: English Comp – AA & AS)

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. *This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition.*

ENG 114 Prof Research & Reporting 3 0 3

(College Transfer—GEN ED: Communications)

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 for transfer under the CAA and ICAA as a general education course in English Composition.*

ENG 231 American Literature I 3 0 3

(College Transfer--UGETC: Humanities/Fine Arts – AA/AS)

Prerequisites: Take one: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

ENG 232 American Literature II 3 0 3
(College Transfer--UGETC: Humanities/Fine Arts – AA/AS)

Prerequisites: Take one: ENG 112, 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 analyze and interpret literary works in their historical and cultural contexts. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

ENG 241 British Literature I 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

Prerequisites: Take one: ENG 112, 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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

ENG 242 British Literature II 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

Prerequisites: Take one: ENG 112, 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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

FRE – French

FRE 111 Elementary French I 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

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 for transfer under the CAA and ICAA as a general education course in Humanities/ Fine Arts.*

FRE 112 Elementary French II 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

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 for transfer under the CAA and ICAA as a general education course in Humanities/ Fine Arts.*

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.

GRD – Graphic Design

GRD 110 Typography I 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the history and mechanics of type and its application to layout and design. Topics include topographic 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 121 Drawing Fundamentals I 1 3 2

Prerequisites: None

Corequisites: None

This course introduces skills using basic drawing techniques and media in graphic design. Emphasis is placed on using design principles, media applications, spatial considerations, and drawing styles. Upon completion, students should be able to use drawing for conceptualization, visual communication, and graphic simplification.

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 to projects.

GRD 142 Graphic Design II 2 4 4

Prerequisites: Take one: ART 121 or GRD 141

Corequisites: None

This course covers the application of graphic design principles. Topics include creation of various designs, such as branding, advertisements and publication design. Upon completion, students should be able to apply design principles and develop design solutions.

GRD 151 Computer Design Basics 1 4 3

Prerequisites: None

Corequisites: None

This course introduces software applications for graphic design. Emphasis is placed on utilizing digital tools to generate design solutions. Upon completion, students should be able to use industry-standard software as a creative tool.

GRD 152 Computer Design Tech I 1 4 3

Prerequisites: None

Corequisites: None

This course covers complex design problems utilizing various design and drawing software applications. Topics include the use of typography, image, and organization to communicate a message. Upon completion, students should be able to use appropriate industry-standard software.

GRD 153 Computer Design Solutions 1 4 3

Prerequisites: None

Corequisites: None

This course covers theories and practices in the field of computer design. Emphasis is placed on use of typography, color palettes, and layers. Upon completion, students should be able to creatively produce designs and use appropriate industry-standard software.

GRD 188 Graphic Design for Web 1 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the application of graphic design principles to web sites and graphics for web/mobile device delivery. Emphasis is placed on visual communication and presentation principles applied to web sites, including page layout, typography, color theory, navigation, responsive design, and image optimization. Upon completion, students should be able to apply the principles of design in the creation of full and mobile websites.

GRD 240 User Interface/User Experience 2 3 3

Prerequisites: None

Corequisites: None

This course introduces a design-centric approach to user interface and user experience design, and offers practical, skill-based instruction centered around a visual communications perspective. Emphasis is placed on demonstrating the stages of the UI/UX development process, including user research and analysis, choosing methodologies, defining a project's strategy, scope, and information architecture,

developing sitemaps and wireframes, performing user testing, and producing prototypes. Upon completion, students should be able to demonstrate current best practices and conventions in UX design and apply them to create effective and compelling digital screen-based experiences.

GRD 241 Graphic Design III 2 4 4

Prerequisites: Take: GRD 142

Corequisites: None

This course is an advanced exploration of various techniques and media for 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 280 Portfolio Design 2 4 4

Prerequisites: Take: GRD 142

Corequisites: None

This course covers the organization and presentation of a design portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, resume and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present a portfolio and related self-promotional materials.

GRD 288 Graphic Design for Web II 2 3 3

Prerequisites: Take GRD 188

Corequisites: None

This course covers the advanced use of graphic design principles in front-end design for multi-page websites. Emphasis is placed on online branding, responsive design, project management, UI/UX, web design using current web standards, and designing for content management systems. Upon completion, students should be able to employ the principles of design in the creation of websites across multiple platforms and devices.

HEA – Health

HEA 110 Personal Health/Wellness 3 0 3
(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

HET – Heavy Equipment Maintenance

HET 110 Diesel Engines 3 9 6

Prerequisites: None

Corequisites: None

This course introduces theory, design, terminology, and operating adjustments for diesel engines. Emphasis is placed on safety, theory of operation, inspection, measuring, and rebuilding diesel engines according to factory specifications. Upon completion, students should be able to perform precision measurements on engine related components, diagnose problems with, and repair diesel engines.

HET 114 Power Trains 3 6 5

Prerequisites: None

Corequisites: None

This course introduces power transmission devices. Topics include function and operation of gears, chains, clutches, planetary gears, drive lines, differentials, and transmissions. Upon completion, students should be able to identify, research specifications, repair, and adjust power train components.

HET 115 Electronic Engines 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the principles of electronically controlled diesel engines. Emphasis is placed on testing and adjusting diesel engines in accordance with manufacturers' specifications. Upon completion, students should be able to diagnose, test, and calibrate electronically controlled diesel engines.

HET 119 Mechanical Transmissions 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the operating principles of mechanical and automated manual medium and heavy duty truck transmissions. Topics include multiple counter shafts, power take-offs, sliding idler clutches, and friction clutches. Upon completion, students should be able to diagnose, inspect, and repair mechanical and automated manual transmissions.

HET 125 Preventive Maintenance 1 3 2

Prerequisites: None

Corequisites: None

This course introduces preventive maintenance practices used on medium and heavy duty vehicles and rolling assemblies. Topics include preventive maintenance schedules, services, DOT rules and regulations, and road ability. Upon completion, students should be able to set up and follow a preventive maintenance schedule as directed by manufacturers.

HET 128 Medium/Heavy Duty Tune Up 1 2 2

Prerequisites: None

Corequisites: None

This course introduces tune-up and troubleshooting according to manufacturers' specifications. Topics include troubleshooting engine systems, tune-up procedures, and use and care of special test tools and equipment. Upon completion, students should be able to troubleshoot, diagnose, and repair engines and components using appropriate diagnostic equipment.

HET 230 Air Brakes 1 2 2

Prerequisites: None

Corequisites: None

This course introduces the operation and design of air braking systems used on trucks. Topics include safety, governors, compressors, brake valves, and supporting systems including ABS. Upon completion, students should be able to diagnose, disassemble, inspect, repair, and reassemble air brake systems.

HET 233 Suspension and Steering 2 4 4

Prerequisites: None

Corequisites: None

This course introduces the theory and principles of medium and heavy duty steering and suspension systems. Topics include wheel and tire problems, frame members, fifth wheel, bearings, and coupling systems. Upon completion, students should be able to troubleshoot, adjust, and repair suspension including air suspension and steering components on medium and heavy duty vehicles.

HIS – History

HIS 111 World Civilization I 3 0 3

(College Transfer--UGETC: Social/Behavioral Sci.– AA/AS)

Prerequisites: None

Corequisites: None

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

HIS 112 World Civilization II 3 0 3

(College Transfer--UGETC: Social/Behavioral Sci.– AA/AS)

Prerequisites: None

Corequisites: None

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

HIS 121 Western Civilization I 3 0 3
(College Transfer—GEN ED: Social/Behavioral Science)

Prerequisites: None

Corequisites: None

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

HIS 122 Western Civilization II 3 0 3
(College Transfer—GEN ED: Social/Behavioral Science)

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

HIS 131 American History I 3 0 3
(College Transfer--UGETC: Social/Behavioral Sci.-- AA/AS)

Prerequisites: None

Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

HIS 132 American History II 3 0 3
(College Transfer--UGETC: Social/Behavioral Sci.-- AA/AS)

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

MAC – Machining

MAC 121 Intro to CNC 2 0 2

Prerequisites: None

Corequisites: None

This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

MAT – Mathematics

MAT 025 Concepts of Essential Math/Sta 3 0 3

Prerequisites: None

Corequisites: None

This course provides an opportunity to customize foundational math content and statistical concepts specific to real-world applications. Topics include decimals, percentages, ratios, proportions, solving basic equations, geometrical concepts, dimensional analysis, financial applications and elements of statistics and probability. Upon completion, students should be able to successfully demonstrate the use of mathematics, technology and statistical concepts to solve practical problems while developing positive academic habits, learning strategies and growth mindset.

MAT 035 Concepts of Algebra 3 0 3

Prerequisites: None

Corequisites: None

This course covers algebraic concepts with an emphasis on application and analysis. Topics include rational/radical expressions and equations, solving equations and inequalities, concepts of functions, factoring, and exponents. Upon completion, students should be able to successfully demonstrate mastery of algebraic concepts through application and analysis while developing positive academic habits, learning strategies and growth mindset.

MAT 110 Math Measurement & Literacy 2 2 3

Prerequisites: Take One Set:

Set 1: DMA-010, DMA-020, and DMA-030

Set 2: DMA 025

Set 3: MAT 003

Set 4: BSP 4003

Or Take One of the following:

DMA 025, MAT 003, BSP 4003, MAT 025, MAT 035, MAT

045, MAT 7025, or MAT 7035

Corequisites: None

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

MAT 143 Quantitative Literacy 2 2 3
(College Transfer--UGETC: Math – AA)

Prerequisites: Take One Set:

Set 1: DMA-010, DMA-020, DMA-030, and DRE-098

Set 2: DMA 010, DMA 020, DMA 030, and ENG 002

Set 3: DMA 010, DMA 020, DMA 030, and BSP 4002

Set 4: DMA 025 and DRE 098

Set 5: DMA 025 and ENG 002

Set 6: DMA 025 and BSP 4002

Set 7: MAT 003 and DRE 098

Set 8: MAT 003 and ENG 002

Set 9: MAT 003 and BSP 4002

Set 10: BSP 4003 and DRE 098

Set 11: BSP 4003 and ENG 002

Set 12: BSP 4003 and BSP 4002

Or Take One of the following:

MAT 043, MAT-052, MAT-025, MAT-035, MAT-045,
ENG-025, ENG-045, ENG-8025 or ENG-8045

Corequisites: None

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. *Under the CAA and ICAA, this course has been approved for transfer as a general education course in Mathematics (Quantitative).*

MAT 152 Statistical Methods I 3 2 4
(College Transfer--UGETC: Math – AA)

Prerequisites: Take One Set:

Set 1: DMA-010, DMA-020, DMA-030, and DRE-098

Set 2: DMA 010, DMA 020, DMA 030, and ENG 002

Set 3: DMA 010, DMA 020, DMA 030, and BSP 4002

Set 4: DMA 025 and DRE 098

Set 5: DMA 025 and ENG 002

Set 6: DMA 025 and BSP 4002

Set 7: MAT 003 and DRE 098

Set 8: MAT 003 and ENG 002

Set 9: MAT 003 and BSP 4002

Set 10: BSP 4003 and DRE 098

Set 11: BSP 4003 and ENG 002

Set 12: BSP 4003 and BSP 4002

Or Take One of the following:

MAT 043, MAT-052, MAT-025, MAT-035, MAT-045,
ENG-025, ENG-045, ENG-8025 or ENG-8045

Corequisites: None

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative).*

MAT 171 Precalculus Algebra 3 2 4
(College Transfer--UGETC: Math – AA/AS)

Prerequisites: Take One Set:

Set 1: DMA-010, DMA-020, DMA-030, DMA 040, DMA 050

Set 2: DMA 010, DMA 020, DMA 030, DMA 045

Set 3: DMA 025, DMA 045

Set 4: DMA 025, DMA 040, DMA 050

Or Take One of the following:

MAT 121, MAT 003, BSP 4003, MAT 071, MAT 035, MAT 045,
or MAT 7035

Corequisites: None

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics.*

MAT 172 Precalculus Trigonometry 3 2 4
(College Transfer--UGETC: Math – AS)

Prerequisites: MAT 171

Corequisites: None

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics.*

MAT 263 Brief Calculus 3 2 4

(College Transfer--UGETC: Math – AS)

Prerequisites: MAT 171 or MAT 175

Corequisites: None

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics.*

MAT 271 Calculus I 3 2 4

(College Transfer--UGETC: Math – AS)

Prerequisites: MAT 172

Corequisites: None

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics.*

MAT 272 Calculus II 3 2 4

(College Transfer— UGETC: Math – AS)

Prerequisites: MAT 271

Corequisites: None

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics.*

MEC – Mechanical

MEC 111 Machine Processes I 1 4 3

Prerequisites: None

Corequisites: None

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

MEC 130 Mechanisms 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.

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.

MNT – Maintenance

MNT 110 Intro to Maint Procedures 1 3 2

Prerequisites: None

Corequisites: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 222 Industrial Sys Schematics 1 2 2

Prerequisites: None

Corequisites: None

This course covers the reading and drawing of schematics and diagrams. Emphasis is placed on water and gas plumbing, hydraulic and pneumatic circuits, electrical circuits, and welding diagrams. Upon completion, students should be able to interpret and construct industrial schematics and diagrams.

MNT 240 Indust Equip Troubleshoot 1 3 2

Prerequisites: None

Corequisites: None

This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

MUS – Music

MUS 110 Music Appreciation 3 0 3
(College Transfer--UGETC: Humanities/Fine Arts – AA/AS)

Prerequisites: None

Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

MUS 112 Introduction to Jazz 3 0 3
(College Transfer--UGETC: Humanities/Fine Arts – AA/AS)

Prerequisites: None

Corequisites: None

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

MUS 210 History of Rock Music 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

Prerequisites: None

Corequisites: None

This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

NET – Networking Technology

NET 125 Introduction to Networks 2 3 3

Prerequisites: None

Corequisites: None

This course offers a detailed exploration of the architecture, structure, functions, components, and operating models of the Internet and other computer networks. Topics include the essentials of IP addressing, Ethernet basics, various media types, and network operations. Upon completion, students should be able to build/troubleshoot simple Local Area Networks (LANs), develop effective IP addressing schemes, and configure routers and switches.

NET 126 Switching and Routing 2 3 3

Prerequisites: None

Corequisites: None

This course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Emphasis is placed on configuring and troubleshooting routers and switches for advanced functionality using security best practices and resolving common network issues utilizing both IPv4 and IPv6 protocols. Upon completion, students should be able to configure VLANs and Inter-VLAN routing applying security best practices, troubleshoot inter-VLAN routing on Layer 3 devices, configure redundancy on a switched network using STP and EtherChannel, configure WLANs using a WLC and L2 security best practices and configure IPv4 and IPv6 static routing on routers.

NOS – Networking Operating Systems

NOS 110 Operating System Concepts 2 3 3

Prerequisites: None

Corequisites: None

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS 120 Linux Single User 2 3 3

Prerequisites: None

Corequisites: None

This course provides students with GUI and command line skills for using a Linux machine. Topics include Linux file system and access permissions, desktop or shell environments, command line editors, display servers, expression pattern matching, I/O redirection, and networking. Upon completion, students should be able to demonstrate competency in customizing a Linux system.

NOS 230 Windows Admin I 2 2 3

Prerequisites: None

Corequisites: None

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

NUR – Nursing

NUR 101 Practical Nursing I 7 6 6 11

Prerequisites: Admission to the PN Program

Corequisites: Take BIO-163 or BIO-168. Take ACA-115 or ACA-122

This course introduces concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning safety, ethical principles, legal issues, informatics, and evidence-based

practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

NUR 102 Practical Nursing II 7 0 9 10

Prerequisites: NUR 101

Corequisites: ENG 111, PSY 150

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

NUR 103 Practical Nursing III 6 0 9 9

Prerequisites: NUR 101

Corequisites: None

This course designed to assimilate the concepts within the three domains of individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

NUR 111 Intro to Health Concepts 4 6 6 8

Prerequisites: Admission in ADN program

Corequisites: BIO 168, ACA 115, PSY 150, NUR 117

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

NUR 112 Health-Illness Concepts 3 0 6 5

Prerequisites: NUR 111, ACA 115, PSY 150, BIO 168, NUR 117

Corequisites: NUR 211, BIO 169, PSY 241

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

NUR 113 Family Health Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: CIS 110

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

NUR 114 Holistic Health Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: NUR 212, ENG 111

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

NUR 117 Pharmacology 1 3 0 2

Prerequisites: Admission to ADN or PN Program

Corequisites: None

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

NUR 211 Health Care Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: NUR 112, BIO 169, PSY 241

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

NUR 212 Health Systems Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: NUR 114, ENG 111

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

NUR 213 Complex Health Concepts 4 3 15 10

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

Corequisites: None

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

OMT – Operations Management

OMT 222 Project Management 3 0 3

Prerequisites: None

Corequisites: None

This course covers fundamental concepts associated with multi-task management and coordination. Topics include flow diagrams, process and operations charts, network scheduling, Gantt charts, and PERT and Critical Path Methods as tools in project management. Upon completion, students should be able to understand and apply project management tools and methods.

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 130 Comprehensive Keyboarding 2 2 3

Prerequisites: None

Corequisites: None

This course is designed to develop keyboarding skills and introductory document formatting. Emphasis is placed on keyboarding techniques and formatting basic business documents. Upon completion, students should be able to create documents in an ever-changing workplace.

OST 136 Word Processing 2 2 3

Prerequisites: None

Corequisites: None

This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be prepared to take a nationally accredited certification exam.

OST 138 Office Applications II 2 2 3

Prerequisites: None

Corequisites: None

This course is designed to improve utilization and proficiency of software applications used in offices through a hands-on approach. Topics include mastery of the skills required to design documents that can be customized using the latest software applications. Upon completion, students should be prepared to take a nationally accredited certification exam.

OST 145 Social Media for Office Prof 2 2 3

Prerequisites: Take One: CIS 110, CIS 111 or OST 137

Corequisites: None

This course is designed to introduce the office professional to the concepts of social media. Topics include goal setting and strategies, identifying target audiences, rules of engagement, blogs, podcasts and webinars, sharing videos, pictures, and images, social networks, mobile computing, and social media monitoring. Upon completion, students should be able to create and utilize social media tools in the workplace setting.

OST 159 Office Ethics 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the complex ethical and legal issues involved in the role of administrative support personnel in a variety of offices. Emphasis is placed on ethics, diversity, morality, and ethical standards of the administrative support professional. Upon completion, students should be able to conduct themselves in an ethical manner appropriate to a variety of offices.

OST 164 Office Editing 3 0 3

Prerequisites: None

Corequisites: None

This course provides an in-depth exploration of editing skills essential for the office. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to proficiently compose and edit text and documents for the workplace.

OST 171 Intro to Virtual Office 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the skills and abilities needed to conduct a variety of office administration activities using the latest technology. Students will learn the proper etiquette of communicating electronically as well as the unique procedures and logistics for conducting business in the virtual office. Upon completion, students will know the vocabulary of the virtual office and will have a basic understanding of modern technical communication tools.

OST 184 Office Information Management 2 2 3

Prerequisites: None

Corequisites: None

This course includes the creation, maintenance, protection, security, and disposition of records stored in various media. Topics include alphabetic, geographic, subject, and numeric filing methods, along with database management principles. Upon completion, students should be able to set up and maintain effective information management systems.

OST 271 Office Web Technologies 2 2 3

Prerequisites: None

Corequisites: None

This course provides a working knowledge of software tools used in the virtual office environment. Emphasis will be placed on using the Internet for research, planning and decision making by using various office software available through application service providers. Upon completion, students will be able to use current and emerging technologies to solve problems and complete projects in the virtual office environment.

OST 289 Office Admin Capstone 2 2 3

Prerequisites: OST 164

Corequisites: None

This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.

PED – Physical Education

PED 110 Fit and Well for Life 1 2 2

(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

PED 111 Physical Fitness I 0 3 1

(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement and individualized

physical fitness program. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

PED 112 Physical Fitness II 0 3 1
(College Transfer--Pre-Major/Elective)

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 for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.*

PED 113 Aerobics I 0 3 1
(College Transfer--Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

PHY – Physics

PHY 110 Conceptual Physics 3 0 3
(College Transfer--UGETC: Natural Sciences– AA/AS)

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 for transfer under the CAA and ICAA as a general education course in Natural Science.*

PHY 110A Conceptual Physics Lab 0 2 1
(College Transfer--UGETC: Natural Sciences– AA/AS)

Prerequisites: None

Corequisites: PHY 110

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.*

PHY 151 College Physics I 3 2 4
(College Transfer--UGETC: Natural Sciences-- AA/AS)

Prerequisites: MAT 171 or MAT 271

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.*

PHY 152 College Physics II 3 2 4
(College Transfer--UGETC: Natural Sciences-- AA/AS)

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, electro-magnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.*

POL – Political Science

POL 120 American Government 3 0 3
(College Transfer--UGETC: Social/Behavioral Sci.-- AA/AS)

Prerequisites: None

Corequisites: None

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

PSY – Psychology

PSY 118 Interpersonal Psychology 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150 General Psychology 3 0 3
(College Transfer--UGETC: Social/Behavioral Sci.-- AA/AS)

Prerequisites: None

Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

PSY 231 Forensic Psychology 3 0 3
(College Transfer--Pre-Major/Elective)

Prerequisites: PSY 150 or SOC 210

Corequisites: None

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/ Behavioral Sciences.*

PSY 241 Developmental Psych 3 0 3
(College Transfer—GEN ED: Social/Behavioral Science)

Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

PSY 263 Educational Psychology 3 0 3
(College Transfer--Pre-Major/Elective)

Prerequisites: PSY 150

Corequisites: None

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. *This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.*

PSY 281 Abnormal Psychology 3 0 3
(College Transfer—GEN ED: Social/Behavioral Science)

Prerequisites: PSY 150

Corequisites: None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

REL – Religion

REL 110 World Religions 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

Prerequisites: None

Corequisites: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

REL 211 Intro to Old Testament 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

Prerequisites: None

Corequisites: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

REL 212 Intro to New Testament 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

Prerequisites: None

Corequisites: None

This course is a survey of the literature of first-century Christianity with reading from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/ Fine Arts.*

REL 221 Religion in America 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

Prerequisites: None

Corequisites: None

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

SEC- Information Systems Security

SEC 110 Security Concepts 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SOC- Sociology

SOC 210 Introduction to Sociology 3 0 3
(College Transfer--UGETC: Social/Behavioral Sci.--AA/AS)

Prerequisites: None

Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

SOC 213 Sociology of the Family 3 0 3
(College Transfer—GEN ED: Social/Behavioral Science)

Prerequisites: None

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

SOC 215 Group Processes 3 0 3
(College Transfer—Pre-Major/Elective)

Prerequisites: None

Corequisites: None

This course introduces group processes and dynamics. Emphasis is placed on small group experiences, roles and relationships within groups, communication, cooperation and conflict resolution, and managing diversity within and among groups. Upon completion, students should be able to demonstrate the knowledge and skills essential to analyze group interaction and to work effectively in a group context. This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.

SOC 220 Social Problems 3 0 3
(College Transfer—GEN ED: Social/Behavioral Science)

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 associate with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

SOC 225 Social Diversity 3 0 3
(College Transfer—GEN ED: Social/Behavioral Science)

Prerequisites: None

Corequisites: None

This course provides a comparison of diverse roles, interest, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural, and ethnic differences evolve and how they affect personality development, values, and tolerance. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.*

SPA – Spanish

SPA 111 Elementary Spanish I 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/ Fine Arts.*

SPA 112 Elementary Spanish II 3 0 3
(College Transfer—GEN ED: Humanities/Fine Arts)

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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*

SPA 120 Spanish for the Workplace 3 0 3

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—GEN ED: Humanities/Fine Arts)

Prerequisites: SPA 112

Corequisites: None

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/ Fine Arts.*

TRN—Transportation Technology

TRN 110 Intro to Transport Tech 1 2 2

Prerequisites: None

Corequisites: None

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

TRN 120 Basic Transp Electricity 4 3 5

Prerequisites: None

Corequisites: None

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

TRN 140 Transp Climate Control 1 2 2

Prerequisites: None

Corequisites: None

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

TRN 145 Adv Transp Electronics 2 3 3

Prerequisites: Take TRN-120

Corequisites: None

This course covers advanced transportation electronic systems including electronic control modules, on-board data networks, telematics, high voltage systems, navigation, collision avoidance systems and electronic accessories. Topics include interpretation of wiring schematics, diagnosing and testing data networks and other electronic concerns. Upon completion, students should be able to diagnose and test data networks and other electronic concerns, and work safely with high voltage systems.

WBL--Work-Based Learning

WBL 111 Work-Based Learning I 0 10 1

Prerequisites: None

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL 112 Work-Based Learning I 0 20 2

Prerequisites: None

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL 113 Work-Based Learning I 0 30 3

Prerequisites: None

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL 121 Work-Based Learning II 0 10 1

Prerequisites: None

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL 131 Work-Based Learning III 0 10 1

Prerequisites: None

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WEB–Web Technologies

WEB 115 Web Markup and Scripting 2 3 3

Prerequisites: None

Corequisites: None

This course introduces Worldwide Web Consortium (W3C) Internet programming using JavaScript. Topics include basic syntax, object-oriented programming, functions, variables, events, arrays, validation, accessibility, and web standards. Upon completion, students should be able to write, debug, maintain well-formed and well documented interactive web content using JavaScript code.

WLD–Welding

WLD 110 Cutting Processes 1 3 2

Prerequisites: None

Corequisites: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD 112 Basic Welding Processes 1 3 2

Prerequisites: None

Corequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115 SMAW (Stick) Plate 2 9 5

Prerequisites: None

Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 116 SMAW (Stick) Plate/Pipe 1 9 4

Prerequisites: WLD 115

Corequisites: None

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

WLD 121 GMAW (MIG) FCAW/ Plate 2 6 4

Prerequisites: None

Corequisites: None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment set up and fillet and groove welds with emphasis on the application of proper GMAW and FCAW consumables on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed filler materials in the flat, horizontal, and overhead positions.

WLD 122 GMAW (MIG) Plate/ Pipe 1 6 3

Prerequisites: WLD 121

Corequisites: None

This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.

WLD 131 GTAW (TIG) Plate 2 6 4

Prerequisites: None

Corequisites: None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas and proper filler rod with emphasis placed on safety, equipment setup, and

welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD 132 GTAW (TIG) Plate/Pipe 1 6 3

Prerequisites: WLD 131

Corequisites: None

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

WLD 141 Symbols & Specifications 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the basic symbols and specification used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD 215 SMAW (stick) Pipe 1 9 4

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 1 6 3

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

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STUDENT GOVERNMENT ASSOCIATION REPRESENTATIVE

President, Student Government Association
(Ex-officio, non-voting member)

GENERAL ADMINISTRATION

Shannon L. Hair President

INSTITUTIONAL ADMINISTRATION

Jessica McMahon Vice President of Administrative & Fiscal Services
B.S. — East Carolina University
M.B.A.—East Carolina University

Crystal White..... Interim Vice President of Academic Affairs/Chief Academic Officer
B.A.—Campbell University
M.A.—East Carolina University
Ph.D.—Regent University

Shakeena White Vice President of Student Services
B.S.—University of Mount Olive
M.Ed.—Grand Canyon University
Ed.S.—North Central University
Ed.D.—American College of Education

Gloria Wiggins.....Vice President of Workforce Development/Continuing Education
A.A.—Lenoir Community College
B.S.—University of Mount Olive
M.S.—Walden University

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Shamika Andrews..... Associate Degree Nursing Instructor
Diploma, A.A.S. – James Sprunt Community College
B.S.N. , M.S.N. – University of Mount Olive

Keisha Avant..... Financial Aid Specialist - Scholarships\
B.S. – Fayetteville State University

Samantha Barbee..... LEIS Data Specialist
B.A. —University of North Carolina at Wilmington

Angela Barbour Cosmetology Instructor
A.A.S.—Wake Technical Community College

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B.S. , M.A. —University of North Carolina at Wilmington

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B.A.—Gannon University
M.A.—Coastal Carolina University
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