

# CURRICULUM PROGRAMS AND ACADEMIC SUPPORT SERVICES

## DEGREES

### **A.A./A.S. (Associate in Arts and Associate in Science Degrees)**

The College Transfer Program offers courses designed to parallel those taken during the freshman and sophomore years of study at a four-year college or university. During these first two years, students pursue general education courses in the areas of humanities, social sciences, mathematics, and science. This program provides great flexibility in course requirements so that students can design a curriculum plan to lead them smoothly into the junior year of a particular four-year college or university.

Students may choose to stay long enough to earn an Associate in Arts or Associate in Science Degree, or they may choose to transfer the credit they've earned at any time along the way. Counselors are available to help students plan their programs to meet their specific needs.

Many courses within the College Transfer Program will also appeal to adults who are not really interested in earning a degree or in transferring to another college. These *Special Credit Students* may take courses in any program for which they meet the admissions criteria (excludes NUR and Medical Assisting courses).

Students who complete the A.A. or A.S. degree, including the general education core and appropriate electives, are assured that their credits will transfer to the University of North Carolina System schools. (Students must, of course, apply to and be accepted by a particular UNC System school in order for their credits to transfer.)

### **A.A.S. (Associate in Applied Science Degrees)**

Curriculum programs in the technology areas are designed to provide students with technical competence for immediate employment in such fields as business, industry, government, health, agriculture, and social services or as owner/manager of their own businesses. Some general education courses are included in technical degree programs to provide knowledge essential for success in one's chosen field. Students who complete these two-year programs are awarded an Associate in Applied Science Degree.

In addition to immediate employment, another option for students who earn an A.A.S. degree is to transfer to a four-year school. Some career technology programs at Surry allow this option. Both public and private four-year institutions have designed programs specifically for A.A.S. degree recipients. For a complete list of these options, as well as transfer guides, contact the Student Development Office.

### **A.G.E. (Associate in General Education Degree)**

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

### **A.F.A. (Associate in Fine Arts Degree)**

The Associate in Fine Arts curriculum provides basic course work in humanities, fine arts, English, mathematics, and social sciences with additional concentration in the fine arts, specifically the area of clay, woodworking, and sculpture. This degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio requirement. The Associate in Fine Arts program is part of the Comprehensive Articulation

Agreement which allows graduates of the program to transfer to one of the member institutions of the University of North Carolina system.

## GENERAL EDUCATION COMPETENCY REQUIREMENTS FOR ALL DEGREES

Students who graduate from Surry Community College's Associate Degree programs must demonstrate competence in reading, computer usage, written communication, oral communication, and quantitative skills as described here. These requirements apply to Associate in Arts, Associate in Science, Associate in General Education, and Associate in Applied Science degree recipients.

The College-wide Learning Outcomes are the learning goals for all Surry Community College students. As they are assessed inside and outside the classroom, these outcomes guide learning, decision-making, and actions by all members of the College community. The College-wide Learning Outcomes have the following definitions:

**Critical Thinking:** Students who graduate from Surry Community College should be able to think about their thinking in order to improve it. They should display competence in the cognitive skills and abilities that underlie critical thinking. Specifically, they should be able to (1) analyze thought (their own and that of others) by identifying, examining, and employing the essential elements of reasoning; (2) assess thought by applying intellectual standards; and (3) think ethically and fairly by cultivating intellectual traits.

**Communication:** The Communication Learning Outcome measures the following skills: Writing, Speaking, and Reading.

Communicate effectively through writing: Students who graduate from Surry Community College should be able to produce writing that is clear, precise, organized, incisive, and correct (according to the guidelines of Standard Written English) for a variety of purposes and audiences.

Communicate effectively through speaking: Students who graduate from Surry Community College should be able to speak in a manner that is clear, precise, coherent, perceptive, audience-aware, and correct (according to the guidelines of Standard English) in both small and large group settings.

Communicate effectively through reading: Students who graduate from Surry Community College should be able to read actively and analytically at the college level and should be able to synthesize and apply information across disciplines.

### **Information Literacy and Technology Skills**

Information Literacy: Students who graduate from Surry Community College should be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Technology Skills: Students who graduate from Surry Community College should be able to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals.

## **Quantitative Literacy**

Quantitative Literacy: Students who graduate from Surry Community College should be able to apply college-level mathematical concepts and methods to understand, analyze, and communicate in quantitative terms

## **DIPLOMAS**

Diploma programs are designed to prepare students for initial employment in skilled occupations, to retrain skilled workers for new occupations, and to provide skill upgrading for one's advancement in current occupations. Most of these diploma programs require one year of participation on a full-time basis to complete, although courses can be taken on a part-time basis. Some of these programs do not require a high school diploma for admission.

## **CERTIFICATES**

Some programs are designed to allow students to receive a certificate after completing a designated set of specific courses. These programs are one year or less in length. Required courses are generally those which provide specific job-related skills. For more information, consult a counselor in Student Development.

## **DISTANCE EDUCATION**

Surry Community College now offers students an alternate way to further their education through our Distance Education program. The purpose of distance learning at Surry Community College is to support the College's mission to provide high quality, reasonably priced educational and job training programs which meet the needs of the adults in its service area. Several options are now available for students to obtain degrees completely online. Currently our online degree programs include an Associate in Arts, Information Systems, Business Administration, Early Childhood, and Viticulture.

Distance learning opportunities provide a means for students to enroll in credit classes that do not require traditional classroom attendance. The Distance Education program shares the same goals, objectives, skills, and competencies as all educational opportunities at SCC. Students are offered full service access to learning resources, program advisement and financial aid information. At SCC, these opportunities include hybrid courses, Internet (*online*) courses, and North Carolina Information Highway (NCIH) courses.

Courses are also available via the Internet. Students must have some computer skills as well as an email account to participate in this type of course. SCC provides all Distance Education students a free email account. Internet courses are delivered online via a program called Blackboard. Faculty and student communication takes place primarily through the computer. Interaction in an online course is primarily through email and the use of discussion boards and takes place asynchronously, so students are not required to be online at a certain time of the day or night, but when it is convenient for them.

Hybrid courses combine classroom instruction with the interactivity of an Internet course. The Internet is used to deliver approximately half of the course requirements, with the other half delivered through on-site meetings. Hybrid courses include face-to-face instruction, course websites, textbooks, hotlinks, online and in-class discussions, collaboration and problem-solving.

Selected courses are taught on-campus using SCC's specially-designed NC Information Highway classroom. NCIH classes bring together students located at multiple locations, with communication conducted through interactive use of television monitors, tabletop microphones, and video cameras. All necessary technologies are provided in the classrooms.

Distance Education offerings appear on the semester schedule of courses each term. Distance Education courses are identified in course listings by the section code as follows:

<u>Course Type</u>	<u>Section Code</u>	<u>Example</u>
Hybrid courses	HB	HUM-115-HB1
Internet Courses	IT	CIS-110-IT1
NCIH	IH	COM-231-IH1

In order to successfully complete Distance Education courses, students should be aware of specific technical skills and equipment needs that are required when taking a Distance Education course. Information students should be aware of when registering for Distance Education courses follows.

### **Internet Course Information**

#### **\*Online Orientation Required:**

Students taking Internet courses for the first time are required to complete an online orientation. Students will not be allowed to take Internet or Hybrid courses without completing the online orientation.

#### **\*Personal Capability Requirements:**

Students taking an Internet course at Surry Community College are required to have basic computer skills.

- \*Office XP Applications
- \*Knowledge of the procedures for sending/receiving e-mail and e-mail with attached files.
- \*Knowledge of navigating & conducting information searches within the World Wide Web
- \*Able to identify file types
- \*Fundamental awareness of common computing terms
- \*Familiarity with your own hardware, software, & operating system environment

#### **\*Hardware Requirements:**

Students who do not meet these standards must contact the course instructor to determine if they will be able to successfully participate in the course. The following are minimal system requirements to take an Internet course.

- \*Pentium IV 3 GHZ or faster
- \*512 MB or more of RAM
- \*SVGA monitor w/8 MB of video RAM
- \*Sound card and speakers
- \*Windows XP
- \*Hard drive with a minimum 250 MB free space
- \*56K Modem or higher (DSL recommended)
- \*Printer
- \*CD-ROM Drive

**\*Software Requirements:**

Students who do not meet these standards must contact the course instructor to determine if they will be able to successfully participate in the course. The following are minimal system requirements to take an Internet course.

- \*Word processing package – Office 2007
- \*E-mail software that supports e-mail attachments. SCC provides each student a free email account which must be used when taking a Distance Education course.
- \*Internet Explorer version 7.0 or higher or Netscape version 6.0 or higher
- \*Acrobat Reader (Free download)
- \*Real Media Player (Free download)
- \*Other software that may be required to complete the course.

**\*Internet Service Requirements:**

- \*The greatest single challenge for students taking Internet courses is obtaining the services of a reliable Internet Provider. If you are unsure about Internet providers in your area, contact a local computer dealer.

**Further information about Surry Community College’s Distance Education program can be found at the following website: <http://www.surry.edu/DE>**

## **COOPERATIVE EDUCATION**

Cooperative Education (Co-op) is designed to give students enrolled in many programs within the College an opportunity to work in their fields of study while completing their degrees. This combination of classroom instruction with practical/related work experience provides numerous benefits to participating students.

Co-op students work from one to four semesters in part-time or full-time jobs with employers selected and/or approved by the College. Academic credit is given for the learning gained during the work period. Students are contacted periodically by a faculty coordinator and receive on-the-job supervision by the employers.

Admission to the Cooperative Education Program is based on scholarship and interest, not financial need. Employers select the students and determine salaries to be offered; therefore, the College does not guarantee employment for all who are eligible.

*Eligibility.* Students who are enrolled in programs offering Co-op for academic credit are eligible to participate if they meet the following conditions:

1. Must be enrolled in a degree/diploma/certificate that includes Co-op;
2. Must have completed at least 9 credit hours toward degree (3 of which must be from the core curriculum);
3. Must have a minimum GPA of 2.0;
4. Recommendation of an instructor within program of study;
5. Completion of a professional development course or a job-seeking skills workshop which is arranged on demand by the Co-op office (not required if already employed).
6. Approval from program director or Co-op Coordinator. Certain curriculum programs may specify additional conditions.

*Application Procedure.* Interested students should obtain an application from the Co-op Office (located in the A-Building) and schedule an interview with the director or Co-op Coordinator. Students are selected on the basis of information obtained from their application forms, college transcripts, and an interview regarding career goals. After students have been accepted into the program, the director, Co-op Coordinator, or faculty coordinator will be responsible for locating and/or approving appropriate work assignments. Students already employed in curriculum-related jobs may be eligible to receive Co-op credit.

*Academic Credit.* Co-op students may earn from one to eight hours of Cooperative Education credit toward completion of diploma or degree requirements in approved curriculums.

*Registration.* Students who are approved for Co-op must register in the Co-op Office before going on their assignments. Students interested in Cooperative Education are invited to contact the Career Services Center. Information is also available through faculty advisors.

NOTE: Co-op options are listed under each participating curriculum program of study.

## **ACADEMIC SUPPORT CENTER**

The Academic Support Center (ASC) offers academic support for students. Students enrolled in at least one curriculum class at SCC may receive free academic assistance by working with qualified tutors. The ASC bases its tutoring on a critical thinking model that encourages students to actively think through course content.

### Tutoring Services

Students needing a tutor must fill out an application at the ASC, located on the second floor of the library. Generally students can expect a two- to five-day wait for placement with a tutor. The assigned tutor will work with the student at regularly scheduled sessions throughout the semester. One-time tutoring sessions are available to help students with reading and writing assignments in any subject; appointments for these sessions can be scheduled by calling 386-3460 or visiting the ASC. Tutoring is held on the second floor of the library and is supervised by the Assistant Directors. No off-campus tutoring is offered.

Students wishing to become tutors must demonstrate proficiency in the subject area. They must also submit faculty referrals, complete an application and interview process, and pass a transcript review. Upon selection, tutors are given an orientation and are required to attend training sessions in critical thinking throughout the semester. Tutors are compensated for their services.

## **DEVELOPMENTAL STUDIES**

The goal of Developmental Studies at Surry Community College is to help students succeed in college. Courses in the basic skills of reading, writing, mathematics, and study skills are offered. With the cooperation of the Learning Center, the developmental program offers lab classes that supplement the basic courses. In these lab classes, students work individually on the computer and in small groups to practice needed skills.

Placement testing is mandatory for all students taking associate level courses with a developmental prerequisite. Degree seeking students must take developmental courses when they score below the cut-off scores established by the college on the ASSET or CPT. Students may waive the placement test requirement if they meet any one of the following criteria:

- Have documented successful completion of appropriate prerequisite developmental courses,
- Have met minimum SAT scores (500 verbal; 500 math) and their scores are not more than 3 years old,
- Have documented successful completion of appropriate college level English and mathematics courses at another college within the past five years.

Students placing into both developmental reading and English at the 070 or 080 levels will be advised to complete these courses before taking transfer level courses. Students placing into Reading 090 and English 090 will be advised to take these courses at the beginning of their program as co-requisites or prerequisites to any curriculum courses that they take. Finally, students placing into developmental math should enter the sequence by their second semester at Surry Community College.

Students must achieve a “C” or better in each required developmental course in order to advance. Credits for developmental courses are not counted toward graduation.

Students seeking a waiver for any developmental course must receive approval from the Chair of Developmental Studies.

## COMPUTER RESOURCES

Surry Community College has several computer labs that are available for use by students. These labs are available for computer classes, computer-related classes, and for computer-assisted instruction. Internet access is available for class and research use by faculty, staff, and students in selected labs (E148, H265, H273), the Learning Center, and the Learning Resources Center ( Library, first floor).

## LEARNING RESOURCES CENTER

The Learning Resources Center (LRC), housed in the “R” Building, provides printed and electronic materials to supplement classroom instruction and support lifelong learning in the Surry Community College service area. The LRC collection includes approximately 30,000 books, 2,000 audiovisual items, and 235 current print magazine and newspaper titles.

The Learning Resources Center web pages contain links to a number of databases provided for student and faculty use through Surry Community College and NC Live. Any current student has access to the databases, either while on campus or by computer from home at any time day or night. The databases provide thousands of full-text magazine and newspaper titles. Research assistance and inter-library loan services are available at the Reference Desk on the second floor of the LRC as well as through e-mail, especially for distance learning students. Instructional sessions in using print and electronic resources are available for individuals, small groups, or classes. The Circulation Desk and most of the book collection are on the main floor of the LRC.

Computers for student research are located on the first floor, and a local history and genealogy research collection is available on the second floor of the LRC.

The Learning Resources Center is open from 7:30 a.m. to 9:00 p.m. Monday through Thursday, and from 7:30 a.m. to 3:00 p.m. on Friday when classes are in session. During breaks the LRC may be closed or operate on a limited number of hours. Check the LRC website for exceptions to the normal hours. The LRC is open to the general public. Local residents 16 years old and up may apply for a library card and receive limited borrowing privileges.

## TESTING CENTER

The Testing Center uses Accuplacer Online to help place students in classes. Accuplacer determines skill levels in Reading Comprehension, English (Sentence Skills) and Math. Accuplacer Online is a comprehensive, computer adaptive placement assessment designed to place students in appropriate courses to maximize their success. These tests are untimed and resulting scores are valid for 3 years. Students must wait 90 days before retaking the CPT.

The College recommends that all students study prior to taking Accuplacer Online. A study guide can be obtained from the Testing Center or the Office of Student Development. *(Note: All placement test review information is provided as a review only, without any warranty or guarantee that your test scores will improve. Surry Community College takes no responsibility in test scores as a result of using the online study guide or any link to a study guide.)*

On the day that you come in to test, you should bring a Photo ID and your Social Security Card for identification purposes. Knowledge of computer is not necessary to take the test. If you are unfamiliar with using a computer, someone in the Testing Center will go through the online tutorial with you. No calculators are allowed on the test. Pencil and paper will be provided for the math sections. All placement tests are offered on a walk-in basis. To insure adequate time for testing **a student must be inside the Testing Center Monday-Wednesday by 3:30 p.m., Thursday by 6:00 p.m., and Friday by 12:00 p.m.**

**Services Provided**

\*Distance Education Testing and Proctoring is also available in the Testing Center. Students enrolled in any distance course, for example, a Telecourse, Internet, or Teleweb can test in the Center. The Testing Center offers proctoring services to the community and provides service hours to help students achieve their goals successfully. Students should be aware of the length and difficulty of their exams and plan their time wisely. Tests are to be started and finished in one sitting and must be turned in 10 minutes prior to closing. Service hours may be different during the semester break. Please call the Testing Center for more information at (336) 386-3443. The Testing Center will also be closed for all holidays recognized by Surry Community College and as indicated by inclement weather.

**Testing Center Hours of Operation** (Testing times are subject to change.)

Monday-Wednesday, 8:30 a.m. - 5:30 p.m. (last test starts at 3:30 p.m.)

Thursday 8:30 a.m.-8:00 p.m. (last test starts at 6:00 p.m.)

Friday 8:30 a.m. - 2:00 p.m. (last test starts at 12 noon)

The Testing Center is located in Room 204 of the A Building on the main campus in Dobson. You can contact us at (336) 386-3443 or brackenl@surry.edu.