

School-Age Education

Student
Handbook
2011-
2012



School-Age

Education

Student Handbook

2011

-

2012

Vance-Granville
Community College
Henderson, NC
(252) 492-2061
www.vgcc.edu

Vance-Granville Community College is a Tobacco-Free College. Vance-Granville Community College is an equal opportunity, affirmative action institution. The College serves all students regardless of race, creed, color, age, sex, national origin, or disabling conditions. Vance-Granville Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree. (Address: 1866 Southern Lane, Decatur, Georgia, 30033-4097 - Telephone number: 404-679-4501).

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CORE VALUES

- We value exemplary teaching and effective learning.
- We value our students, hold high expectations for them and are committed to helping them achieve their goals.
- We value access and opportunity while maintaining quality.
- We value honesty, integrity, excellence and the worth and dignity of all people.
- We value community partnerships.
- We value open communication at all levels.
- We value continuous growth and improvement for personal and professional development.
- We value the earth and the conservation of its resources.

VISION

Vance-Granville Community College is a leader in educational services that support the local economy by preparing a globally competitive workforce and developing students' academic and life skills.

MISSION

The mission of Vance-Granville Community College is to provide excellent, outcome-based education and training programs that promote and sustain the global competitiveness and the intellectual, economic, social and cultural awareness, and occupational skills.

GOALS

1. Maximize *student success* in courses, programs, graduation and the workforce, insuring that graduates are proficient in communication skills, technological skills, critical thinking, quantitative reasoning, global and cultural awareness, and occupational skills.
2. Promote excellence and innovation in teaching and educational programs designed to help students, faculty and staff achieve personal, academic and career goals.
3. Promote and support economic development through strong academic, technical, workforce development, and training programs that meet business/industry needs.
4. Develop and maintain partnerships with community groups, local schools, and higher education.
5. Ensure fiscal and academic accountability through an effective planning process.
6. Build and maintain safe, secure and sustainable facilities that support the mission of the college.

EDUCATION ASSOCIATE PROGRAM OVERVIEW

Vance-Granville Community College offers a degree, diploma and certificate for students wishing to enter a career as a school-age teacher in child care programs, before/after –school programs, paraprofessional positions in public/private schools, recreational centers, and other programs that work with school-age populations. School Age Education program students will have an opportunity for internship in the public schools, boys and girls club or private schools.

A graduate of an A.A.S. program at Vance-Granville should possess:

- * Proficiency in written and oral communication, reading comprehension, basic mathematics, and research skills.
- * The ability to apply critical thinking skills using analysis, synthesis, and evaluation.
- * A basic understanding about American society, values, culture, and the social and psychological forces which shape the human personality and influence human behavior.

ACADEMIC ADVISING

Academic advising is an on-going process of self-discovery and exploration in which a student clarifies an educational plan for achieving a meaningful career. The faculty advisor helps design an academic plan which reflects the student's career choice and assists in registration, drop-add, and graduation readiness.

ADVISOR AND STUDENT ROLES

THE ADVISOR'S ROLE IS....

- *To provide accurate information about college policies, procedures, program requirements, courses of study, and resources.
- *To make career or counseling referrals to student services or community support agencies.

*To ensure availability for assisting advisees with registration each term.

*To assist students in on-going self-monitoring and self-evaluation of their educational plans and progress.

THE ADVISOR'S ROLE IS

- *To participate in on-going advisor training programs to improve and update skills and to carry out the policies of the Student Services Program.

THE STUDENT'S ROLE IS....

- *To ask for and to act on academic information needed for developing and following an educational plan.

*To make appointments with an advisor for registration and for assessment of educational plans and progress.

THE STUDENT'S ROLE IS

- *To accept personal responsibility for meeting program and graduation requirements.

STUDY SKILLS - NOTETAKING

1. Have a study schedule written down and stick to it.
 - I. What to Study
 - A. Vocabulary - Keep a list - review daily.
 - B. Formulas, laws, rules, - keep a list - review daily.
 - C. Famous people and important dates - how they relate.
 - D. Relationships - Know how facts are related to one another.
 - E. Predict questions- notice what instructor emphasizes in class.
 - F. Main headings - study questions and summaries at the end of the sections or chapters.
 - II. How To Take Notes
 - A. Lecture
 1. Write down key words.
 2. Listen for clues.
 3. Note major conclusions.
 4. Emphasis - note when teacher gives special points or writes on board.
 5. Review daily notes taken in class.
 - B. Books
 1. Read assignment as assigned.
 2. Get the big picture - what is the chapter about?
 3. Note chapter headings or subheadings.
 4. Read and write down important or key ideas or facts - actively involved.
 5. Read summary sections at the end of the chapter to get general idea.
 6. Review notes daily taken on reading.
 - C. Note-Taking Summary
 1. Purpose - read for plots, ideas, facts.
 2. Words - look up words you don't know
 3. Why - relationship of ideas.
 4. Summarize - the so what!
 5. Explain - to someone else about subject.
- III. Good Study Habits
 1. Have a study schedule written down and stick to it.
 2. Schedule at least 45 minutes to 1 hour per study session.
 3. Take study breaks and move around and then go back to study.
 4. Keep in good shape physically and mentally.
 - a. Sleep
 - b. Exercise
 - c. Have fun
 - d. Eat good regular meals.

RELATIONSHIPS WITH INSTRUCTORS

Instructors are people. They are an integral part of your education. Here are some suggestions for forming a good working relationship with them.

1. Form your own opinion about each instructor. Students talk about teachers, and you may hear conflicting reports. Decide for yourself.
2. Be attentive. Daydreaming, sleeping or having side conversations in class will insult your instructor. Besides, you miss what's happening. Side conversations also disturb other students.
3. We all have mental pictures about instructors. Perhaps they are unapproachable, brilliant, boring, demanding, eccentric, etc. Assume nothing. Get to know your teacher first-hand. Take advantage of their office hours. Some teachers best express their love and enthusiasm for their subject in private conversations rather than lectures.
4. Many instructors have special office hours. Most are delighted to talk to students. That's why they are teachers. Talking to one student allows them to focus on the area that's critical to that student and their enthusiasm can be contagious. What sounded incomprehensible in class may become clear in a one-to-one exchange.
5. Arrive early for classes. You can visit with your instructor or classmates, review notes, or spend a few minutes relaxing. Being on time demonstrates your commitment and interest.
6. Participate in class discussions. Ask questions. Provide answers. Be ready to debate and discuss. Your instructor will know you are interested and prepared. Asking questions to sidetrack your teacher or just to get noticed, however, wastes everyone's time.
7. Accept criticism. Learn from your teacher's comments on your work. It is a teacher's job to correct. Don't take it personally.
8. Submit professional work of high quality in both content and form. Prepare papers as if you were submitting them to an employer. Imagine that a promotion and raise will be determined by your work.

FACULTY ADVISOR FOR SCHOOL AGE EDUCATION PROGRAMS

ADVISORS	EXTENSION	OFFICE
Jacquelin Heath	738-3298	6123

Office hours for each advisor are posted on their office doors. Your advisor helps you select courses during the registration period that will lead to your desired degree as well as offer assistance in other ways as the need arises. Your advisor is responsible for your academic planning, and all changes, drop or add, need to be authorized by the advisor.

FACULTY ADVISORS

Heath, Jacquelin Program Head/ Instructor, School Age Education – B.S. and M.S., North Carolina Agricultural & Technical State University

School Age Education

Goals

- * To provide a professional environment for students upholding high standards of learning and teaching.
- * To base program curriculum on a systematic knowledge of teaching including an internship.
- * To facilitate students completing their program of study and becoming familiar with the Professional Code of Ethics of the education profession.
- * To maintain and upgrade program and faculty quality, knowledge, and skills.
- * To encourage faculty and student involvement in community service projects.

Graduates of these programs will be able to:

- * Maximize time devoted to instruction;
- * Review and summarize lesson parts, content, and coverage;
- * Set up procedures to evaluate instructional materials;
- * Actively instruct small groups;
- * Minimize time spent on preparation, procedure, or discipline;
- * Handle various types of problems or complaints from parents

Program Competencies

Identify and understand the developmental stages from conception through adolescence, in order to demonstrate strategies that address all school-age children's learning.

Demonstrate professionalism through ethical conduct, oral and written communication, and activism through leadership roles and advocacy in school-age environments.

Demonstrate an understanding of various behavioral and skill observations, assessment tools and recording methods by utilizing them to plan appropriate school-age environments and experiences.

Recognize and understand the uniqueness of families and diversity in a pluralistic society in order to develop strategies to foster collaborative partnerships between school, child and families in all school-age educational settings.

Recognize the characteristics/traits of school-age children with exceptionalities to foster collaborative partnerships with children, families, and professional colleagues to provide an optimal inclusive experience and develop strategies for adapting the school-age learning environments.

Understand and utilize research-based materials and strategies for the assessment, planning and implementation of reading, writing and literacy skills for school-age populations which emphasize (but are not limited to) decoding vocabulary, comprehension, emergent literacy, reading in content areas, technology applications, scope and sequence, listening and writing.

Understand and utilize research-based materials and strategies for the assessment, planning, and implementation of mathematical experiences for school-age populations which emphasize (but are not limited to) concepts, manipulative, problem-solving, technology applications and cooperative learning to help foster a positive attitude toward mathematics.

Understand and utilize research-based materials and strategies for the assessment, planning, and implementation of science experiences for school-age populations in earth, biological, physical/chemical, and environmental sciences which emphasize (but are not limited to) hands-on projects, lab experiences, inquiry teaching, problem solving, lesson planning and technology application.

Understand and utilize research-based materials and strategies for the assessment, planning, and implementation of social studies experiences for school-age populations to foster self-esteem, geography, civic skills, citizenship, history and diversity which emphasize (but are not limited to) theories, practical application, and cooperative learning.

Understand and utilize developmentally appropriate research-based instructional strategies and methods to create positive, constructive and inclusive learning environments for all school-age children.

Understand and utilize technology to enhance teaching and learning by demonstrating knowledge of a variety of technological resources that could be used in all school-age educational settings and teaching methods.

PRIOR CONVICTION/PENDING INDICTMENT STATEMENT

Public School Systems are required by law to do a background check on all employees and volunteers. **Volunteers** who have a criminal record may not be allowed to do an **internship** by the school system. If you are not allowed by the school system to do your **internship**, you will not earn credit for **EDU 285.01 (Internship Experience School-Age)**

WHICH IS REQUIRED FOR GRADUATION

Signature

Printed Name

Date

The Original Form will be maintained in the Student's Education File.

School-Age Education (A55440)

Curriculum Description

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

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

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

Associate in Applied Science (A55440)

1. General Education Courses

Communication: (Select one set of two classes)

ENG	110	Freshman Composition	and	3	0	0	3
ENG	116	Technical Report Writing		3	0	0	3
OR							
ENG	111	Expository Writing *	and	3	0	0	3
ENG	112	Argument-Based Research *		3	0	0	3
OR							
ENG	114	Professional Research & Re-port Writing		3	0	0	3

Humanities/Fine Arts: (Select one)

ART	111	Art Appreciation*		3	0	0	3
ART	240	Painting 1		3	0	0	3
DRA	111	Theater Appreciation *		3	0	0	3
HUM	122	Southern Culture*		3	0	0	3
MUS	110	Music Appreciation*		3	0	0	3
MUS	113	American Music *		3	0	0	3
PHI	210	History of Philosophy *		3	0	0	3

Social/Behavioral Science: (Select one)

HIS	121	Western Civilization I*	3	0	0	3
HIS	122	Western Civilization II *	3	0	0	3
HIS	131	American History I*	3	0	0	3
HIS	132	American History II *	3	0	0	3
HIS	221	African-American History	3	0	0	3
PSY	118	Interpersonal Psychology	3	0	0	3
PSY	150	General Psychology*	3	0	0	3
SOC	210	Introduction to Sociology*	3	0	0	3
SOC	220	Social Problems *	3	0	0	3

Natural Sciences/Mathematics: (Select one)

MAT	140	Survey of Mathematics	3	0	0	3
MAT	115	Mathematical Models	3	0	0	3
MAT	121	Algebra/Trigonometry 1	3	0	0	3
MAT	161	College Algebra *	3	0	0	3
BIO	140	Environmental Biology*	3	0	0	3
(BIO	140A	Environmental Biology Lab ¹)	0	3	0	1
GEL	111	Introductory Geology*	3	2	0	4
PHY	110	Conceptual Physics*	3	0	0	3
(PHY	110A	Conceptual Physics Lab ¹)	0	2	0	1

1 – For transferability in science, it is recommended the course be lab-based with a total of 4 credits.

SHC General Education**15-16****MAJOR COURSES****A. CORE**

EDU	131	Child, Family and Community	3	0	3
EDU	163	Classroom Management & Instruction	3	0	3
EDU	271	Educational Technology	2	2	3
EDU	285	Internship Experience School-Age	1	9	4
EDU	289	Adv. Issues/School-Age Population	2	0	2

Required Areas:

EDU	144	Child Development I	3	0	3
EDU	145	Child Development II	3	0	3

Special Education:

EDU	221	Children with Exceptionalities	3	0	3
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Education Overview:

EDU	216	Foundations of Education	4	0	4
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B. Other Major Hours

EDU	158	Healthy Lifestyles-Youth	3	0	3
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EDU	235	School-Age Development & Program	3	0	3
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EDU	256	Instructional Strategies/Social Studies	2	2	3
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EDU	257	Instructional Strategies/Math	2	2	3
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EDU	258	Instructional Strategies/Science	2	2	3
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EDU	263	School-Age Program Administration	2	0	2
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EDU	281	Instructional Strategies/Reading & Writing	2	2	3
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EDU	282	Early Childhood Literature	3	0	3
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CIS	110	Introduction to Computers*	2	2	3
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Or

CIS	111	Basic PC Literacy	1	2	2
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Total Credits **68**

Award **AAS**

***This course is included in the Comprehensive Articulation Agreement and is recommended for students planning on transferring to a four-year university. Students desiring to transfer should consult with the receiving institution to determine their specific requirements.**

School-Age Education (A55440)

Associate in Applied Science Degree

Suggested Course Sequence

	HOURS PER WEEK			
	CL.	LB.	CLIN.	CR.
FALL SEMESTER- First Year				
EDU 163 Classroom Mgt. & Instruct	3	0	0	3
EDU 144 Child Development I	3	0	0	3
EDU 216 Foundations of Education	4	0	0	4
ENG 110 Freshman Composition	3	0	0	3
Or				
ENG 111 Expository Writing	3	0	0	3
Social/Behavioral Sciences (HIS,PSY,SOC)	3	0	0	3
	16	0	0	16
SPRING SEMESTER - First Year				
EDU 271 Educational Technology	2	2	0	3
EDU 145 Child Development II	3	0	0	3
Natural Sciences/Mathematics (MAT,BIO,GEL, PHY)	3	0	0	3
Natural Sciences/Mathematics Lab* (BIO,PHY)	0	3	0	1
*For transferability in science				
Humanities/Fine Arts (ART,DRA,HUM,MUS,PHI)	3	0	0	3
	11	5	0	13
SUMMER SEMESTER – First Year				
EDU 131 Child, Family, & Community	3	0	0	3
EDU 221 Children with Exceptionalities	3	0	0	3
EDU 235 School Age Development & Programs	3	0	0	3
EDU 263 School Age Program Administration	2	0	0	2
General Education Elective	3	0	0	3

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FALL SEMESTER – Second Year

EDU 285 Internship Exp-School-Age	1	9	0	4
EDU 281 Instructional Strategies/Reading & Writing	2	2	0	3
EDU 257 Instructional Strategies/Math	2	2	0	3
ENG 116 Technical Report Writing	3	0	0	3

Or

ENG 112 Argument-Based Research	3	0	0	3
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Or

ENG 114 Professional Research & Report Writing	3	0	0	3
	8	13	0	13

SPRING SEMESTER – Second Year

EDU 289 Adv. Issues/School Age	2	0	0	2
EDU 282 Early Childhood Literature	3	0	0	3
EDU 158 Healthy Lifestyles-Youth	3	0	0	3
CIS 110 Introduction to Computers	2	2	0	3

Or

CIS 111 Basic PC Literacy	1	2	0	2
	10	2	0	11

SUMMER SEMESTER – Second Year

EDU 256 Instructional Strategies/Social Studies	2	2	0	3
EDU 258 Instructional Strategies/Science	2	2	0	3
	4	4	0	6

TOTAL SEMESTER HOURS REQUIRED FOR ASSOCIATE OF APPLIED SCIENCE DEGREE: 68

All courses in this program are available by distance education

Required Subject Area:

EDU	144	Child Development I	3	0	3
EDU	145	Child Development II	3	0	3

Special Education:

EDU	221	Children with Exceptionalities	3	0	3
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Education Overview:

EDU	216	Foundations of Education	4	0	4
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B. Other Major Hours

CIS	111	Basic PC Literacy	1	2	2
EDU	158	Healthy Lifestyles-Youth	3	0	3
EDU	235	School-Age Development & Programs	3	0	3
EDU	263	School-Age Program Administration	2	0	2
EDU	282	Early Childhood Literature	3	0	3
EDU	289	Adv. Issues/School-Age Populations	2	0	2

Total Credits**47****Award****Diploma**

School-Age Education (D55440)

Diploma

Suggested Course Sequence

	HOURS PER WEEK			
	CL.	LB.	CLIN.	CR.
FALL SEMESTER - First Year				
EDU 163 Classroom Mgt. & Instruct	3	0	0	3
EDU 144 Child Development I	3	0	0	3
EDU 158 Healthy Lifestyles-Youth	3	0	0	3
EDU 216 Foundations of Education	4	0	0	4
ENG 102 Applied Communications	3	0	0	3
Or				
ENG 110 Freshman Composition	3	0	0	3
Or				
ENG 111 Expository Writing	3	0	0	3
	16	0	0	16
SPRING SEMESTER - First Year				
EDU 145 Child Development II	3	0	0	3
EDU 271 Educational Technology	2	2	0	3
EDU 282 Early Childhood Literature	3	0	0	3
EDU 285 Internship Exp-School-Age	1	9	0	4
EDU 289 Adv. Issues/School Age	2	0	0	2
CIS 111 Basic PC Literacy	1	2	0	2
	12	13	0	17
SUMMER SEMESTER – First Year				
EDU 131 Child, Family, & Community	3	0	0	3
EDU 221 Children with Exceptionalities	3	0	0	3
EDU 235 School Age Development & Programs	3	0	0	3

EDU 263 School Age Program Administration	2	0	0	2
General Education Elective	3	0	0	3
	14	0	0	14

TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 47

All courses in this program are available by distance education.

School-Age Care (C55450)

Certificate

Program Requirements

	HOURS PER WEEK			
	CL.	LB.	CLIN.	CR.
EDU 131 Child, Family, & Community	3	0	0	3
EDU 145 Child Development II	3	0	0	3
EDU 158 Healthy Lifestyles-Youth	3	0	0	3
EDU 163 Classroom Mgt. & Instruct	3	0	0	3
EDU 235 School Age Development & Programs	3	0	0	3
EDU 263 School Age Program Administration	2	0	0	2
	17	0	0	17

TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 17

All courses in this program are available by distance education.

ASSISTANCE

Academic Warning, Probation, Suspension	VP of Student Affairs - Bldg #8
Adding a Class	Registrar's Office - Building #8
Admission Information	Admissions Office - Building #8
Academic Advising	Counselors - Building #8, Advisor
Canceled Classes	Registrar's Office - Building #8
Career Planning	Career Center - Building #8
Classes Moved	Department Chairman
Counseling	Student Development - Building #8
Disabilities	VP of Student Affairs – Bldg. 8
Drop/Add Form	Registrar's Office - Building #8
Dropping a Course	Counselors - Building #8, Advisor
Extracurricular Activities	Student Services - Building #8
Fee Deferment	VP of Student Affairs - Bldg. #8
Financial Aid, Loan, Workstudy	Financial Aid - Building #8
GI Bill, Veteran's Benefits	
Grades	Registrar's Office - Building #8
Hairstyling	Cosmetology - Building #3
Health Insurance	Business Office - Building #1
I.D. Card	During Registration - Building #8
Job Placement (Full/Part-time)	Career Center, Building #8
Library Card, Fines	LRC - Building #2
Parking Permit	During Registration - Building #1
Placement Testing	Admissions Office - Building #8
Registration for Classes	Academic Advisors
Scholarships	VP of Student Affairs - Bldg. #8
Student Policies, Procedures	VP of Student Affairs - Bldg. #8
Tuition Information	Student Services - Building #8
Tutoring	Student Support Services - Building #1
Transcript Requests	Registrar's Office - Building #8
Withdrawal Forms	Registrar's Office - Building #8
VGCC Catalogs	Student Services - Building #8



STUDENT SERVICES PERSONNEL

STUDENT SERVICES

Gene Purvis	VP of Student Affairs
Daniel Alvarado	Director of Counseling
Carolyn Ayscue	Financial Aid Assistant
Maria Bailey	Academic Advisor
Glenda Bowman	Financial Aid Assistant
Frank Clark	Director of Financial Aid
Brian Clemmons	Assistant Director of Financial Aid
Claudette Dickerson	Admissions & Records Assistant
Lisa Edwards	Admissions & Records Assistant
Linda Fletcher	Director of Career Services/Cooperative Education/Service Learning
Lori Forsythe	Admissions & Records Assistant
Jasmine Hightower	Director of Student Activities and Athletics
Kathy Ktul	Registrar/Director of Admissions & Records
Susan Miller	Assistant Registrar
Tonya Owen	Financial Aid Assistant
Seletha Pherribo-Bumphus	Counselor
Veta Pierce-Cappetta	Counselor
Carol Piper	Receptionist
Carol Slaughter	Executive Assistant to VP of Student
Barbara Smith	Career Center Coordinator
Theodora Smith	Admissions & Records Assistant
Heather Stultz	Financial Aid Assistant
Deborah Sullivan	Administrative Assistant
Tonya Waddle	Assistant Director of Admissions & Records
Herbert Washington	Academic Advisor
Sharon Williams	Admissions & Records Assistant

PROGRAM HEADS

Carl Hann	Accounting/Business Administration/Entrepreneurship
Wesley Smith	Air Conditioning, Heating and Refrigeration
Fred Brewer	Automotive Systems Technology
Angela Gardner-Ragland	Bioprocess Technology/Fine Arts/General Education/ Social Sciences
Keith Tunstall	Carpentry
Spring Tucker	Computer Information Technology/ Information Systems Security/Networking Technology/Web Technologies
Tomeka Moss	Cosmetology
Andrea Ferguson	Criminal Justice Technology
Ross Ragonese	Culinary Technology Rene
Alston-Thompson	Developmental Studies
Jennifer M. Johnson	Early Childhood Associate
Robert Hudson	Electrical/Electronics Technology/Industrial Systems Technology
Wesley Williams	Electronics Engineering Technology
Wendy Frandsen	English
Bobby Van Brunt	General Occupational Technology
Walter Martin	Global Logistics Technology
Tracy Wallace	Human Services
Dana Jenkins	Mathematics
Tammy Johnson-Leach	Medical Assisting
Gwen Hackney	Director of Nursing
Christal Swilley	Office Administration/Office Administration Legal/ Medical Office Administration
Carla May	Pharmacy Technology
Lydia Powell	Psychology
Angie Thomas	Radiography
Jacquelin Heath	School-Age Education
Steve McGrady	Science
Rusty Pace	Welding Technology

VANCE-GRANVILLE COMMUNITY COLLEGE

2011-2012 ACADEMIC CALENDAR

Vance-Granville Community College operates on the semester system. The fall and spring semesters are 16 weeks in length. The summer term is 10 weeks (48 days) in length.

Fall Semester 2011

August 16	Tuesday	Curriculum Classes Begin
August 18	Thursday	Last Day to Add A Class*
August 25	Thursday	Last Day for a Partial Refund/ Last Day to Drop with No Transcript Grade/ Census Date
September 5	Monday	Labor Day Holiday
October 13, 14	Thursday/Friday	Fall Break
November 14	Monday	Last Day to Withdraw with "WP" Grade
November 24, 25	Thursday, Friday	Thanksgiving Holidays
December 9	Friday	Exam Study Day
December 12-14	Monday-Wednesday	Final Exams

Spring Semester 2012

January 5	Thursday	Curriculum Classes Begin Last
January 9	Monday	Day to Add A Class* Martin
January 16	Monday	Luther King, Jr. Holiday Last
January 17	Tuesday	Day for a Partial Refund/ Last Day to Drop with No Transcript Grade/

		Census Date
March 12-16	Monday-Friday	Spring Break
April 4	Wednesday	Last Day to Withdraw with "WP" Grade
April 6	Friday	Good Friday
May 3	Thursday	Exam Study Day
May 4-8	Friday-Tuesday	Final Exams
May 11	Friday	Graduation
May 12	Saturday	Graduation (Rain Date)

Summer Semester 2012

May 21	Monday	Curriculum Classes Begin
May 22	Tuesday	Last Day to Add A Class*
May 25	Friday	Last Day for a Partial Refund/ Last Day to Drop with No Transcript Grade/ Census Date
May 28	Monday	Memorial Day Holiday
July 2-July 6	Monday-Friday	Independence Day Holidays
July 17	Tuesday	Last Day to Withdraw with "WP" Grade
August 2	Thursday	Curriculum Classes End

**Instructor permission is required to add a class beyond this date.*

See "Drop and Add" policy.



Vance-Granville Community College

Pre-Schedule Worksheet

Semester: _____

NAME: _____

ID NUMBER: _____

MAJOR: _____ PHONE NO.: _____

Will you graduate at the end of this semester? Yes No

Course		SEC NO.	COURSE TITLE	CR HRS	Days						TIME
Prefix	NO.				M	T	W	Th	F	S	
TOTAL											

ALTERNATIVE COURSES

Course		SEC NO.	COURSE TITLE	CR HRS	Days						TIME
Prefix	NO.				M	T	W	Th	F	S	

How to Complete Pre-Schedule

STEP #1:

Student should complete top portion of pre-schedule prior to meeting with advisor/counselor.

Semester: _____

NAME: _____

ID NUMBER: _____

MAJOR: _____ PHONE NO.: _____

Will you graduate at the end of this semester? Yes No

Course		SEC NO.	COURSE TITLE	CR HRS	Days						TIME
Prefix	NO.				M	T	W	Th	F	S	
BIO	111	01P	General Biology	4	X		X				3:35p 6:25p
ENG	115	71P	Oral Communications	3		X	X				8:00a 9:10a

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STEP

#2:

Using the current semester course listing, add classes to schedule.

Current

course listings are available in ARCHES or on our website:

www.vgcc.edu