

Richmond Community College

We're Changing People's
Minds



1997-1998

General Catalog and Student Handbook



SERVING THE EDUCATIONAL NEEDS OF RICHMOND AND SCOTLAND COUNTIES FOR OVER 30 YEARS

1997-1998

GENERAL CATALOG AND STUDENT HANDBOOK

The College reserves the right to make changes in particular curricular requirements and offerings, in regulations, and in fees whenever such changes are deemed essential. College catalogs and bulletins are prepared to furnish prospective students and other interested persons with information about the institution. Announcements contained in such printed materials are subject to change.

The transition from the quarter system to the semester system will occur in several stages beginning with the Summer Term, 1997. There will be an impact on virtually every area of the College. The transition process will include revision of curriculum programs, development of a crosswalk of course equivalencies, evaluation of student transcripts, etc.

The transition will be made in order to minimize the impact on students but in some instances, there will have to be substitutions made on courses, alterations in hours required for graduation, etc. Any changes will be documented on a form outlining the change along with the signature of the student and a signature of approval by the student's advisor or department chair, the Vice President for Instruction, and the Registrar.

Students completing quarter courses with designated semester course equivalents (as defined by the crosswalks) will be granted credit for the new equivalent semester course through the Summer Session of 1999. With the beginning of the Fall Semester, 1999, the credit will not be granted automatically but on an individual basis based on the student's advisor or Department Chair or appropriate related Department Chair if it is not a course in the major field of study.

Students should maintain with their advisor's or Department Chairs for updated information regarding the semester conversion.

Richmond Community College is an affirmative action institution. As such, it does not discriminate on the basis of race, sex, creed, national origin, or disabilities in the administration of its education policies, admissions policies, scholarship and loan programs, and other college-administered programs.

DIRECTORY OF CORRESPONDENCE

Richmond Community College
P.O. Box 1189
Hamlet, North Carolina 28345
(910) 582-7000 276-3331 Fax: (910) 582-7028

Administrative Affairs

President of the College, Joseph W. Grimsley

Admissions, Counseling

Vice President for Student Development, Dr. John Wester

Business Affairs

Executive Vice President for Administration, Dr. Diane Honeycutt

Career Counseling

Director of Career Center, Gerry Melton

Continuing Education

Vice President for Continuing Education, James Chavis

Course of Instruction, Other Academic Matters

Vice President for Instruction, David Adeimy

Employment of Graduates

Job Placement Officer, Wanda Watts

Financial Aid, Veterans Affairs

Financial Aid Associate, Beth McQueen

Gifts, Bequests, Foundation

Dean of Development, Dr. Gene Burrell

Library, Audiovisual Services, Guided Studies

Dean of Learning Resources, Emily Hartzell

Public Relations

Public Information Officer, Anne Morris

Scheduling of Facilities

Dean of Instructional Programs, Gilbert Montgomery

Scheduling of Tours

Director of Recruiting, Jennipher Love

Small Business Center

Director, Lowery Ballard

Student Activities

Counselor, Tim Harris

Transcripts, Records of Students

Director of Admissions and Registrar, Teri Jacobs

Visitors to the campus are welcome. The offices of the College are open from 8 a.m. to 10 p.m. Monday through Thursday and from 8 a.m. to 2:30 p.m. on Friday. Visitors are to sign in with the receptionist as soon as they arrive on campus.

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ACADEMIC CALENDAR 1997-98

SUMMER SEMESTER 1997

June	2		New Student Orientation and Registration
June	3		Classes begin
June	4		Last day to drop/add
June	16		Last day for tuition refund
July	4		Holiday
July	7		Classes resume
July	9		Mid-term
July	21-25		Advisement for Fall Semester
August	11-13		Tuition payment
August	12		Last day of classes
August	13	5:00 p.m.	Grades due Last day for tuition payment

FALL SEMESTER 1997

August	13	1:00 p.m.	Course registrations will be cancelled for pre-registered students who have not paid
August	18	9:00-1:00 p.m. 4:00-7:00 p.m.	Freshman Orientation & Registration
August	19	9:00-1:00 p.m. 4:00-7:00 p.m.	Drop/add
August	<u>20</u>		Classes begin
August	22	1:00 p.m.	Last day to drop/add
September	1		Holiday
September	2		Classes resume
September	11		Last day to withdraw with a tuition refund
October	13-14		Fall Break
November	10-14		Advisement and Class scheduling for currently enrolled students
November	27-28		Thanksgiving Holiday
December	1		Classes resume
December	9		Last day of classes – last day to withdraw from a class
December	10		Reading Day
December	11-16		Final Examinations
December	15-17		Tuition payment for pre-scheduled students
December	17	4:00 p.m. 7:00 p.m.	Grades due Course registrations for Spring Semester will be cancelled for pre-registered students who have not paid

SPRING SEMESTER 1998

January	6	9:00-1:00 p.m. 4:00-7:00 p.m.	New Student Orientation & Registration
January	7	9:00-1:00 p.m. 4:00-7:00 p.m.	Drop/add
January	8		Classes begin
January	9	1:00 p.m.	Last day to drop/add
January	19		Holiday (Martin Luther King birthday)
January	20		Classes resume
January	29		Last day to withdraw with tuition refund
March	9-13		Spring Break
March	16		Classes resume
April	10		Holiday
April	13		Classes resume
April	20-24		Advisement for Summer session
May	1		Last day of classes – Last day to withdraw from a class Course registration for Summer Semester will be cancelled for pre-registered students who have not paid
May	4		Reading Day
May	5-8		Tuition payment Final Examinations
May	11	4:00 p.m.	Grades due
May	15	7:00 p.m.	Commencement

~~SPRING SEMESTER 1998~~ SUMMER

May	26	9:00-1:00 p.m. 4:00-7:00 p.m.	Freshmen Orientation & Registration
May	27	9:00-1:00 p.m. 4:00-7:00 p.m.	Classes begin Drop/add Lastday for tuition refund
May	28	7:00 p.m.	Last day to drop/add
June	29		Last day for tuition refund
June 29 - July 3			Summer break
July	6		Classes resume
July	27-31		Advisement and class scheduling for returning students
August 7			Last day of classes
August	10	5:00 p.m.	Grades due
August	11-13		Tuition payment for pre-scheduled students
August	13	7:00 p.m.	Course registrations for Fall Semester will be cancelled for pre-registered students who have not paid

INTRA-SESSION

July	6		Late registration
July	7		Classes begin
			Drop/add
July	13		Last day for tuition refund
August	7		Last day of classes
August	10	5:00 p.m.	Grades due

The College

In 1963, the General Assembly of North Carolina established a system of community colleges and technical institutes which was to be governed by the State Board of Education and a local board of trustees for each institution. In April 1964, the North Carolina Department of Community Colleges, upon recommendation of the Commission of Public Education Beyond the High School Level, established Richmond Technical Institute. Seven months later, the voters of Richmond County authorized a bond issue and a tax levy for construction and support of Richmond Technical Institute. In October, 1980, the name was changed to Richmond Technical College. In July, 1987, the name was changed to Richmond Community College when the North Carolina General Assembly approved RCC's application for community college status.

MISSION

Richmond Community College is an integral part of the area it serves and genuinely recognizes its inherent responsibility to provide opportunities, compatible with interests and abilities, for the educational development of all individuals over the age of 18 years who are interested in learning. Further, it is an open-door, comprehensive institution that provides adult students with quality, economical educational opportunities; supports its students in achieving their educational goals; assists the community in economic development by training a skilled work force; serves as a cultural resource; and provides community services to support local needs.

In support of this mission, the College has adopted the following goals:

GOALS

1. Provide educational programs and courses at the technical and vocational level to prepare individuals for current and prospective jobs; also, to provide college transfer programs leading to a baccalaureate degree.
2. Provide educational programs and courses to meet needs in the lifelong process of personal and professional development.
3. Enhance economic development by providing technical training for industry, business, government, and service occupations.

4. Provide literacy programs based on individual needs and interests including: Adult Basic Education, Adult High School Diploma, GED, and preparatory study to enter a curriculum program.
5. Cooperate with the local schools in their efforts to prepare students for postsecondary educational opportunities and to assist students wishing to continue their education toward a baccalaureate degree.
6. Provide a program of student services essential to developing the potential of each student.
7. Provide instructional and support services to meet the needs of a diverse student population.
8. Provide an effective educational environment with safe and adequate facilities, up-to-date equipment and comprehensive administrative services.
9. Provide community service to support educational and cultural needs.
10. Assess and improve institutional effectiveness through an effective planning and evaluation process.

ACCREDITATION

Richmond Community College is a fully accredited educational institution. Accreditation from the Southern Association of Colleges and Schools was initially received in 1969 and reaffirmed in 1973, 1983, and 1993. The Associate Degree Nursing program is accredited by the North Carolina Board of Nursing. Richmond Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate in Applied Science, Associate in Arts, and Associate in Science degrees.

LOCATION

The 160-acre main campus of Richmond Community College is located on U.S. Highway 74 between Rockingham and Hamlet. This four-lane highway intersects with U.S. Highway 1 and U.S. Highway 220 in Rockingham and makes the college easily accessible to all students in the RCC service area. The College also owns the James Nursing Building, located on Rice Street in downtown Hamlet; the Rockingham Continuing Education Center, located on Randolph Street in downtown Rockingham; and the Scotland County Continuing Education Center, located on Atkinson Street in downtown Laurinburg.

FACILITIES

The College's physical plant on the main campus consists of six buildings, creating a total of 131,600 square feet. This area includes offices, classrooms, laboratories, shops, campus maintenance, storage, and special facilities such as the computer technologies center, library, guided studies center, photography laboratory, auditorium, student center, and bookstore. Tennis courts and outdoor patios are also available. Additional classroom, laboratory, and office space is provided for the nursing program located in Hamlet. Extension classes are taught in various locations, including the main campus, the Rockingham Continuing Education Center, the

James Nursing Building and the Scotland County Continuing Education Center. An amphitheater, designed for community and college use, is utilized for public events such as concerts and graduation exercises.

LEARNING RESOURCES CENTER

Richmond Community College's \$1.5 million Learning Resources Center was funded by the 1985 General Assembly. The 20,000 square foot building is filled with books, magazines, computers, study rooms, a television studio, and offers beautiful views of the campus. The LRC is composed of three departments: the Library, the Guided Studies Center and the Media/Telecommunications Center.

Library

The library includes 24,000 books in its general, reference and special collections; a wide variety of magazines, newspapers, computer databases, and pamphlets to supplement the college's technical, vocational and college transfer programs; and provides an appropriate setting for research, study, or leisure reading. Library staff members are available at all times to assist in general library usage or with research. A branch library is located in at the James Nursing Building in Hamlet for the Nursing program.

Guided Studies Center

The Guided Studies Center provides instruction through programmed books and materials at no charge to the students and the public. Trained coordinators assist in the selection of programs and the evaluation of progress. The Guided Studies Center also offers free tutoring to curriculum students who are experiencing academic difficulty. A tutorial coordinator assesses learning problems and provides appropriate tutors and study materials.

Media/Telecommunications Center

The Media/Telecommunications Center has a full range of audio-visual hardware and software to supplement instructional programs. Media Center staff provide a variety of audio-visual services to faculty and staff. The Center also houses WRCC-TV Cable 10, an educational channel operated in conjunction with the local cablevision company which provides instructional telecourses, community-oriented programs, national and state teleconferences, and seminars.

Computer Technologies Center

The 13,000 square foot Computer Technologies Center houses a central computer, two computer labs, one multi-use classroom, an electronics lab, and administrative offices. The core of the computer system is an IBM RISC 6000 minicomputer utilizing the UNIX operating system. Staff computers throughout the campus are linked to the minicomputer via fiber optic backbone, thus allowing users access to programs which only exist on RISC or other networks.

Auditorium

The auditorium seats 150 people and is used for large class presentations, staff meetings, student activities, and public functions such as concerts, films, and civic meetings.

Student Center

A spacious student lounge provides indoor recreational facilities; a vending area for sandwiches, snacks, and beverages; and tables and chairs at which students study, talk, play games, eat, and relax.

Bookstore

A bookstore, stocking textbooks and supply items for courses taught at the College, is located near the student lounge and is open from 8 a.m. until 7:30 p.m., Monday through Thursday, during the fall and spring and from 8 a.m. until 6:30 p.m., Monday through Thursday, during the summer. The RCC Bookstore closes at 12:00 noon on Fridays.

The Career Center

In January 1986, the Career Center was opened at Richmond Community College to afford students an opportunity to explore their personal strengths and interests before selecting a career. By using selective testing, computerized guidance, occupational information, and counseling services, students as well as citizens in Richmond and surrounding counties can participate in a unique and fulfilling experience that may open many new doors and lead to a rewarding careers. The Career Center is staffed with professionals who are trained in career exploration. Information and guidance concerning job search skills, college and job information, interviewing skills and resume writing are available. The Career Center is open during the regular college day hours and four nights per week for the convenience of evening students. There is no charge for any service provided by the Career Center.

Dormitory

Dormitories are not provided by Richmond Community College. A student not living within commuting distance, and who wishes to live in the college area, must make his/her own arrangements. Richmond Community College does not supervise students in their living quarters.

The Small Business Center

The Small Business Center is designed to provide support for new and existing businesses in Richmond and Scotland Counties. The Center has a library of printed and video materials on small business management and offers special workshops and seminars throughout the year. The Center serves as a networking agency to provide information to those desiring its services.

Focused Industrial Training Center

The Focused Industrial Training Center (FIT) supports local industry by assessing training needs and developing programs to meet those needs. Emphasis is placed on skilled and semi-skilled workers.

Admissions

Richmond Community College is firmly committed to the “Open Door” policy of the North Carolina Community College System. This policy states that all persons, 18 years of age or older, regardless of race, creed, color, sex, disability, or national origin, who can profit from instruction at Richmond Community College, shall be admitted to the College provided space is available. Persons between 16 and 18 years of age who have special needs may be admitted with the approval of the local school superintendent or under the other provisions of the law relating to high school dropouts. Richmond Community College has a dual enrollment agreement with the Richmond and Scotland County Boards of Education. For more information about this policy contact a counselor in Student Development.

ADMISSION TO CURRICULA

To apply for admission to any Richmond Community College (RCC) degree, diploma, or certificate curriculum, an applicant should:

1. Complete and submit an application for admission to RCC.
2. Send a copy of his/her high school transcript, or GED equivalent, to RCC along with transcripts from any post-secondary schools attended.
3. Take mathematics, writing and reading placement tests to measure performance in these areas. Students will be made aware of any deficiencies in these areas and will be assigned to the appropriate developmental education course. Results of tests do not affect eligibility for admission, but developmental courses are required as part of the students' curriculum if placement tests indicate the need. Students who are considering careers in programs with a strong orientation toward mathematics or English are advised of their current status in both of these areas.
 - a. The Associate Degree Nursing program has special admission requirements which can be found on page 87.
 - b. Applicants who hold a bachelor's degree or higher are not required to take the placement tests.
4. Return to the RCC campus at a designated time for an interview with a counselor.

College Transfer, Technical and General Education Curricula

The College offers the college transfer curriculum and eleven technical curricula which lead to Associate in Arts, Associate in Science, and Associate in Applied Science Degrees. Applicants to any of these curricula must be high school graduates

or the equivalent (North Carolina high school graduates must have passed the N.C. Competency Test).

Vocational Curricula

The College offers three vocational curricula leading to a diploma. Applicants for admission to these curricula should be high school graduates or the equivalent; however, consideration will be given to those who are not high school graduates but have the ability to benefit from a course of study.

DEVELOPMENTAL EDUCATION

Students whose placement test scores indicate a need for extra instruction in reading, English, and/or mathematics shall be required to enroll in appropriate developmental education courses. A list of curriculum courses having developmental prerequisites appears in the Curriculum Programs chapter of this catalog. The student required to take developmental education courses should consult that list before choosing curriculum courses.

FOREIGN STUDENTS

In addition to the regular admission procedures, applicants from foreign countries are required to submit the following: TOEFL test scores (must have a score of at least 500); Financial Certificate (indicating sufficient financial resources); and a Certified transcript of academic records (English translation and equivalency). Foreign applicants may receive more information from the Registrar.

SPECIAL STUDENT

A student who has not decided on a particular curriculum or who does not wish to pursue a degree or diploma may enroll as a "Special Student." Such students may take up to 20 semester hours without declaring a curriculum. The "Special Student" status does not permit a student to take a course without having first taken and passed the prerequisite. (An exception may be made when approved by the instructor of the course and the Vice President for Student Development.) All work satisfactorily completed by the "Special Student" will be accepted as credit toward graduation. However, the "Special Student" status does not change the student's graduation requirements which include the need to satisfactorily complete all courses in his/her curriculum and maintain an overall 2.0 grade point average. Veterans seeking educational benefits or students seeking financial aid are not permitted to enroll as "Special Students".

AUDIT

Students who wish to audit courses must register and pay for such courses at registration. Auditing students are not required to participate in discussions or take examinations, but must adhere to the class attendance policy in order to receive a grade of "AU" (Audit). The instructor of the course will determine when to assign audit credit. Students may change from credit status to audit status up until the last ten (10) days of the semester (as listed in the academic calendar). To change status, the student must complete a "Change of Status" form which can be obtained from the Student Development Office. Auditing students who wish to receive credit for a

class may request a change in status provided he/she has attended class regularly (in accordance with the attendance policy), and taken all examinations. The request must be approved by the instructor and the Registrar and must be made before the mid-point of the semester (as stated in the academic calendar). Financial Aid and Veterans Education Assistance recipients cannot receive benefits for Audit Credit. Audited courses do not count in total hours for claiming full-time or part-time status.

DUAL ENROLLMENT

Under certain conditions, public school students who are 16 years of age or older may enroll for enrichment courses at Richmond Community College while enrolled in high school. Students can obtain Petition for Dual Enrollment forms from the guidance counselors at their schools.

ADMISSION TO GUIDED STUDIES CENTER

Admission to the Guided Studies Center is open to anyone who is 18 years of age or older and not currently enrolled in a public school. Students may study specific subjects, pursue general interests, prepare for the General Education Development (GED) test, or study toward completing requirements for the Adult High School Diploma Program. To apply for admission to the Guided Studies Center, the non-curriculum, prospective student should contact a counselor.

ADMISSION OF HIGH SCHOOL DROPOUTS

In certain instances, high school dropouts between the ages of 16 and 18 seek enrollment in Richmond Community College's literacy programs.

These students may enroll only after following procedures laid out between the College and the local board of education that are based on state law and local superintendent's releases.

Any student suspended from public school shall not be allowed to enroll at Richmond Community College until the time limit for public school suspension has passed. (ie. Student is suspended from high school in March and will not be allowed to return until September. He must wait the same amount of time if he plans to enroll at RCC. The earliest he can enroll at RCC is September provided all other conditions for admissions are met. This includes the public school release form if the student is under 18, etc.) NOTE: All previous policies and guidelines remain in effect. This includes the public school release, etc.

READMISSION

A student who withdraws from Richmond Community College in good standing is permitted to re-enter the institution at the beginning of any subsequent semester. However, a student dismissed from the College for medical or disciplinary reasons may be readmitted only through authorization of the Vice President for Student Development. Readmission procedures for students in the Associate Degree Nursing program are exceptions to the above policy and are outlined on page 90. Students interested in readmission should contact the Nursing Department Chairman or the Director of Admissions and Registrar.

Financial Information

The Community College System was initiated in order to make post-secondary occupational education readily available to all adult citizens. The state provides considerable financial support for local institutions which allows a reasonable cost to the student. In addition, several financial aid programs are available to assist the curriculum student with the costs of post-secondary education.

TUITION AND FEES

Tuition is set by the State Board of Community Colleges and is subject to change. Tuition and fees must be paid at the time of registration. A student activity fee is required of all curriculum students. This fee covers admission to student activities. Diplomas are furnished to graduates. Caps and gowns are furnished to students free of charge for use at graduation exercises. The only other costs to the student are the required books and materials, which will vary according to the curriculum in which he/ she is enrolled. Nursing students may incur other expenses.

Curriculum Students 1997 Summer Term

Effective summer term 1997, and based on a conversion of the current tuition policy from quarter terms to semester terms, tuition for full-time, in-state students carrying nine or more semester credit hours will not exceed \$180 per session. Part-time, in-state students taking less than nine semester credit hours will pay \$20 per semester hour. Effective summer term 1997, and based on a conversion of the current tuition policy from quarter terms to semester terms, tuition for full-time, out-of-state students carrying nine or more semester credit hours will not exceed \$1,467 per session. Part time, out-of-state students taking less than nine semester credit hours will pay \$163 per semester hour.

1997 Fall Semester

Effective fall semester 1997, and based on a conversion of the current tuition policy from quarter terms to semester terms, tuition for full-time, in-state students carrying 14 or more semester credit hours during the fall and spring semesters will not exceed \$280 per semester. Part-time, in-state students taking less than 14 semester credit hours will pay \$20 per semester hour. Effective fall semester 1997, and based on a conversion of the current tuition policy from quarter terms to semester

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terms, tuition for full-time, out-of-state students carrying 14 or more semester credit hours during the fall and spring semesters will not exceed \$2,282 per semester. Part-time, out-of-state students taking less than 14 semester credit hours will pay \$163 per semester hour.

Credit Hours	In-State	Out-of-State
1	\$ 20.00	\$ 163.00
2	40.00	326.00
3	60.00	489.00
4	80.00	652.00
5	100.00	815.00
6	120.00	978.00
7	140.00	1,141.00
8	160.00	1,304.00
9	180.00	1,467.00 *
10	200.00	1,630.00
11	220.00	1,793.00
12	240.00	1,956.00
13	260.00	2,119.00
14	280.00	2,282.00 **

* maximum tuition charged in Summer

** maximum tuition charged in Fall and Spring

All rates have been rounded to the nearest dollar and will be reported to the General Assembly. The rates are subject to change by actio of the General Assembly.

Section 115D-39, "Student Tuition and Fees," of the Community College Laws, allows the State Board of Community Colleges to fix and regulate all tuition and fees charged to students for applying to or attending any community college.

RESIDENCE CLASSIFICATION FOR TUITION

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) requires that "To qualify as a resident for tuition purposes, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least twelve (12) months immediately prior to his or her classification as a resident for tuition purposes." Ownership of property in or payment of taxes to the state of North Carolina does not automatically qualify one for the in-state tuition rate. Failure to provide requested information for residency classification can result in the student being classified as a non-resident for tuition purposes and disciplinary action. A student who believes he or she has been erroneously classified shall be permitted to appeal the case in accordance with the procedure outlined by the State Residence Committee. Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. A copy of the manual is available for student inspection in the Student Development Office.

Continuing Education Students

Type of Courses	Registration	Other Fee Charges
Adult Basic Education	None	None
Adult High School	None	Textbooks
GED Completion	None	Textbooks test fee-\$7.50
Practical Skill Courses	\$35.00	Textbooks and/or
Avocational Courses	\$35.00	materials
Academic Courses	\$35.00	Textbooks and/or
Occupational Courses	\$35.00	materials

In compliance with legislation passed by the 1993 General Assembly, students who take the same occupational extension course more than twice within a five-year period shall pay tuition based on a formula involving the amount of funds generated by a student membership hour for occupational extension multiplied by the number of actual hours the class is to be taught. Students who can demonstrate course repetition is required by standards governing the certificate or licensing program in which they are enrolled are exempt. North Carolina senior citizens taking the same occupational course more than twice within a five-year period must pay tuition based on the same formula.

Books

Books should be purchased at the bookstore during registration. The cost of books generally ranges from \$75.00 to \$200.00 per semester. Books for nursing students tend to cost more.

Audit Students

Tuition and fees for audit students are the same as for regular students.

Senior Citizens

There is no tuition or registration cost for North Carolina residents who are 65 years or older. This waiver does not apply to fees. Enrollment shall be on a space available basis. (Proof of age should be provided.)

Tutoring

There is no charge to the student for tutoring services.

Guided Studies Center

Instruction in the Guided Studies Center is free and there is no charge for the materials, books or tutors used by the students in the center. However, if desired, books used may be purchased from the bookstore by the student.

Refunds

A tuition refund for the full amount of tuition will be granted if the student withdraws from a class or from school before the first day of classes. If the student withdraws from a class or from school on or before the 20% date of the semester, the student may receive a 75% refund. A student must request a tuition refund by complet-

ing the "Tuition Refund Form". When federal policy differs from RCC policy, federal policy will be followed.

FINANCIAL ASSISTANCE

The purpose of financial aid is to supplement the resources of the student and the family. The College makes every effort to insure every qualified student will have an opportunity to attend, regardless of financial ability. Students demonstrating eligibility receive a package of assistance composed of scholarships and grants and/or work-study and loans. Application forms and additional information are available from the Financial Aid Office or any member of the Student Development staff.

General Eligibility Requirements For Financial Aid

To be considered for financial aid at Richmond Community College, a student must: submit an acceptable form of need analysis such as the Free Application for Federal Student Aid.

- be a U.S. citizen, national or permanent resident.
- be enrolled or accepted for enrollment for the purpose of obtaining a degree, diploma, or certificate. A financial aid award cannot be made until a student is accepted but you do not have to wait for an acceptance letter to apply for financial aid.
- maintain satisfactory academic progress as outlined by the College policy.
- not owe repayments or refunds to any student aid program nor be in default on a student loan made through any post-secondary institution.
- demonstrate financial need according to the specific requirements of each aid program.
- have a Social Security number.
- have a high school or General Educational Development (GED) diploma, or you must pass an independently administered test approved by the U.S. Department of Education, or meet other standards established by the State that are approved by the Department.
- be registered with the Selective Service, if you are a male at least 18 years old, born after December 31, 1959, and are not currently a member of the U.S. Armed Forces.
- submit a Financial Aid Transcript from any college attended prior to enrolling at RCC whether or not you received financial aid at that college. Financial aid awards will be made on the basis of need for the following programs.

Federal Pell Grant

This federal aid program is designed to provide financial assistance to undergraduates entering post-high school educational institutions. The amount of a student's grant is dependent upon the financial status of the student according to an annual congressionally approved formula adopted for the program.

Verification

Verification is the process used to check the accuracy of the information a student has given when applying for federal financial aid (Federal Pell Grant, FSEOG, FWSP, Stafford Loan, SLS, PLUS). The purpose of verification is to make sure students are providing accurate information about their need for financial aid. Students selected for verification by the processing service or the Financial Aid Office are required to submit the required documentation within two weeks of submission of a valid Student Aid Report (SAR). The required documentation may include a verification worksheet, a 1040, 1040A, or 1040EZ, a written statement verifying untaxed income, statement of educational purpose/default/repayment certification, statement of registration status, and a Financial Aid Transcript, if applicable. All documentation for payment or verification must be received within two weeks. Failure to provide required documentation within this timetable may result in forfeiture of funds. The Financial Aid Office must be notified if the student is unable to acquire this documentation within two weeks.

Payment of Awards

Financial aid funds (with the exemption of Federal work-study or work scholarship funds) are distributed to students by directly crediting their Business Office accounts. Students wishing to use financial aid funds to pay tuition, fees, books, and supplies must sign a warrant authorizing the deduction of the cost from their awards. Any remaining funds will be paid directly to the student on the last business day of the month in which classes begin. Notices will be posted around campus when the checks are ready. Students must show picture identification (driver's license or RCC student ID card) to receive checks. Federal work-study and work scholarship funds are paid directly to the student on a monthly basis after properly signed time-sheets are submitted. Time-sheets must be submitted to the Financial Aid Office by the tenth day of each month. Checks are mailed to the student's home address on the last workday of the month. Federal Stafford Loan checks are released to first-time borrowers 30 days after the first day of classes. All other loan recipients may receive checks upon presenting a "paid" registration receipt for the current semester.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant is a federal aid program designed for students with the greatest financial need. Priority is given to Federal Pell recipients.

Federal Work-Study Program

This program provides, when available, jobs on campus at an hourly rate. During the academic year, work-study employment is limited to a certain number of hours per week. For the student needing to meet expenses for the coming year, but not enrolled during the summer semester, special programs may be available which would provide summer employment for up to 40 hours per week. Employment in the Federal Work-Study program is also limited to available funds. Funding of the program is based on contributions from local sources matched with federal monies. A Free Application for Federal Student Aid form must be submitted with an RCC Application for Student Financial Aid. Applications are reviewed on July 1 for each new college year. At that time, students are ranked according to need and assigned

jobs. The Financial Aid Coordinator determines which applicants may receive work-study aid.

North Carolina Student Incentive Grant

This program assists the state in providing grants to students who attend post-secondary schools and have substantial financial need. The NCSIG program is administered by College Foundation, Inc. Students must complete the Free Application for Federal Aid form by March 15 to be considered for this type of aid.

Nurse Education Scholarship/Loan Program (NESLP)

This is a state program designed to provide assistance to Nursing students. Applicants must have financial need determined by completing a Free Application for Federal Student Aid form. Recipients must be willing to enter into a contractual agreement with the State of N. C. to practice as an LPN or RN upon completion of their education programs.

SCHOLARSHIPS

Scholarships vary in amount and availability. Interested students should contact the Financial Aid Office in the Student Development Department for applications.

The Estella Alderman Flynt-Lina Flynt Bauersfeld Memorial Scholarship

This scholarship was established initially by a gift from Lina Flynt Bauersfeld to honor the memory of her mother, Estella Alderman Flynt. It was expanded later by gifts made in memory of Lina Flynt Bauersfeld by her family, friends, and former students and renamed the Estella Alderman Flynt-Lina Flynt Bauersfeld Memorial Endowed Scholarship. The \$500 scholarship is awarded to a second-year student who demonstrates exceptional ability and interest in English.

The Annie Brooks Beam Memorial Scholarship

Francis and Martha Beam de Vos and their children established this \$750 scholarship in memory of Mrs. Annie Brooks Beam. The scholarship is awarded annually to a Richmond County resident enrolled full-time in the Associate Degree Nursing curriculum who demonstrates scholastic promise, academic achievement, and financial need. This scholarship is renewable upon satisfactory academic performance.

The Joseph D. Beam Scholarship

The Joseph D. Beam scholarship is awarded annually to a deserving Richmond County resident who has achieved academic excellence and is enrolled full-time in Mechanical Engineering Technology or Electronics Engineering Technology. Preference will be given to a graduating senior. The award is for \$750 per year and is renewable for the second year upon satisfactory academic performance.

The Bennett Family Memorial Scholarship

This scholarship will be awarded annually to a customer, an employee, or an immediate family member of a customer or an employee of the Ellerbe Telephone Company. The recipient must be accepted for enrollment as a first year full-time stu-

dent in a two-year curriculum. Preference will be given to applicants enrolling in the Electronics Engineering Technology and the Business Administration curricula (in that order) before qualified applicants in other curricula will be considered. The recipient must have a minimum grade point average of 2.5 for all courses taken in high school, or a minimum score of 275 on the GED test. The \$750 award may be renewed for a second academic year if the recipient maintains a cumulative grade point average of 2.5 or higher with no grade lower than C.

The Russell E. Bennett III Memorial Scholarship

Established by Russell E. Bennett, Jr. to honor the memory of his son, the Russell E. Bennett III Memorial Scholarship is awarded annually to a Richmond County resident enrolled in the first-year of the Microcomputer Systems Technology curriculum who demonstrates scholastic promise, academic achievement, and financial need. This \$750 award is renewable for a second year upon satisfactory academic performance.

Polly Brown Memorial Scholarship

This scholarship was established in memory of Polly Brown, a long-time employee of Richmond Community College. The \$250 scholarship will be awarded to a full-time second-year student in a two-year curriculum. The recipient must have completed a minimum of 20 semester hours with a 3.0 minimum grade point average during the first year.

The Ruth McFarland Bynum Memorial Scholarship

Established by her husband, Charles K. Bynum, the Ruth McFarland Bynum Memorial Scholarship is awarded annually to a deserving Richmond County resident enrolled in the Business Administration curriculum. The \$750 award is renewable for a second year upon satisfactory academic performance.

The CSX System Scholarship

The CSX System Scholarship is awarded annually to an employee of the CSX System, a child of an employee, or a dislocated employee who is accepted for enrollment in either the Electronics Engineering Technology or Mechanical Engineering Technology curriculum. The \$500 award will be given to a Richmond County resident who is enrolled full-time. Criteria for selection includes scholastic promise, academic achievement, and dedication to the engineering field.

The J. Neal Cadieu, Sr. Memorial Nursing Scholarship

The J. Neal Cadieu, Sr. Memorial Nursing Scholarship will be awarded annually to a student enrolled full-time in the Associate Degree Nursing curriculum. The \$500 award will be given to a deserving Richmond County resident who demonstrates scholastic promise, academic achievement, and financial need. The scholarship is renewable upon satisfactory academic performance.

The Carolina Power and Light Company Community College Scholarship

These scholarships were established to make educational funds available to students residing in the CP&L service area who are seeking two-year degrees which

support the further economic development of the service area. Recipients of these scholarships must be N.C. residents and maintain a grade point average at or above the level required for graduation. The awards are for \$500.

The Carolyn Wilson Carter Scholarship

This scholarship was established by the St. Paul Lutheran Church of Hamlet in memory of Carolyn Wilson Carter. This \$500 scholarship will be awarded to a second year Associate Degree Nursing student enrolled full-time upon the recommendation of the Nursing Department Chairman.

The Rosie Chambers Memorial Scholarship

The Human Services Club of Richmond Community College has established this scholarship in memory of Rosie Chambers to provide assistance for a Human Services Technology student who demonstrates scholastic promise, academic achievement, and dedication to the Human Services profession. The applicant must be entering the second year of studies and maintaining an overall Grade Point Average of 3.0 or better.

The Dorothy King Chisholm Memorial Nursing Scholarship

This scholarship will be awarded annually to a full-time student entering the Associate Degree Nursing curriculum. The \$500 award will be given to a deserving Richmond County resident who demonstrates scholastic promise, academic achievement, and financial need. The scholarship is renewable for the second year upon satisfactory academic performance.

The Robert Cole Scholarship for the Health and Human Services Division

The Robert Cole Scholarship for the Health and Human Services Division is awarded annually to a full-time student enrolled in the Associate Degree Nursing, Criminal Justice, Human Services Technology, or Practical Nurse Education curricula. The \$750 award will be given to a deserving Richmond County resident who demonstrates scholastic promise and academic achievement. This scholarship is renewable upon satisfactory academic performance.

The Carlton Culler/Michael Sellers Memorial Scholarship

This scholarship was established in 1992 in memory of Carlton C. Culler to assist a full-time student enrolling in the Microcomputer Systems Technology curriculum. The \$500 scholarship will be awarded annually to an applicant who demonstrates financial need. The scholarship is renewable for the second year upon satisfactory academic performance.

The Daniel Robert Currie Memorial Nursing Scholarship

The Daniel Robert Currie Memorial Nursing Scholarship is awarded annually to a student entering the nursing curriculum. The scholarship fund was established by Mr. and Mrs. Daniel F. Currie in tribute to the memory of their son, Daniel Robert Currie, and has been supported by numerous friends and members of the Currie Family. The \$750 scholarship is renewable for a second year upon satisfactory academic performance.

The Lindsey G. Dewitt Endowment Scholarship

This scholarship was established in memory of Lindsey Guy Dewitt to help a full-time student entering the Mechanical Engineering Technology, Electronics Engineering Technology or Machinist curricula. Preference will be given to a Richmond County resident. The recipient must demonstrate academic achievement, scholastic ability and financial need. The \$750 award is renewable upon satisfactory academic performance.

The Earl G. Dunn Memorial Scholarship

This scholarship was established in memory of Chief Deputy Earl G. Dunn to help a deserving Criminal Justice student. The recipient of this scholarship must be a currently employed Richmond County law enforcement officer, a graduating Richmond Senior High School student, or a second-year Criminal Justice student. This \$200 scholarship will be awarded annually to a full-time student.

The Golden K-Kiwanis Club Scholarship

The Golden K-Kiwanis Club of Laurinburg established this scholarship in 1990 to provide assistance for an Associate Degree Nursing student. The \$1,200 scholarship will be awarded annually to a deserving Scotland County resident who demonstrates scholastic promise, academic achievement, and dedication to the nursing profession.

The J. Robert (Bob) Harrison Memorial Scholarship

The J. Robert (Bob) Harrison Memorial Scholarship was established by Mrs. Elizabeth W. Harrison as a tribute to her husband. The scholarship is awarded annually to a first-year student enrolled in the Electronic Engineering, Mechanical Engineering, or Microcomputer Systems Technology curriculum. To be eligible for the \$750 scholarship, a student must demonstrate academic achievement and financial need and be employed part-time in the Richmond Community College Cooperative Education Program (Co-op). The scholarship is renewable for a second year upon satisfactory academic performance.

The Wyndie Daniels Brown Hayes Memorial Scholarship

This scholarship was established in memory of Wyndie Daniels Brown Hayes, a 1980 graduate of the RCC Practical Nurse Education curriculum. The scholarship is awarded annually to a full-time student entering the Associate Degree Nursing curriculum. The \$750 award will be given to a deserving Richmond or Scotland County resident who demonstrates scholastic promise, academic achievement, and financial need.

The Annie Louise Lackey Scholarship

This scholarship was established in 1992 to provide assistance to a student enrolling full-time in the Associate in Arts degree or Associate in Science degree curriculum. The \$750 scholarship will be awarded annually to a Richmond County resident based on need and ability. Preference will be given to applicants who express an interest in completing their baccalaureate studies at Wingate College. The scholarship is renewable for the second year upon satisfactory academic performance.

The Thomas and May Burch MacCallum Scholarship

The MacCallum Scholarship is awarded to a resident of Richmond County who is enrolled full-time in a vocational, technical, or college transfer curriculum. The \$750 annual scholarship is awarded based on demonstrated financial need and academic achievement. The scholarship is renewable for a second year upon satisfactory academic performance.

The Harris McKinnon McRae Memorial Scholarship

This scholarship was established in memory of Harris McKinnon McRae to help a deserving Business Administration student. Preference for this scholarship will be given to a graduating high school senior residing in the northern part of Richmond County (Ellerbe and above). This \$750 scholarship will be awarded annually to a full-time student and is renewable for a second year upon satisfactory academic performance.

The Versa Morman Memorial Scholarship

The Human Services Club of Richmond Community College has established this scholarship in memory of Versa Morman to provide assistance for a Human Services Technology student who demonstrates scholastic promise, academic achievement, and dedication to the Human Services profession. The applicant must be entering the second year of studies and maintaining an overall Grade Point Average of 3.0 or better.

The Morrison Scholarship Fund

This \$750 scholarship was established by the Morrison Youth Institution Social Interaction-Development Group. A recipient must be enrolled full-time in the first year of a technical or vocational curriculum program and have financial need. Priority of selection will be given to an applicant who is on probation/parole in the correctional system or a former inmate of a correctional institution. The scholarship may be renewed for a second year if funds are available and the recipient maintains a grade point average of 2.0 or higher. Employees or immediate family members of employees of Morrison Youth Institution are not eligible to apply.

The Native American Club Scholarship

This \$300 scholarship was established in 1991. The recipient must be a Native American student who shows interest in his/her heritage through participation in civic and/or cultural activities. This scholarship is awarded annually to a deserving high school senior or Richmond Community College student.

The North Carolina Community College Scholarships

Scholarships are awarded annually to North Carolina residents, maintaining a passing grade point average. Priority is given to those persons with the greatest financial need; minorities, black students enrolled in college transferable curricular programs, displaced persons seeking new job skills; women in non-traditional curricular programs, and students who completed high school through a Learning Lab or Guided Studies Center.

The Fran Peden Nursing Scholarship

The Fran Peden Nursing Scholarship was established by Miss Mary M. Peden in memory of her sister, a former Practical Nursing instructor at Richmond Community College. The \$300 scholarship is awarded annually to a deserving Scotland County resident entering the Nursing curriculum.

The Pee Dee Electric Membership Corporation Scholarship

This \$500 scholarship was established in 1987 to be awarded to a deserving student who demonstrates scholastic promise, academic achievement, and financial need. Preference will be given to a student whose family is a member of the Pee Dee Electric Membership Corporation, however, this is not a requirement.

The Richmond Community College Merit Scholarship

This \$750 scholarship has been established to assist a first-year student enrolling full-time in any diploma or degree curriculum. The award is intended to offset the cost of two full-time semesters of study. The recipient must be a legitimate scholar as demonstrated by prior academic excellence and must be committed to community involvement and life-long learning.

The Richmond Community College Foundation Scholarship

This \$750 scholarship will be awarded annually to a student enrolled full-time in any curriculum. One Richmond County and one Scotland County recipient will be selected. The recipient must demonstrate scholastic promise, academic achievement, and financial need. The scholarship is renewable for the second year upon satisfactory academic progress.

The Richmond County Medical Auxiliary Scholarship

Periodically, the Richmond County Medical Auxiliary provides a scholarship to an Associate Degree Nursing student from Richmond County. The scholarship covers tuition and activity fee.

The Scotland County Medical Auxiliary Scholarship

Periodically, the Scotland County Medical Auxiliary provides a scholarship to an Associate Degree Nursing student from Scotland County. The scholarship covers tuition and activity fee.

The Sealed Air Corporation Scholarship

This \$500 scholarship was established by the Sealed Air Corporation to assist a full-time student enrolling in the first year of a two-year Associate Degree program. The recipient must demonstrate scholastic promise, academic achievement, and financial need. The scholarship is renewable for the second year upon satisfactory academic performance.

The Lou Ann Smith Singleton Memorial Scholarship

Established in memory of Lou Ann Smith Singleton, a 1984 graduate of the Mechanical Engineering Technology, this scholarship will provide assistance to a Mechanical Engineering Technology student. The \$300 scholarship will be awarded

annually to a first year full-time student. The recipient must demonstrate financial need. The scholarship is renewable for the second year upon satisfactory academic performance.

The John Benjamin Smith, Jr. Memorial Scholarship

This scholarship was established to help a deserving first year full-time student in the Mechanical Engineering Technology program. The recipient of the \$750 award must be a resident of Richmond County and have a minimum grade point average of 2.5 for all courses taken in high school, or a minimum score of 275 on the GED test. The scholarship may be renewed for a second academic year if the recipient maintains a cumulative grade point average of 2.5 or higher with no grade lower than C.

The Southern Bell Telephone and Telegraph Scholarship

These \$500 scholarships were established for students attending institutions located in the Southern Bell service area. The recipients of the scholarships must be North Carolina residents, enrolled in diploma or degree curricula, maintaining a passing grade point average at or above the level required for graduation; and continuing enrollment at the institution where he/she enrolled at the time of the scholarship award. Students with the greatest financial need are given top priority. Secondary consideration includes whether or not the applicant is one whose job skills have become obsolete because of economic recession in their job fields.

The Prentice Taylor Memorial Scholarship

This scholarship is provided by the Hamlet Rotary Club. This \$500 scholarship will be awarded annually to a deserving second year student.

The United Way-Imperial Foods Scholarship

The United Way of Richmond County and RCC have established a scholarship fund for the children of the Imperial Foods disaster victims. The scholarship will cover tuition and fees for any associate degree, certificate, or diploma, not to exceed seven semesters. The eligible applicant must have a high school diploma or GED. The student must maintain a 2.0 grade point average for continuation of the scholarship.

The Wachovia Technical Scholarship

The scholarship is awarded to two full-time students in the second year of a two-year program. The scholarships are awarded on satisfactory evidence of financial need, scholastic promise, and prior performance at the institution. Each student's performance during the first year of enrollment is a criterion of selection. These scholarships are used for books, tuition, and transportation. The scholarships are valued at \$500.

The D.D. and Esta C. Wicker Memorial Scholarship

The D.D. and Esta C. Wicker Memorial Scholarship will be awarded annually to a full-time student entering a college transferable curriculum. This \$750 award is given by Thomas G. (Tom) and Kathleen C. Wicker to a deserving Richmond County resident who demonstrates scholastic promise, academic achievement, and financial need. The scholarship is renewable upon satisfactory academic performance.

The John W. Williams Memorial Scholarship

This scholarship is awarded annually by the Richmond Sandhills Civitan Club in memory of Mr. John W. Williams. The scholarship is awarded to a full-time student in the second year of a two-year curriculum. Criteria for selection include scholastic promise, prior performance at RCC and expressed financial need.

The Dr. B. Wingate Williamson Scholarship

Dr. B. Wingate Williamson established this scholarship to assist a first year full-time student in a two year curriculum. The recipient must be a resident of Richmond County and have a minimum grade point average of 2.5 for all courses taken in high school, or a minimum score of 275 on the GED. The \$750 scholarship may be renewed for a second academic year if the recipient maintains a cumulative grade point average of 2.5 or higher with no grade lower than C.

The Woman's Club of Hamlet Susie B. Powers Memorial Nursing Scholarship

This \$500 scholarship was established in tribute to the memory of Susie B. Powers, a charter member of the Woman's Club of Hamlet. The recipient must be a second year student in the Associate Degree Nursing curriculum and must have a minimum grade point average of 2.5 for all courses taken in the first year. Preference will be given to a female resident of Hamlet, however, this is not a requirement.

Work Scholarships

These scholarships are awarded to second year students in a two-year curriculum or second semester students of a one-year curriculum on the basis of academic achievement and expressed need. The work scholarship recipients will be assigned worthwhile duties on campus which will give them on-the-job training related to his/her curriculum. Recipients will be assigned to supervisors who closely evaluate the work performed and the level of performance. The qualifications are as follows:

1. Student must be full-time in his/her second year of a two-year curriculum at RCC or second semester of a one-year curriculum.
2. A minimum of a 2.8 grade point average is required of all students applying.

FEDERAL STAFFORD LOANS

Interest subsidized Federal Stafford Loans are low interest loans made to students attending school at least half-time. The interest on any subsidized Stafford Loan will be paid by the U.S. Department of Education while the student is enrolled, until the repayment period begins, and during any periods of authorized deferment.

Unsubsidized Federal Stafford Loans are available to students who do not demonstrate eligibility for an interest-subsidized loan. The student, rather than the Federal government, must pay all the interest that accrues on unsubsidized loans while the student is enrolled in school, during the grace period, and during any periods of authorized deferment. The student is encouraged to regularly pay the interest throughout these periods. If the student is unable to pay the interest, he/she may "capitalize" the interest (that is, add the accrued interest to the principal balance of the loan). Capitalization costs more in overall interest.

Students must use the loan money for authorized educational expenses. Authorized expenses include: tuition, room, board, fees books, supplies, equipment, dependent child care, transportation and commuting expenses. Loan proceeds may not be used to purchase or lease an automobile.

The Congress sets the loan maximums and individuals must not borrow more than the stated maximum for each year and must not owe at any time more than the applicable aggregate limit. Loans must be paid back with interest under the terms and conditions set by the Department of Education.

VOCATIONAL REHABILITATION

Students with physical disabilities which constitute vocational handicaps are eligible for scholarships from the Division of Vocational Rehabilitation. The nearest Vocational Rehabilitation district office can supply full details on these scholarships.

JOB TRAINING PARTNERSHIP ACT PROGRAM (JTPA)

The JTPA Program is designed to prepare youths and adults for entry or re-entry into the labor force and to afford job training to economically disadvantaged individuals. The program provides assistance for books, tuition, fees, and/or child care to eligible students. The program also provides support services such as: personal and academic counseling, vocational assessment, job referral and job placement. To be eligible for this program a person must meet income guidelines set forth by the Department of Labor; be a resident of Richmond, Anson, or Moore, or Montgomery counties; and be a high school graduate. Males who are between the ages of 18-26 born after 12/31/59 must have registered and be in compliance with the Military Selective Service Act. Persons interested in applying for this program should contact the RCC JTPA Coordinator.

SATISFACTORY ACADEMIC PROGRESS POLICY

The purpose of financial aid at Richmond Community College is to supplement the resources of the student and the family. The College makes every effort to insure that every qualified student will have an opportunity to attend, regardless of financial ability. However, students have responsibility for their own education and must pursue and complete course work which permits them to meet degree requirements within a reasonable time frame. Successful completion of a diploma or degree requires that a student earn a cumulative grade point average (GPA) of 2.00 (C) on all hours completed in that degree curriculum.

Standards of Satisfactory Academic Progress

Satisfactory progress is defined as meeting two requirements:

1. Qualitative Measurement (GPA in programs of study measured each semester) The student must maintain a cumulative grade point average (GPA) at or above the minimum in Chart A below. GPA requirements must be met each semester.
2. Quantitative Measurement (Percent of courses taken)

- A. Successful completion of 67% of program hours attempted each semester.
- B. Maximum allowable credit hours attempted for the diploma or degree has not been exceeded.

Chart A

Two-year Programs		One-year Program	
Credit Hours Attempted	GPA	Credit Hours Attempted	GPA
1-12	1.35	1-12	1.50
13-24	1.55	13-24	1.75
25-36	1.70	25-48	1.90
37-48	1.85	Required for	2.00
49 or more	2.00	Graduation	
Graduation	2.00		

Policies and Procedures

The specific policies and procedures to be used in applying the satisfactory academic progress standards are outlined below:

1. **Quality Measurement of Academic Progress**
Please see the Satisfactory Academic Progress Scale - Chart A.
2. **Quantity Measurement of Academic Progress**
 - A. **Semester Course Completion** To be maintaining satisfactory academic progress, a student must have successfully completed (grade of D or better) at least 67% of all program hours attempted. At the end of each semester, a review will take place to determine if this requirement has been met. Any class which the student was enrolled in at the end of the Tuition Refund Period, will be considered "attempted" hours and will be used in this determination. A student who does not pass at least 67% will be placed on academic probation and allowed the next semester of enrollment to regain their eligibility. Students will be eligible for financial aid during this probationary semester. During the probationary semester, the student should enroll in at least six (6) credit hours and successfully complete at least 67% of all program hours attempted. If they do not, they will be placed on financial aid termination and will be ineligible for financial aid until credit hour requirements have been met.
 - B. **Maximum Time-Frame for Completion**
Students are expected to enroll and satisfactorily complete the required number of credit hours or courses needed for graduation in their program. However, Federal regulations limit the maximum time frame to no more than 150% of the length of the educational program. Students are allowed to "attempt" a total number of credit hours not to exceed 150% of the total credit hours required for completion of their program. If a student exceeds this maximum allowable credit hours attempted requirement, he/she will be ineligible for financial aid for his program of study.

An example of the 150% maximum allowable credit hours attempted requirement is as follows:

Standard # of Credit Hours Maximum # of Allowable Credit Hours
Required—Accounting Degree Attempted—Accounting

$$65 \times 150\% = 98$$

If a student attempts over the maximum allowable credit hours for his/her program of study, he/she will become ineligible to receive financial aid for further periods of enrollment needed to complete the required total credit hours to earn a degree or diploma for that particular program of study.

Maximum allowable credit hours attempted will include all semesters of enrollment:

1. Semesters during which students are not maintaining satisfactory progress.
2. Semesters during which students are enrolled for less than half-time.
3. Semesters during which students did not receive financial aid.

NOTE: All credit hours for which a student enrolls during any term of enrollment are included as “attempted” hours, whether or not the student successfully completes the course or officially withdraws. Exception: Courses which a student drops prior to the Tuition Refund Period of the semester are not entered on transcripts, and therefore, are not counted as “attempted” hours.

NOTE: All terms of enrollment are included as “attempted” hours. Once a student graduates, the attempted hours will start over if the student enrolls again.

Diploma Programs — will be evaluated at the end of the Fall semester with notification to students who will lose eligibility in the Summer semester; also, evaluations will be made at the end of the Summer semester with notification given to students who will lose eligibility for the Fall semester.

Associate Degree Programs — Students will be evaluated at the end of the Spring semester with notification given to students who will lose eligibility in the Fall semester; also, evaluations will be made at the end of the Fall semester with notification given to students who will lose eligibility for the Spring semester.

Reinstatement of Financial Aid Eligibility

Should a student have his/her financial aid eligibility terminated due to not meeting the Satisfactory Academic Progress definition, termination will continue until the student, at his own expense, enrolls for a subsequent term and meets the satisfactory progress definitions. Once satisfactory progress is achieved, eligibility may be reinstated for the next term. A student should request reconsideration of aid when he has met the satisfactory academic progress definition. Reinstatement of aid will depend on the type of funds requested and the availability of funds. Financial aid eligibility will immediately be reinstated for all appeals upheld.

General Information**1. Transfer Students**

Transfer credits from other institutions will not be used to determine satisfactory academic progress.

2. Course Repeats

Courses repeated will be counted toward attempted hours. For a course that is repeated, the higher grade will be computed for the cumulative GPA. If the same grade is earned, the second attempted class will be used in computing the GPA.

3. Incomplete Course (I)

The credits of an Incomplete course will be counted as hours attempted but not earned.

The hours for an Incomplete course is computed in the GPA. If the course requirement is met within six (6) weeks of the next semester, then the GPA is recomputed using the grade awarded.

4. Course Withdrawals (W)

W's are not considered in computing grade point averages. However, these courses are counted toward attempted hours.

5. Withdrawal from College (W)

If a student officially withdraws from Richmond Community College and receives W's, he/she will not have these grades counted in computing the GPA. However, the courses will be counted as attempted hours.

6. Audited Course (AU)

Because students do not receive credit for audited courses, these courses cannot be used to meet the hour requirements. Financial aid will not be awarded for classes taken on an audit basis.

7. Developmental Courses

Students may receive financial aid for developmental courses if their placement test scores determine the necessity of these classes. These courses do not count toward the completion of a degree or diploma. However, students will not be allowed to "attempt" more than thirty (30) semester credit hours of developmental courses. The 30 semester credit hours will include all grades A, B, C, D, F, W, I. Grades earned in developmental courses will not be computed in the GPA for the student's degree or diploma. These courses are not counted toward "attempted" hours for the student's degree or diploma.

8. Credit by Proficiency (X)

Courses for which credit is received by taking a proficiency exam do not qualify for payment of financial aid. These are noted on the transcript with the symbol "X". Credit hours will be awarded and these courses will count toward hours attempted.

9. Independent Studies and Telecourses

These are counted as hours attempted in determining satisfactory academic progress. The hours are computed in the GPA.

10. Failures (F) or No Credit (NC)

Grades of "F" are used when computing the GPA, but do not qualify as successful completion of credit hours attempted. Grades of NC (No Credit) do not count as hours earned but do count as hours attempted.

11. Grades of MT, or AP

Courses for which Military Training (MT), or Advanced Placement (AP) is received do not qualify for payment of financial aid. These are noted on the transcript with the letter "MT" or "AP". Credit hours will be awarded and these courses will count toward hours attempted.

12. Never Attended Classes (NA)

Credit hours for which a student registers but never attends will not be counted as attempted hours. These courses do not qualify for financial aid.

13. Re-Admitted Students

Students who return to RCC after an absence of one or more terms will have their academic status carried forward.

14. Special Circumstances

Individual special circumstances may be assessed to determine a student's eligibility for financial aid. This assessment may be undertaken without recourse to the formal Appeal Procedures described and may justify continuation of financial aid eligibility.

15. Effective Date

This policy will become effective with the Fall, 1995-1996. The policy will be reviewed periodically to determine its effectiveness and purpose.

Appeals Process

To appeal financial aid termination, a student must be able to demonstrate unusual/mitigating circumstances. The procedure for appeal is:

1. The Financial Aid Coordinator shall inform a student in person or by mail of his/her termination from financial aid and of his/her right of appeal.
2. A student must indicate in writing, to the Vice President for Student Development the reason why he/she did not make satisfactory progress and why financial aid should not be terminated. The written statement must be received by the Vice President for Student Development within five (5) business days of the letter informing the student of his/her termination from financial aid. Documentation to support the appeal is required.
3. The Vice President for Student Development will review the appeal to determine whether or not termination of aid is justified. The student will be advised of the decision in writing within five (5) business days of receipt of the appeal. This decision will be final.

Minimum Credit Hours Required (Maximum Time Frame) Earned Hours Required
each Academic Year/Average Earned Hours Per Semester

Degree

Associate in Arts .....	.65(98)	22/11	17/9	11/6	6/3
Associate in Science .....	.65(98)	22/11	17/9	11/6	6/3
Accounting .....	.65(98)	22/11	17/9	11/6	6/3
Associate Degree Nursing/ with PN ...	.76 (114)	26/13	20/10	10/5	5/3
Exit Option					
Business Administration .....	.66(99)	22/11	17/9	11/6	6/3
Criminal Justice .....	.66(99)	22/11	17/9	11/6	6/3
Early Childhood Associate .....	.66(99)	22/11	17/9	11/6	6/3
Electronics Engineering Technology ..	.68(102)	23/12	18/9	12/6	6/3
General Occupational Technology .....	.64(96)	22/11	17/9	11/6	6/3
Human Services Technology .....	.68(102)	12/12	18/9	12/6	6/3
Information Systems Technology .....	.72(108)	24/12	18/9	12/6	6/3
Mechanical Engineering Technology ..	.75(113)	25/13	19/10	13/7	7/4
Office Systems Technology .....	.66(99)	22/11	17/9	11/6	6/3

Diploma

Electrical/Electronics Technology ....	.42(63)	14/7	11/6	7/4	4/2
Industrial Maintenance Technology ...	.41(62)	14/7	11/6	7/4	4/2
Machining Technology .....	.38(57)	13/7	10/5	7/4	4/2
Developmental Studies .....	.30	10/5	8/5	4/2	2/1

Certificate Programs

Business Administration .....	.18			Not Eligible	
Computer Aided Drafting .....	.16			Not Eligible	
Early Childhood Associate .....	.18				
Information Systems Technology .....	.17			Not Eligible	
Machinist .....	.21			Not Eligible	
Manufacturing Technology/ .....	.16			Not Eligible	
Quality Assurance					
Office Systems Technology .....	.18				

Overpayments

In the event a student receives an overpayment of his/her financial aid, the overpayment must be repaid by the student, no matter what the reason for the overpayment. The College must notify the U.S. Department of Education if it has serious difficulty in collecting an overpayment from a student.

The student will not be eligible for additional federal financial aid until the overpayment is resolved. The College will not release academic or financial aid transcripts until the overpayment is paid.

DEPARTMENT OF VETERANS AFFAIRS

In order for the veteran to obtain the benefits to which he/she is entitled, it is essential he/she become familiar with the regulations and procedures necessary for applying for and receiving Veterans Educational Benefits. It is important that the veteran know what may affect his/her benefits. Any change in his/her status must be reported to the Department of Veterans Administration. The RCC Financial Aid Coordinator is RCC's Veterans representative. The veteran, or other eligible person, should advise the representative of any changes in dependent status, dropped or added subjects, complete termination (with or without intent to return) and any further changes in his/her program or status. Know your graduation date and make sure you have been certified to that date.

Procedures for Veteran's Benefits

Conditions under which a veteran may be certified for veterans benefits at RCC are listed below:

1. Veteran must be accepted by RCC for admission.
2. Proper application must be filed with the Department of Veterans Affairs.
3. A veteran must submit an official copy of his/her high school transcript and official transcript(s) of the academic record from each college or university attended .
4. Veteran may not repeat a course which he/she has taken or for which he/she has already received credit. Veterans may not receive benefits for auditing classes or for classes completed by proficiency.
5. Veteran must maintain satisfactory progress as outlined by the school policy.

DVA Weekly Attendance Requirement

	Vocational and Associate Degree Programs Semester Credit Hours Hours	Learning Lab Con. (Clock)
Full-Time Benefits	12 or more	20
3/4 Time Benefits	9-11	15
1/2 Time Benefits	6-8	10

Satisfactory Progress for Veterans

A veteran enrolled at RCC is required to maintain the following minimum grade point average in order to be classified as maintaining satisfactory progress.

Associate Degree Credit Hours Attempted	GPA	Vocational Diploma Credit Hours Attempted	GPA
1-12	1.35	1-12	1.50
13-24	1.55	13-24	1.75
25-36	1.70	25-48	1.90
37-48	1.85	Required for Graduation	2.00
49 or more	2.00		
Required for Graduation	2.00		

A veteran who does not maintain satisfactory progress will be placed on probation for one semester. In the event the grade point average is not increased, the veteran's benefits will be terminated.

DVA benefits may be restored by enrolling in the curriculum with no VA benefits for a period sufficient to increase his/her grade point average to the acceptable minimum for hours attempted and reinstatement by the DVA.

The veteran student who enrolls in two or more subjects and fails or withdraws from all of them will be classified as having made unsatisfactory progress and benefits will be automatically terminated by the DVA.

When the veteran is dropped from classes by the Admissions Committee for non-attendance, the veteran's benefits will be terminated. To be re-certified the veteran must contact the Financial Aid Associate.

Credit Hours Required for Graduation

A Richmond Community College student, including the veteran, must successfully complete the required and elective courses needed to meet the minimum number of credit hours required for graduation from a curriculum.

Know your requirements. Do not exceed them! Veterans are totally responsible for course repeats, courses for which he/she received credit, and courses which exceed the minimum number of credit hours required for graduation. In cases of doubt, please consult with your Advisor or the Registrar. An exception to this is that a score of "F" on a mandatory subject must be repeated. Any veteran, or other eligible person, who does not meet graduation requirements within the time limits imposed will be deemed to not be making satisfactory progress and his/her benefits will be terminated.

Other than the exception noted above, any veteran or other eligible person, who exceeds the total hours and/or takes too many electives, will be required to reimburse the Department of Veterans Affairs.

Overpayment of DVA Benefits

The law requires that the DVA must collect all benefits paid to a beneficiary for a course for which the grade assigned is not used in computing the requirements for graduation including a course from which the beneficiary withdraws, unless there are mitigating circumstances.

This means that if the veteran or other eligible person drops a course, unless he/she can show the DVA that there are mitigating circumstances, he/she must return all the money paid to him/her for pursuit of that course from the start of the term, not merely from the withdrawal date.

Examples of acceptable mitigating circumstances are prolonged illness, severe illness or death in the immediate family and unscheduled changes in employment or work schedule.

Examples of unacceptable mitigating circumstances include withdrawal to avoid a failing grade, dislike of instructor and too many courses attempted.

The veteran or other eligible person will be required to submit evidence to support his/her reasons for withdrawal. If the DVA determines that the veteran did not have acceptable mitigating circumstances, an overpayment of benefits will be created.

The DVA will attempt to collect any overpayments from a veteran or other eligible person by making a written request for payment and withholding future benefit payments. Debts may be referred to collection agencies or the Justice Department. Approval of DVA home loan guarantees may be delayed pending satisfactory repayment arrangements. Federal income tax refunds may be withheld and applied to DVA debts.

Attendance

Veterans will comply with attendance requirements set forth on page 57.

Student Development Services

The College offers a comprehensive program of student development services designed to meet the needs of part-time and full-time students. Commitment of college personnel to the concept of total student development involves extending traditional teaching/learning experiences beyond the classroom into other out-of-class teaching/learning situations which may or may not involve typical classroom activities. While student development is a college-wide priority, the primary responsibility for developing and coordinating student development services lies with the Vice President for Student Development.

COUNSELING

The total growth, welfare, and development of all students is of primary concern to the staff and faculty of Richmond Community College. In addition to academic achievement, the counselors at RCC have a genuine concern for the overall growth and development of RCC students and are dedicated to the betterment of all human beings. RCC is truly fortunate to have well-qualified counselors who meet or exceed the minimum qualifications necessary to hold the title of Professional Counselor. All counselors employed at RCC have at least a master's degree in counseling and several are certified by the National Board of Certified Counselors.

To promote the growth and development of students, the counselors use a variety of skills to help individuals improve their feelings of self-worth and their ability to relate to others. Students desiring personal counseling can receive individualized assistance in a number of areas including:

- ***Stress management
- ***Interpersonal communications
- ***Personal motivation
- ***Anxiety reduction
- ***Career concerns
- ***Goal planning
- ***Self-esteem

In addition, RCC has developed cooperative agreements with a number of public and private human service agencies that will accept referrals from the counselors at RCC for students who encounter problems requiring specialized professional assistance.

CAREER CENTER

RCC operates one of the most comprehensive and effective Career Centers in North Carolina and offers a wide variety of services to students and citizens of the community. One of the most often used services offered by the Career Center is the individualized vocational and educational assessment. By using specialized tests, students are able to learn how their personalities, values, interests, and abilities can be used to make a career decision. Before you enroll in college or become too involved in your chosen degree, ask yourself the following questions:

1. Why do I want a degree in this field?
2. What do I plan to do with this degree when I graduate?
3. Do I, or will I, enjoy most of the courses I am required to take?
4. Am I aware of my capabilities and interests?

If you have difficulty answering these questions to your own satisfaction, then you may want to schedule an appointment with one of the counselors in Student Development to participate in the assessment services offered through the Career Center.

If you are satisfied with your chosen major, the Career Center can still serve you in a variety of ways. Many students use the Career Center daily to acquire valuable, up-to-date information on:

1. Colleges and universities throughout the country.
2. Occupations, job descriptions, employment outlook, and salary possibilities.
3. Resume' writing
4. Job interview skills
5. Financial aid sources
6. College transfer opportunities

Information is available on computer through our Guidance Information System (GIS) or in printed form. There are no charges for any of the services offered by the Career Center.

JOB PLACEMENT

The Placement Office connects the College's academic and career programs to business and industry. The Placement Officer facilitates the transition of students into the world of work and helps them clarify their occupational needs and interests and capitalize upon them.

The Placement Office offers these services:

***A job-readiness program covering interview techniques, application procedures, resume preparation, and employment responsibilities

***Daily and weekly job listings for business, industry, government, and educational institutions

***Postings of part-time, temporary, and full-time positions recorded with the Placement Office

The Placement Office will help currently enrolled and former students secure meaningful employment, make realistic vocational choices and plans, and obtain data on current local manpower needs and other labor market information. Any student interested in receiving information on jobs that are available should come by the Placement Office located in the Student Development and fill out placement forms. When jobs come open in the area in which the student is qualified, then he/she will be notified. Interested employers may schedule interview sessions on campus through the Placement Office.

COOPERATIVE EDUCATION

Cooperative Education (Co-Op) is designed to give students enrolled in technical and vocational programs (excluding Nursing and Human Services) the opportunity to gain academic credit for related work experience while completing their degrees. This combination of classroom instruction with practical, related work experience provides numerous benefits to participating students.

Co-op students may work as many as two semesters in part-time or full-time positions which are approved by the College. Academic credit is given for the learning gained during the work period. Students are visited periodically by the School-To-Work Services Coordinator and receive on-the-job supervision by the employers.

ELIGIBILITY—Any full-time student enrolled in an approved Co-op program for academic credit is eligible to participate if he/she meets the following conditions:

1. Approval of instructor and coordinator
2. Has a minimum GPA of 2.5
3. Has not met related or free elective course as stipulated in their curriculum requirements.

APPLICATION PROCEDURE—An interested student should obtain an application form from the Co-op Office and schedule an interview with the Coordinator. Students are selected on the basis of information obtained from their applications, college transcripts, and interviews regarding career goals. After the student meets eligibility requirements, he/she may be selected for work assignments as they become available.

ACADEMIC CREDIT—Credit hours for Cooperative Education work periods are determined by dividing the average number of hours worked per week by 10 and rounding to the nearest whole number. Co-op student may earn up to two semester hours of credit toward diploma or degree requirements.

REGISTRATION—Students must have the “Approval for Cooperative Education Program” form signed by the Coordinator before officially registering for a Co-op work experience course.

Students interested in Cooperative Education are invited to contact the Co-op Office. Information is also available through faculty advisors.

ADULT APPRENTICESHIP

The Adult Apprenticeship program is registered through the Department of Labor and is endorsed by an industry combining education and hands-on work experience in a specified area. RCC's Adult Apprenticeship program is lined with the area of a high school to transfer a High School Youth Apprentice over to the post-secondary component of the program. The apprentice does receive work related credit up to two semester hours at RCC.

REGISTRATION

Registration is the process by which students schedule classes and pay tuition each semester. The registration period is specified in the Academic Calendar. During registration, each student confers with his/her assigned advisor, fills out the necessary registration forms, pays tuition and activity fees, and purchases books and supplies. Students are expected to attend any scheduled classes on the first day of classes. Currently enrolled students are allowed to schedule their classes early during the Class Scheduling week (as indicated in the Academic calendar) and may be allowed to pre-register for classes prior to the regular registration period. Pre-registration dates are announced to currently enrolled students.

STUDENT RECORDS

The Registrar is in charge of all student records. Because these records are of utmost importance, they are kept in locked, fireproof files in a locked storeroom. Student records are available to instructors or advisors only through authorization by the Registrar. Under no circumstances are student records removed from the Student Development Office without prior approval of the Registrar. No student is allowed access to the records rooms. A student may view his record only when in conference with his/her instructor, an advisor, or an authorized administrative officer. A student may view his/her record by submitting a written request to the Vice President for Student Development.

TRANSCRIPT REQUESTS

A record of academic credit earned at Richmond Community College will be sent to any school or prospective employer if the student requesting the transcript submits a Transcript Request Form or a written approval for release of the transcript to the Registrar. All of the student's accounts with Richmond Community College must be satisfactorily settled before the College will send a transcript. The Registrar's office requires a 24-hour notice of the request. The College does not FAX transcripts.

CHANGING A CURRICULUM MAJOR

A student wishing to change his/her major must see a counselor for approval. When a student changes majors, any courses applicable to the new major will be transferred. Grades earned, credit hours, and quality points will be counted in the new major.

TRANSFERRING TO ANOTHER SCHOOL

A student wishing to transfer from RCC to another school should refer to that school's catalog for transfer information. If a transcript of course work completed at RCC is required by the other institution, it will be provided when the student submits a "Transcript Request Form" or a written approval for release of the transcript. All accounts with RCC must be settled before a transcript will be furnished to another institution. (A 24-hour notice is required for transcript requests.)

The Associate in Arts and Associate in Science curricula are transfer intensive programs. The Associate in Applied Science Degree from Richmond Community College is acceptable for junior status in many public universities in North Carolina. In addition, a number of private institutions accept this degree. In both the public and private sector, the College has many individual institutional and program arrangements for transfer of credits. In some cases these arrangements are on a course by course basis or for a particular program. As examples; Appalachian State University will accept a number of different Associate in Applied Science degrees for the Bachelor of Technology degree program; UNC-Pembroke accepts the Applied Science degree program in Business and Criminal Justice; UNC-Charlotte will accept Electronics Engineering Technology, Mechanical Engineering Technology, and Criminal Justice; and Western Carolina University has a number of agreements with RCC encompassing the ADN and other Associate in Applied Science degree programs. These agreements continue to be expanded to provide the option of advanced study to RCC students. RCC received community college status in July 1987 and offers the Associate in Science and Associate in Arts curricula. Qualified graduates of these curricula are eligible to transfer to any of the 16 members of the North Carolina University System and most private colleges.

TRANSFER OF CREDIT

Students may transfer credit earned at other post-secondary institutions provided: (1) a grade of "C" or above was attained; (2) subject, content, and length of course are comparable; and (3) the courses were completed at an accredited post-secondary institution. While there is no specific time limit on transferability of credit, time may be a factor in awarding credit in courses where technological or societal changes affect the applicability. The Registrar and appropriate instructors will review official transcripts and determine which courses may transfer.

The RCC transcript will show courses accepted for transfer with a grade of "T". These courses will not count in the student's grade point average. Transfer students must earn at least 25% of the total credit hours for the degree, diploma, or certificate as students at RCC. The Nursing program has special requirements for transfer of credit. See the Nursing section of the catalog for details.

Students may transfer credit earned at RCC between curricula programs under the same conditions outlined above. Courses will transfer grade for grade and all grades earned will be used in computing the program grade point average. No transfer credit is permitted for courses completed by proficiency at other institutions.

CATALOG REQUIREMENTS FOR GRADUATION

Students not continuously enrolled are required to meet the graduation requirements of the catalog that is current at the time of re-enrollment. (Another option available to students not continuously enrolled is that they may graduate under the most previous catalog. If the student chooses this option, he/she must discuss his/her intentions with the Registrar and submit his/her intentions to the Registrar in writing at the time of his/her re-enrollment. However, the College is not obligated to offer courses not listed in the current catalog.)

Students entering in semesters other than fall, failing to take a full load, failing to take all courses as listed on the schedule and in the catalog, or taking required developmental courses may take longer to complete requirements for graduation than outlined in the catalog.

SERVICES FOR DISABLED STUDENTS

Richmond Community College recognizes a "qualified handicapped person" as one who meets the federal definition of handicapped. A handicapped person is defined as "any person who (1) has a physical or mental impairment which substantially limits one or more major life functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working; or (2) has a history of having been classified as having a mental or physical impairment that substantially limits one or more major life activities."

RCC is committed to providing support and services to disabled students to help them obtain a quality education and to reach their goals with the least amount of difficulty possible. Assistance is provided as necessary as related to a student's individual impairment, and functions to help them participate and benefit from the programs and activities enjoyed by all students.

Counseling services, such as help with financial aid applications, adaptive classroom facilities, community services information, mobility and accessibility arrangements, and note-taking and tutorial needs are addressed and coordinated.

Any student wishing to utilize these services should contact the Evening Counselor in the Student Development Office or call (910) 582-7116 or (910) 582-7117. Referrals from RCC faculty, staff, or others who may be aware of students with special needs are strongly encouraged.

Institutional 504 Officer — Vice President for Student Development
Evening Counselor
ADA Student Coordinator — Vice President for Student Development

Students with impairments or special needs are requested to contact the Student Development Department at least one (1) month prior to the beginning of the semester in which the student enrolls in order to arrange for appropriate accommodations for the student.

GRADUATION PROCEDURES

Graduation exercises to award degrees and diplomas are held at the end of the spring semester each year. Dates for graduation exercises are listed in the Academic Calendar. During the last semester at Richmond Community College, each graduating student is required to file an application for the degree or diploma. The application form is available in the Student Development Department.

In order to receive a degree, diploma, or certificate from Richmond Community College, a student must:

1. Complete all of the required courses for the curriculum as listed in the catalog
2. Complete the minimum number of credit hours required for the degree, diploma, or certificate
3. Have a minimum 2.0 cumulative grade point average in courses for program of study.
4. Satisfy all financial obligations to the College

Certificate Programs

Students completing requirements for certificate programs must complete an Application for a Certificate Form and return it to the Registrar's office. Certificates will be mailed to the student at the end of the semester in which requirements are completed.

Graduation Honors

Honors at graduation are based upon the grade point average earned in courses required for the degree or diploma. A student who has earned a grade point average of 3.5 will be graduated Cum Laude. A student who has earned a grade point average of 3.75 will be graduated Magna Cum Laude. A student who has earned a grade point average of 4.0 will be graduated Summa Cum Laude.

GRADUATION AWARDS ANNUAL AWARDS

Joseph D. Beam Excellence in Engineering Award

The Joseph D. Beam Excellence in Engineering Award, established by Joseph D. Beam, Jr., is given to an engineering student who has demonstrated academic excellence and potential in his or her chosen field.

Gary B. Craven Academic Excellence in Business Administration Award

Established in 1993 by Wanda B. Craven in memory of her husband, the Gary E. Craven Award is made annually to a student who has excelled in the Business Administration curriculum.

**Dr. Robert D. Street
Academic Excellence in Business Studies Award**

The Academic Excellence Award in Business Studies was established by Dr. Robert D. Street in 1976. The award is made annually to a selected student in the Business Division.

Richmond County Historical Society Award

The Richmond County Historical Society presents an award at graduation to the student with the best record of achievement in history and government. To be eligible for the award a student must have completed at least three history and/or government courses and have an overall GPA of at least 3.0.

Student Life

At Richmond Community College each student is a person, not a number. Counselors are always available to help with problems or to share an experience. Faculty and students work as a team on projects, share coffee breaks, and learn to know and understand one another.

All students enrolled in curriculum off-campus courses are afforded comprehensive Student Development Services. Students are also afforded these services on an as needed basis. Off-campus classes are classes taught at locations not owned by the college. The James Nursing Building, the Scotland, and Richmond Centers are considered on-campus locations. These services consist of registration, advising, and placement. Students enrolled in off-campus programs may use the on-campus services at any time.

Classes at RCC are usually small. Students are encouraged to ask questions and to participate rather than just sit and listen to a lecture. If the student encounters academic difficulties, tutors are usually available to assist. Because many RCC students work in addition to attending school, a major effort is made to schedule classes during hours convenient to the student.

Student opinion is sought and respected. Richmond Community College is one of the few colleges where the students themselves decide how most of the student activity funds are utilized. Students also serve on college committees, and the SGA President is a non-voting member of the college's Board of Trustees.

The Student activities program at Richmond Community College is sponsored by the Student Government Association (SGA). Members of the SGA make a real effort to provide students with social, recreational, and service-oriented activities. Last year, the SGA sponsored many activities such as dances with a live band, cook-outs, and intramural sports. Your activity fee also covers the expense of your graduation. The SGA also supports various clubs which you are encouraged to join. A complete listing of the clubs and more information about the SGA including the SGA constitution can be obtained from Tim Harris, Student Activities Director. All students enrolled in curriculum programs are members of the SGA. The SGA also has an active role in institutional decision-making by serving on various College committees, etc. The SGA President is an ex-officio member of the College's Board of Trustees.

All students enrolled in curriculum courses are afforded comprehensive Student Development Services. Students enrolled in off-campus classes are also afforded these services on an as needed basis. These services consist of registration, advising, and placement. Students enrolled in off-campus programs may use the on-campus services at any time.

STUDENT ACTIVITIES

Student activities offer every student an opportunity to make new friends and to help the academic community at large. All student activities are assisted and supported by the Student Government Association (SGA).

A number of clubs have been organized with faculty and staff serving as advisors. No student will be excluded from membership in an organization because of race, creed, religion, sex, age, color, handicap, or national origin. Dances and other special activities such as "Ice Cream Busts" and "Field Days" are sponsored periodically by the SGA for the enjoyment of all RCC students. Students interested in forming new organizations should consult the SGA President for assistance.

Student Government Association

The SGA was organized and chartered in 1967 and is responsible for governing students, assisting in the execution of institutional policies, and maintaining an appropriate image of RCC in the community. Every student who pays the activity fee is a member of the SGA, which controls and allocates most of the student activity funds, under the guidance of the SGA advisor. The SGA officers are elected each May by the student body and serve during the next academic year. The SGA president is an ex-officio (non-voting) member of the RCC Board of Trustees. The SGA Legislative Council is composed of two representatives from each curriculum. These representatives must be elected by September 30.

Student Organizations

The Afro-American Club was organized in 1973. The purpose of the club is to improve race relations and to create greater awareness of Afro-American heritage. Membership is open to all RCC students.

The Criminal Justice Club is designed for students in the Criminal Justice curriculum who are interested in professionalism in related careers.

The Human Services Club is open to students enrolled in the Human Services curriculum.

The Native American Club was organized in the fall of 1986. The purpose of the club are to create a greater awareness of Indian culture, emphasize their heritage and stress the need and importance of education. Membership is open to all RCC students.

The Student Nurses Association is open to students enrolled in the Associate Degree Nursing curriculum.

The National Honor Society is open to all students who meet the academic requirements.

The RCC Business Students' Association provides a medium for all students registered in any of the four Business Administration Division curricula to network with leaders within the community. In addition, the association advocates seminars for personal and professional development.

The Mechanical Engineering Club is open to all students interested in this field of study.

TELEPHONE CALLS

Only emergency telephone messages will be given to students during classes. Two pay telephones are available for student use. Official telephones of the College shall not be used by students for outgoing calls.

SMOKING

Smoking is permitted only in the Student Center and outside the buildings. Students are asked to observe smoking regulations as a courtesy and as a safety precaution and to help keep the campus clean by using ashtrays and containers provided.

FOOD/BEVERAGES

Food and beverages are permitted only in the Student Center and outside buildings. Students are expected to help keep the campus clean by using trash containers.

THE CONSTITUTION OF STUDENT GOVERNMENT ASSOCIATION

Preamble:

We, the students at Richmond Community College, in order to establish justice, maintain high standards of conduct, protect the good names and liberties of all, and to promote unity among the community, faculty, and ourselves, do hereby establish this constitution.

ARTICLE I

Name:

The name of the Organization herein established shall be known as the Student Government Association of Richmond Community College.

ARTICLE II

Purpose:

The purpose of this Organization shall be to govern ourselves in relationship with the faculty and with one another; to assist in the execution of the policies of the College, and to improve the image of our College in the community.

ARTICLE III

Membership:

The Student Government Association shall be composed of all registered curriculum students, part-time students who elect to pay the student activity fee will be members of the Association.

ARTICLE IV

Meetings:

Meetings of the entire Association may be called by the president at any time or by petition of five (5) percent of the student body.

ARTICLE V

Officers:

The officers of the Student Government Association shall be president, 2 co-vice presidents (1 daytime and 1 evening), secretary and treasurer.

ARTICLE VI

Qualifications of Officers:

- Section I. In order for a student to hold the office of president in the Student Government Association, he/she must be a 3/4 time student. All other officers must be at least a 1/2-time student. All officers must maintain a 2.5 GPA, and shall be approved by the Election Committee.
- Section II. The president shall be a second-year student of a two-year curriculum. The president will be elected during his freshman year in May and will hold office until the second week of the following May. In case the president-elect does not return the following year, the alternate (first runner-up) will assume his duties as president. Any one-year curriculum student who is planning to complete his course and is returning in another curriculum will be able to run for the office of president.
- Section III. The vice-president's office shall consist of 2 co-vice presidents (1 daytime and 1 evening) and is open to any curriculum student who will be returning in the fall for their second year or another 1 year curriculum. If either does not return, the first runner-up will assume his duties. Section IV. The secretary and treasurer shall be at least half-time students of a one- year or two-year curriculum.

ARTICLE VII

Duties:

- Section I. SGA President:
1. Preside over all meetings of officers and legislative council.
 2. Nominate committees necessary to SGA.
 3. Appoint chairpersons to all SGA committees.
 4. Promote cooperation among officers, legislative council, and student body.
 5. Maintain a minimum of two office hours a week.
 6. Participate in assigned day and evening registration activities.
 7. Participate in assigned graduation activities. (EX., rehearsal dinner, ushering)
 8. Attend Board of Trustee meetings. Take notes and share pertinent information with other officers.
 9. Represent the SGA by participating in activities as requested by the president or other administrators at RCC.
 10. Plan and organize events for student participation.
 11. Attend and participate in all SGA sponsored functions. (EX., community and school projects, and recreational activities.
 12. Attend weekly SGA meetings of the executive council.
- Section II. SGA Vice-President (DAY)
1. Preside over all meetings of officers and legislative council in the absence of the president.
 2. Assist the president in nominating committees necessary to SGA.
 3. Promote cooperation among officers, legislative council, and students.

4. Maintain a minimum of two office hours a week.
5. Assist the secretary in producing a monthly newsletter.
6. Coordinate with other clubs to develop a SGA calendar.
7. Participate in all assigned day and evening registration activities.
8. Attend Board of Trustee meetings in the absence of the president. Take notes and share pertinent information with other officers.
9. Represent the SGA by participating in activities as requested by the president or other administrators of RCC.
10. Assist in planning or organizing events for student body participation.
11. Attend and participate in all SGA sponsored functions. (EX., school and community projects and recreational activities.
12. Attend weekly SGA meetings of the executive council.

Section III.

Vice-President (EVENING)

1. Work closely with the evening counselor disseminating information to evening students.
2. Promote cooperation among officers, legislative council and students.
3. Maintain a minimum of two office hours a week.
4. Attend and participate in all evening SGA sponsored functions.
5. Participate in all evening registration activities.
6. Represent the SGA by participating in activities as requested by the President or other administrators of RCC.
7. Assist in planning and organizing events for student body participation.
8. Assist the secretary in producing a monthly newsletter.
9. Attend and participate in all graduation and rehearsal activities.
10. Attend weekly meetings of the SGA Executive Council.

Section III.

Secretary

1. Preside over news committee.
2. Organize, plan and publish a monthly news bulletin.
3. Keep accurately typed minutes and records of all SGA meetings.
4. Work with the treasurer in maintaining accurate records regarding SGA sales.
5. Attend and participate in all registrations.
6. Attend and participate in all SGA sponsored functions.
7. Represent the SGA by participating in activities as requested by the President or other administrators of RCC.
8. Promote cooperation among officers, legislative council, and students.
9. Assist in planning and organizing events for student body participation.
10. Attend and participate in all graduation activities as assigned by SGA advisor.
11. Maintain a minimum of two office hours a week.
12. Attend weekly meeting of the SGA Executive Council.

Section IV.

Treasurer

1. Oversee the annual SGA budget.
2. Write purchase orders for items needed for any SGA sponsored activity.
3. Maintain a minimum of two office hours a week.
4. Oversee distribution of sales sponsored by SGA.
5. Write receipts for monies from SGA sales.
6. Attend all meetings of SGA officers and legislative council.
7. Promote cooperation among officers, legislative council, and students.
8. Attend and participate in all SGA sponsored functions. (EX., school and community projects and recreational activities.
9. Represent the SGA by participating in activities as requested by the President or other administrators of RCC.
10. Participate in all assigned day and evening registration activities.
11. Assist in planning and organizing events for student body participation.
12. Participate in assigned graduation activities. (EX., rehearsal dinner, ushering)
13. Attend weekly meeting of the SGA Executive Council.

ARTICLE VIII

1. In the event the president resigns or should drop out of school or should be removed from office, the daytime vice president shall assume the presidency. The next runner up for daytime vice president will then be given the opportunity should the daytime vice president refuse the office. The evening vice president will progress to president in the event the daytime vice president chooses not to assume those responsibilities. The treasurer will take over as president next in succession.
2. The vacant office of the officer assuming the president's position shall be offered to the first runner-up of the SGA elections for that office which they had to give up.
3. If all these options are exhausted, the Student Council will appoint the officers for the vacant office for the remainder of the year.

ARTICLE IX

Student Legislative Council:

The Legislative Council shall consist of the Executive Council and two (2) representatives from each diploma and associate degree programs. Chairmen of standing committees shall serve as Ex-officio members.

ARTICLE X

Meetings:

Section I.

Regular meetings of the Student Legislative Council shall be specified by the Student Government Association at the beginning of the term of each new president. The president may at any time call a meeting of the Student Legislative Council. A minimum of one Student Council meeting per month must be held.

- Section II. Student Legislative Council meetings shall be open to all members of the Student Government Association. Those members of the student body attending Student Legislative meetings as guests shall be allowed to participate in discussion of business before the council, but they shall not have the power to vote in the Legislative Council. The president shall have the authority to ask guests to leave the room for an executive session. Groups wishing to present business before the Legislative Council shall present a written notice of their business to the president not later than one week prior to the meeting they wish to attend.
- Section III. A quorum shall consist of a simple majority of one Legislative Council membership.
- Section IV. All official meetings representing the Richmond Community College Student Government Association shall be conducted by Robert's Rules of Order.

ARTICLE XI

Powers:

- Section I. The Legislative Council shall have the power to investigate student problems related to the institution and campus and make recommendations.
- Section II. It shall have the power to debate issues of importance and shall express student opinion on these issues.
- Section III. The Legislative Council shall have the power to recommend allocation of a portion of the student activity fee for activities and events which would be of general benefit to the entire student body.
- Section IV. It shall also have the power to approve by a two-thirds (2/3) majority vote all appointments made by the president of the Student Government Association.
- Section V. The Council shall have the power authorizing the president to fill a vacancy in any elective office until the next general election.
- Section VI. The Legislative Council may at any time replace any appointed officer, committee, or staff member who does not fulfill the duties of his office by a two-thirds (2/3) majority vote.
- Section VII. The Council shall require periodic reports from all organizations receiving funds from the Student Government Association Activity Fund.
- Section VIII. The Legislative Council shall make all laws necessary and proper to promote the general welfare of the student body.

ARTICLE XII

Standing Committees:

- Section I. All standing committees shall contain not fewer than five members selected by the legislative Council. Immediately upon its appointment, each standing committee shall hold a meeting for the purpose of selecting a faculty advisor. Members of all standing committees (at minimum membership) must be selected no later than thirty days following the election of officials of the Legislative Council.

- Section II. Student Affairs Committee. It shall be the duty of this committee to plan, arrange, and supervise all student government assemblies and activities.
- Section III. Election Committee. The Election Committee shall have charge of all Student Government elections. It shall be the duty of the Election Committee to designate voting places and provide the necessary election materials. The Election Committee shall count the ballot and announce the winners' names within three days. Each candidate shall have the privilege of sending one representative to witness the counting of ballots. Further regulations for the conduct of elections may be made by the Election Committee with the advice and consent of Legislative Council.
- Section IV. Finance Committee. The Finance Committee shall aid the treasurer in the preparation of the annual budget for presentation to the Legislative Council. This committee shall also lend assistance to the treasurer in any manner which the Legislative Council deems advisable. The Finance Committee shall compile a full and complete report of all financial receipts and expenditures to be published at the end of each school semester.
- Section V. Publicity Committee. The Publicity Committee shall release all necessary publicity pertaining to Student Government Articles.

ARTICLE XIII

Elections:

- Section I. Any student that is a member of the Student Government Association of Richmond Community College shall be entitled to vote in any student body election.
- Section II. Power to administer the laws passed by the student Legislative Council governing conduct of elections shall be vested in the Elections Committee. This Committee shall consist of a chairman and five members appointed as herein elsewhere provided and the faculty advisor. The Elections Committee shall have sole supervision of all campus elections.
- Section III. The annual student government election shall be held during the month of May each year. At this time, the President of the Student Government Association shall be elected. The vice-president, treasurer and secretary shall be elected during the following Fall semester. Students of good standing who have maintained a 2.5 GPA and carry twelve (12) credit hours are eligible to hold office.
- Section IV. During the month following fall registration, each curriculum shall hold a joint meeting for the purpose of electing its individual representatives.

ARTICLE XIV

Procedure of Elections:

- Section I. Eligible students may become candidates for office by filing in writing to the chairman of the Elections Committee. Prior to the nominee being accepted as a candidate for office, the Election Committee shall obtain from the Vice President for Student Development certification of academic eligibility.
- Section II. Nominations shall be posted on the Student Bulletin board at least one week prior to the date of the election.
- Section III. For each election, a polling place, time, and date shall be agreed upon by the Elections Committee and shall be announced not later than one week prior to the date of elections.
- Section IV. The Election Committee shall hold at the polls an alphabetical list of eligible voters. The name of each voter shall be checked as he receives his ballot. It shall not be necessary for the ballots to be signed; no ballot shall be numbered. Voting is for secret ballot.
- Section V. No one shall assist or advise the voter in filling out the ballot except the election managers, who may explain the rules of the election only.
- Section VI. The Election Committee shall be custodians of the ballot box.
- Section VII. The candidate receiving the simple majority of votes cast shall be named the winner of the election. In the event of a tie vote, the Election Committee shall conduct another election for that office.
- Section VIII. The newly elected Student Government officers shall take office immediately following elections.

ARTICLE XV

Impeachments:

- Section I. Any legislative or executive officer may be removed from office by a majority of the Legislative Council following impeachment proceedings.
- Section II. Grounds for impeachment shall be any demeanor unbecoming of a student of this institution, malfeasance of duty and responsibility, or failure to comply with any part of this constitution or its bylaws.
- Section III. Any member of the Student Government Association may initiate impeachment proceedings by filing a petition of his grievances signed by twenty percent (20%) of the student body with the Legislative Council.
- Section IV. An individual may not be tried for impeachment twice on the same charge.

ARTICLE XVI

Amendments:

- Section I. Amendments to this constitution may be proposed by a two-thirds vote of the Legislative Council.
- Section II. The text of the proposed amendments shall be published and circulated among all members of the Student Government

Association at least one week prior to the election in which the proposed amendment(s) is to be considered.

Section III. An amendment shall become part of this constitution immediately upon receiving the affirmative vote of three-fourths (3/4) of the voters voting on the issue in an all-campus general election.

ARTICLE XVII

Ratification:

This Constitution shall take effect after its ratification by a simple majority of the student body voting at a special campus election. After ratification, all existing organs of Student Government will carry out the provisions of this Constitution until they are replaced by the instruments of Student Government established by this Constitution.

On the day of July 6, 1967, this Constitution of Richmond Community College was completed by the following committee;

William I. Gainey, Chairman
Jimmy Franklin Tyler
Mary Dianne Mills
Joyce Kay Hogan
Harrison Doyle Blake
Mr. Robert Blackwelder, Advisor
Mr. Ray Shaw, Advisor

AMENDMENTS—APPROVED MAY 15, 1974

Amendment I

In the event a member of the Legislative Council is absent from three (3) consecutive meetings, the president of the Student Government Association may declare the member's position vacant and appoint a new representative to fill the vacancy. The new representative must be a student in the same curriculum as the representative who was replaced.

The president's action must be approved by the Legislative Council.

Amendment II

In the event that a curriculum does not elect a representative within three (3) weeks after the deadline set for electing representatives, the president of the Student Government Association shall appoint a representative to fill the vacancy or vacancies. The appointed representative must be from the curriculum in question. The president's action must be approved by the Legislative Council.

Amendment III

A part-time student will be a member of the Student Government Association and shall be required to pay a reduced activity fee.

AMENDMENTS - APPROVED JULY, 1994

Amendment IV

Article 5 - An additional position of evening secretary was added to the Executive Council.

Amendment V

Article VI, Section 1 - Executive officers requirements changed from three-quarter (9 credit hours) to one-half (6 credit hours).

Amendment VI

Article 3 - All curriculum students who pay student activity fees shall be members of the Student Government Association.

Amendment VII

Article XIII, Section 3 - All officers shall be elected in May.

Amendment VIII

Article 14, Sections 1 and 3 - All letters of intent from prospective officers shall be submitted to the Student Government advisor.

Academic Policies

Richmond Community College is committed to the fullest possible development of the potential in each student. The academic policies and regulations described on the following pages are directed toward this objective. Each student is responsible for his/her familiarization with these policies and is expected to meet all requirements and regulations.

CLASS ATTENDANCE

Regular attendance is considered essential to realize course objectives. Students are expected to attend all scheduled meetings of classes for which they register. The College has determined that excessive absence (absences which exceed 10% of the scheduled class meetings) is detrimental to academic success. Faculty will include a statement relative to class attendance as a component of the course syllabus. Individual instructor attendance requirements must require students to attend a minimum of 90% of all scheduled instruction. No matter the basis for absence, students are held accountable for academic activities and faculty may require special work or tests to make up for missed class(es). A student may be withdrawn by an instructor from a course when his absences exceed 10% of the scheduled class meetings. (Students are allowed a minimum of three absences when 10% of a course is fewer than three absences.) Faculty members have the authority to accommodate students who fail to meet the 90% attendance requirement when excessive absences are deemed by the faculty member to be unavoidable. Examples of this assistance may be additional assignments or extended project due dates.

Students who register for and never attend class(es) and do not officially withdraw will be withdrawn administratively and will receive a grade of "NA" (Never Attended) for the class(es). This grade will not be counted in hours earned or in computing grade point averages.

WEATHER POLICY

Weather-Delay Class Schedule Guidelines:

Adverse weather conditions cause College officials to delay the beginning of classes by two hours. To avoid missing the 8 a.m. and 9 a.m. classes, a two-hour delay class schedule was implemented. Classes are 40-minutes in length. Students

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may listen to the following stations for weather delay information: WAYN-AM 900, WJSG-FM 104.3, WAZZ-FM 96.5, WIOZ-FM 102.5, WBTW-TV Channel 3, WRAL-TV Channel 5, WSOC-TV Channel 9, and WBTW-TV Channel 13.

NORMAL SCHEDULE

8:10 - 9:00	a.m.
9:10 - 10:00	a.m.
10:10 - 11:00	a.m.
11:10 - 12:00	Noon
12:10 - 1:00	p.m.
1:10 - 2:00	p.m.

TWO HOUR WEATHER DELAY SCHEDULE

10:00 - 10:40	a.m.
10:50 - 11:30	a.m.
11:40 - 12:20	a.m.
12:30 - 1:10	p.m.
1:20 - 2:00	p.m.
2:10 - 2:50	p.m.

WITHDRAWAL

A student may withdraw from a course or from RCC at any time during the semester prior to taking the final exam. In order to properly withdraw from a course, a student must:

1. Discuss withdrawal with the instructor(s) involved and with a counselor.
2. Obtain a Withdrawal Form from a counselor.
3. Have Withdrawal Form signed by the class instructor(s) and academic advisor.
4. Submit the Withdrawal Form to the Registrar's office.

Students who follow this procedure will receive a grade of "W" for the course(s). This grade will not be counted in hours earned or in computing grade point averages. Failure to follow this withdrawal procedure will result in a grade of "F" for the class(es). When a student is unable to follow the proper withdrawal procedure, he/she may contact a counselor (or the instructor) by telephone or mail and ask that a withdrawal form be initiated on his/her behalf.

GRADING POLICY

Final grades are given at the end of each semester based on the following system:

GRADE	GRADE MEANING	GRADE NUMBER	GRADE POINTS
A	Excellent	93-100	4
B	Above Average	85-92	3
C	Average	78-84	2
D	Passing	70-77	1
F	Failure Below	70	0
I	Incomplete		N/A
W	Withdrew		N/A
X	Passed by proficiency		N/A
AU	Audit Credit (see audit policy for meaning)		
MT	Credit for military training		N/A
AP	Advanced Placement credit		N/A
NA	Never Attended		N/A
NC	No Credit		N/A

A grade of "I" is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his control, completed all the work in the course. The "I" must be removed by making up the work during the first six weeks of the next semester. Failure to do so will result in the "I" grade being changed to a grade of "F".

Students in developmental courses and advancement mathematics courses who receive "I" grades for incomplete work are given the entire subsequent semester to complete the necessary work to remove the "I" grade. The student, however, must enroll in the same course the next semester and satisfactorily complete the necessary course work.

Upon completion of the subsequent course work, the "I" grade will be changed to "S" or "U" subject to the student receiving a passing or failing grade. Grades of "S" or "U" carry no grade point value and are not used in computing the grade point average. "S" and "U" grades are also used in classes with separate labs such as nursing classes. In addition, "S" and "U" grades are used in the Cooperative Education classes. While the grades carry no grade points, the hours are counted towards completion of graduation credits.

S	Satisfactory	N/A (grade points)
U	Unsatisfactory	N/A (grade points)

A student who voluntarily withdraws from a course or from school anytime during the semester or who is involuntarily withdrawn from a course or school for excessive absences or disciplinary action will receive a grade of "W". A course for which a "W" grade is given will not count as an attempted course.

When a course is repeated, both grades will remain on the student's permanent record. However, only the higher grade will be counted in determining the hours earned and the grade point average

Grade Point Average

The grade point average (GPA) is a way to give objective value to grades on courses that have different hours.

How to Figure GPA

Step 1.

List your courses and grades for the semester.

Course	Grade
CIS 110	A
ENG 111	B
DFT 111	C
MAT 115	D

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Step 2.

List semester credit hours for each course; then total them.

Semester Credit Hours
3
3
4
3
Total 13

Step 3

List grade points earned by grade in each course (A-4, B-3, C-2, D-1).

Grade Points
4
3
2
1

Step 4.

Multiply credit hours in each course by quality point earned by each grade. Add these results.

Total Grade Points

3 X 4 = 12
3 X 3 = 9
4 X 2 = 8
3 X 1 = 3
Total 32

Step 5

Divide total grade points by total number of credit hours to get your GRADE POINT AVERAGE.

$$32 \div 13 \text{ hours} = 2.44 \text{ GPA}$$

GRADE APPEAL PROCESS

A student at Richmond Community College has the right to appeal a grade assigned to him/her. The following procedure will be used by the student who desires to appeal a grade:

1. The student must schedule an appointment with the instructor who has assigned the grade, discuss the matter him/her and ask for a review of the basis for assigning the grade. If the disagreement about the grade is resolved at this time, grade change action, when needed, should originate through the instructor.
2. If the disagreement is not resolved through discussion with the instructor, the student must, within ten days of notification of the instructor's decision, submit a written appeal to the Vice President for Instruction stating rea-

sons for appealing the grade. (The student may consult with a counselor or his/her academic advisor for assistance in developing the written appeal.) The student should schedule an appointment with the Vice President for Instruction to discuss the appeal. The decision of the Vice President for Instruction is final.

3. The right to appeal a grade expires at the end of the quarter following the one in which the grade is assigned. When a student appeals a grade assigned by an instructor no longer employed by the college, the student should initiate the process by notifying the Vice President for Instruction.

SPECIAL POLICIES

Nursing Progression Policy

Students enrolled in a Nursing curriculum must obtain a minimum grade of "C" in each major course* to progress and graduate in the Nursing curriculum. A grade point average of 2.0 is required for a student to remain in the Nursing program and for graduation. If a GPA of 2.0 is not achieved, the Nursing student must take a reduced load until a 2.0 is achieved.

Calculation of GPA's are limited to required courses in the Nursing curriculum. Courses taken outside the curriculum are not considered part of the program GPA.

Re-admission to the Nursing sequence will be in accordance with readmission policies on a space available basis.

*Major courses for the nursing curriculum are those with NUR or BIO prefixes and PSY 241.

Nursing Dismissal Policy

In addition to the Nursing Progression Policy, the nursing faculty reserves the right to dismiss a student from the nursing program for the following reasons:

- A. Infraction of health agency policies while on affiliation in that agency.
- B. Negligent acts that result in harm to a patient.
- C. Behavior that presents physical and/or emotional problems which conflict with safety essential to nursing practice and do not respond to treatment/counseling within a reasonable period or time.
- D. Behavior which conflicts with safety essential to nursing practice.
- E. Behavior which impairs judgment or requires an inordinate amount of instructor time in judgment of the Nursing Department Chairman. A failure in judgement is defined as a failure to assess or act appropriately on information that a majority of students at the same level would recognize as important to patient health and safety.
- F. Any student whose behavior or appearance provides reasonable suspicion that the student is under the influence of alcohol or non-prescribed controlled substances may be required to submit to drug screening by a nursing faculty member in consultation with the Director of the Nursing Department, Vice President for Instruction, Vice President for Student Development, or the President of the College. Facilities which provide clinical experience reserve the right to require testing in compliance with drug

and alcohol policies of the institution. Failure to comply may result in dismissal from the program or refusal of the clinical facility to allow the student access to clinical experience. Should the student be denied access, this may result in dismissal if this is the only clinical facility available for practice.

- G. Violation of the patient's right to privacy by not protecting information of a confidential nature.

Any student who is recommended for dismissal from a nursing curriculum will have a conference with the instructor and Nursing Department Chairman to discuss the reason(s) for dismissal. The student will also receive a letter stating the reason(s). If the student disagrees with the dismissal he/she should contact the Vice President for Student Development. The Vice President for Student Development, in consultation with the Chairman of the Nursing Department, will make a recommendation to readmit or decline readmission. If the student disagrees with the recommendation of the Vice President for Student Development he/she may appeal to the President of the institution. If the student disagrees with the recommendations of the President, an appeal may be made to the Board of Trustees whose action will be final.

CREDIT FOR NON-TRADITIONAL LEARNING

Military Training

Credit may be awarded to students for educational experience in the armed services. Documentation of experience must be submitted to the Registrar who will consult with the appropriate department chairmen before granting credit. Students should submit a "Request for Evaluation of Military Experience" (form DD295) and/or ARRTS (Army/ACE Registry

Transcript System) transcript for evaluation. Service school diplomas and MOS (Military Occupational Specialty) Evaluation Score Reports are acceptable in lieu of the ARRTS transcript. Military service experiences are evaluated using ACE Guide recommendations. The symbol "MT" on academic transcripts will indicate credit earned for military educational experience. Credit hours will be assigned for such credit; however, no quality points will be assigned.

Proficiency Credit

Proficiency tests provide a means for earning credit toward graduation. The student may, by written application to his/her advisor, request to be tested in courses approved for proficiency in which he/she exhibits evidence of proficiency. Proficiency Test Request forms may be obtained from the Student Development Department. A faculty member will be designated to interview the student to determine if he/she possesses sufficient knowledge to proceed with testing. If the student exhibits such proficiency, he/she will be approved by the Vice President for Instruction and the testing will proceed.

If the student successfully completes the proficiency test, it is his/her responsibility to register for the course at the next registration period and pay the appropriate tuition and fees. This is the only means by which the student's transcript can be marked to show earned credit for such a course. No more than 10 semester credit hours can be earned through proficiency tests. A proficiency test may only be taken once.

Advanced Credit for High School Students

Richmond Community College has entered into an Articulation Agreement with certain local school systems to provide advanced placement for selected high school vocational courses. High school graduates who successfully complete one or more of the selected courses and present evidence of mastery of skills in the course(s) will be granted credit at Richmond Community College for the comparable course in a degree or diploma program. Students desiring more information should contact the Director of Admissions or Vice President for Student Development. Students who complete college level work in secondary school through the Advanced Placement Program of the College Entrance Examination Board may apply for credit at Richmond Community College by having the College Board forward scores to the Registrar for evaluation. Academic credit will be considered for a score of 3, 4, or 5.

EXAM	HOURS GRANTED	COURSE(S)
AP Calculus	9	Mat 171, 172, 271
AP English	3	Eng 111
AP Biology	4	Bio 111
AP History	3	His 131 or His 132

College Level Examination Program (CLEP)

Credit may be awarded for subject matter examinations or for general examinations at the levels recommended in the current edition of CLEP Scores: Interpretation and Use. Test scores must be submitted to the Registrar for evaluation.

The College Board offers these examinations at permanent test centers throughout the United States. Test center information can be obtained from secondary school counselors or by writing to:

College Level Examination Program
Box 1824
Princeton, NJ 08540

REPEAT COURSE POLICY

Students who receive a grade of "C" or better on a curriculum course may elect to repeat the course once. (Where State and/or Federal Regulations are contrary to this policy; these Regulations will apply.) Students desiring to repeat a course for a third time must obtain written permission from both the Vice President for Student Development and the Vice President for Instruction.

INDEPENDENT STUDY POLICY

Though the practice is not encouraged at this level, a curriculum student may take a curriculum course by Independent Study provided the student:

1. Has an overall cumulative GPA in the courses required in the degree program of 3.25 or better.
2. Has completed at least one-half of the course requirements in his/her major.

3. Has the approval of his/her major advisor and the Vice President for Instruction.
4. Has the agreement of an appropriate faculty member to oversee the Independent Study.
5. Completes all assignments given by the over-seeing faculty member.
6. Is prepared to spend equivalent contact hours in the Guided Studies Center.
7. Properly registers for the course being attempted through Independent Study.

ACADEMIC RESTRICTION, SUSPENSION, DISMISSAL AND RE-ADMISSION POLICY

To be considered making Satisfactory Academic Progress a student must maintain a minimum grade point average in relation to the number of credit hours attempted as follows:

Associate Degree		Vocational Diploma	
Credit Hours Attempted	GPA	Credit Hours Attempted	GPA
1-12	1.35	1-12	1.50
13-24	1.55	13-24	1.75
25-36	1.70	24-48	2.00
37-48	1.85	For Graduation	2.00
49 or more	2.00		

Students failing to meet the performance standards as set forth above shall be placed on academic probation for the next semester in which he/she is enrolled. Failure to meet the required standards at the end of the probation period will result in the student being required to take a reduced load the next semester the student is enrolled. This will be considered academic restriction.

If the student's grade point average does not meet the required standards at the end of the semester in which the student is on Academic Restriction, he/she will be subject to a one-semester dismissal. If the student feels there are extenuating circumstances that should prevent the suspension, he/she must submit a written appeal to the Vice-President for Student Development who will convene the Appeals Committee to hear the case. The decision of the Appeals Committee shall be final.

A student, upon request for readmission after the one-semester dismissal, shall be readmitted but will continue to be on academic restriction until his/her GPA falls within the minimum GPA in relation to the credit hours attempted listed above. Effective date: Fall Semester, 1997

Note: This policy applies to all curriculum programs except Associate Degree Nursing which is governed by the ADN Progression Policy as outlined on page -00- of the current RCC catalog.

ACADEMIC ACHIEVEMENT

Academic achievement at RCC is recognized by the publication of the President's and Dean's List and by special recognition of academic honors at graduation.

President's and Dean's Lists

The President's and Dean's Lists, published in two parts at the end of each semester, includes the names of students who attain a minimum grade point average of 3.25 and earn no letter grade lower than a "B" while carrying 12 or more semester hours in a degree or diploma program. Also appearing as an addendum to this list are those students carrying at least 6 but less than 12 credit hours in a degree or diploma program who attain a minimum grade point average of 3.25 and earn no letter grade less than a "B". The President's List identifies students who earn an "A" in all courses. A news release is also forwarded to the hometown newspaper of those students named to the President's and Dean's Lists.

STUDENT CONDUCT

Richmond Community College reserves the right, in the interest of all its students, to decline admission, reprimand, place on probation, suspend, expel, or require the withdrawal of a student for just cause when it is deemed to be in the best interest of the College. Procedural due process will be adhered to in all cases. Students are expected to conduct themselves in accordance with generally accepted standards of conduct and to fulfill the responsibilities of their particular roles within the college community.

College students have a legal and moral right to know the specific areas of prohibited conduct and to be judged as to charges of commission of such conduct by a fair and impartial tribunal.

Set forth below are school regulations prohibiting certain types of student conduct that constitute offenses against the college community:

1. Taking, or acquiring possession of any academic material (test information, research papers, notes, books, periodicals, etc.) from a member of the College faculty, staff, or student body without permission or any comparable violation of academic security.
2. Stealing property, knowingly possessing, receiving or selling stolen property on campus or at any off-campus College sponsored function.
3. Behaving in an abusive, obscene, violent, excessively noisy or drunken manner on College property or at a College sponsored function or activity.
4. Damaging or destroying College property or property belonging to a member of the college community.
5. Intentionally causing or attempting to cause physical injury to an employee, a student, or guest. Behaving in such a manner that could reasonably be interpreted as possibly leading to the physical injury of a College employee, student, or guest.
6. Deliberately and knowingly passing a worthless check or money order in payment of any financial obligation to the College.
7. Violation of College regulations regarding the operation and parking of motor vehicles.

8. Misusing student status or right to use College property to commit, or induce another student to commit a serious violation of local, state, federal laws, or any College regulation.
9. Engaging in any conduct that causes any material disruption of any lawful function or activity of the College, engaging in conduct in which disruption is reasonably certain to result or urging others to engage in conduct where disruption occurs or is reasonably certain to occur.
10. Illegally entering any office or building on College property or property used by the College.
11. Bringing or using firearms, fireworks, explosives, incendiaries and all other types of weapons on College property or at any College function, except on-duty law enforcement personnel or upon prior approval of the President of the College.
12. Repeatedly failing to comply with the lawful directions of instructors, administrators, or any other authorized personnel during any period of time when he/ she is properly under the authority of College personnel.
13. Hazing or harassing any student, staff member, or guest of the College.
14. Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, marijuana, alcoholic beverage, or intoxicant of any kind on College property or at any College sponsored function at any time. Using legally prescribed drugs is not a violation.
15. Violation of probation requirements.

If the student is found guilty of violation of any of the above regulations, the Discipline Committee may impose any one or combination of the following penalties: (Ex: 1 sem. suspension, 1 yr. probation)

1. Expulsion—(Not being allowed to return to RCC)
2. Suspension—(Not being allowed to return to RCC for a specified amount of time)
 - a. Semester
 - b. Year
3. Probation—(Behavior while at RCC under close supervision of Vice President for Student Development for a specified amount of time; student will be allowed to stay in College as long as behavior is observed)
 - a. Semester
 - b. Academic Year
4. Reprimand—(A severe or formal reproof)

PROCEDURES FOR CHARGES, HEARINGS, AND APPEALS

Any student or College employee may initiate disciplinary action against any student observed violating regulations of the College on campus or at any officially sponsored College function away from the campus. Such charges must be submitted in writing to the Vice President for Student Development. Upon receipt of the charges, the Vice President for Student Development will be responsible for inves-

tigating and determining whether there is probable cause that a regulation of the College has been violated.

The Vice President for Student Development shall notify the student in writing, of the charges against him and shall schedule a hearing before the Discipline Committee. The Notice shall contain the following:

1. The regulation alleged to have been violated by the student.
2. The witnesses for the College and the facts to which each witness will testify.
3. The penalties which might be imposed.
4. The time, place, and date of the hearing.
5. That the student may present evidence and witnesses in his defense.
6. That the student may be represented by counsel at his expense.
7. That the student may make a record of the hearing.

The Vice President for Student Development shall hand deliver or mail the notice to the student at his most recent address on file at the College. The Vice President for Student Development may suspend a student prior to the full hearing upon a determination from the facts that the student's continued presence on the campus constitutes a danger to the normal functions of the institution, to property, to the student himself, or to others.

The student shall be provided a preliminary hearing unless it can be shown that it is impossible or unreasonably difficult to provide it.

The Vice President for Student Development shall notify the student, in writing, of the reasons for the interim suspension. This notice shall also inform the student of (1) the date, time, and place of the preliminary hearing, and (2) that the student may show why his continued presence on the campus does not constitute a danger to the normal functions of the institution, to property, to the student himself, or to others. The Discipline Committee may convene to hear the case no earlier than the third full business day after the student has received written notification of the charges against him/her.

If a student does not meet with the Discipline Committee, when scheduled to do so, he/she will be dropped from Richmond Community College and will not be allowed to re-enroll until charges are heard and a decision reached by the Discipline Committee. The Discipline Committee shall render a decision based solely on the facts presented at the hearing.

If the student is found guilty of a violation of a student regulation, he/she may appeal the decision in writing to the President of the College. After the appeal is filed, the student, accompanied by counsel if he/she so desires, will meet the College President. This appeal must be filed within seven days of the date of the decision of the Discipline Committee. The student will be permitted to speak in his/her behalf.

If the President upholds the findings of the Discipline Committee, the student may appeal in writing to the Board of Trustees. After the appeal is filed, the student, accompanied by counsel if he/she so desires, will meet with the Board of Trustees. At this meeting the student will be allowed to speak in his/her behalf. The decision of the Board of Trustees will be final.

If the student appeals a penalty of suspension or expulsion, the student may request the right to continue class attendance until a final disposition is made of his/her case. This request must be in writing to the College President. The President may approve or deny this request at his/her discretion.

Cheating

If a student is found guilty by the Discipline Committee of violating rule number one (academic dishonesty) of the Student Conduct Code, he or she will receive as a minimum sanction a one semester suspension.

Access to Student Records

The "Family and Education Rights and Privacy Act of 1974" (P.L.93-380, S513) signed by the President of the United States became law as of November 9, 1974. Included in this law are requirements related to the privacy of student files and records.

The law specifically states that no institution of higher education shall prevent its students from inspecting and reviewing "any and all official records, files, and data including all material that is incorporated into each student's cumulative folder."

Although that act specifically refers to the access rights of parents, it provides that "whenever a student has attained eighteen years of age or is attending an institution of post-secondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student."

The only individuals or agencies authorized to see a student's record, other than the student himself, without the student's written consent, are school officials with "legitimate" educational interests, officials of other schools in which the student "intends to enroll," and certain government representatives.

A copy of the law and the complete policy is on file in the Registrar's office. Any student desiring to review his/her file will fill out a form in the Student Development office and an appointment will be made with one of the counselors, the Registrar, or the Vice President for Student Development to review the file within 45 days of the signing of the request form.

Records will be released to parents and outside agencies only with the written release of the student. In keeping with federal regulations on student information, Richmond Community College has designated the following as "Directory Information":

1. Dean's list.
2. Graduation list.
3. Sports activities.
4. Recognized student activities.
5. Other student honors or awards.
6. Special achievement.
7. Photographs of students involved in RCC activities.

This "Directory Information" will be routinely released to the news media and/or utilized for Richmond Community College publications.

Any student who does not wish any or all of this information to be released must give written notification to the Vice President for Student Development on or before the "last day for tuition refund" as listed in the Academic Calendar of the semester in which he/she is enrolled.

CAMPUS DRIVING AND PARKING

Automobiles shall be operated in a responsible manner. Violations of safe driving practices will be dealt with promptly. Regulations for parking on campus are:

- All vehicles parked on campus by full- or part-time faculty, staff or students must be registered. Vehicles may be registered during the registration period each semester or any time in the Student Development Office in the Lee Building.
- Registration of a vehicle does not guarantee or reserve a parking space.
- All vehicles may be parked in designated spaces only. Visitor and handicapped spaces are for visitors to the campus and handicapped persons with special permits only.
- Parking permits must be displayed on the rearview mirror.
- To park in a handicapped space, vehicles must display a handicapped parking permit. Additionally, the driver of the vehicle must be the person to whom the handicapped parking permit was issued.
- Driving off roads and parking lots is prohibited.
- Motorcycles must park in areas designated for them.
- It is the responsibility of all students, faculty, and staff to know and follow all parking regulations. Failure to comply may result in any of the following:
 - Warning ticket
 - Parking citation (\$5 fine)
 - Towing of vehicle at the owner's expense
- Parking violations normally result in citations. However, vehicles may be towed if the violation affects campus order or safety. Examples: -blocking a parking lot entrance or blocking a lane of traffic so completely that emergency vehicles could be delayed
- Leaving vehicles unattended in a designated towing zone such as a fire lane or handicapped space
- Individuals to whom a vehicle is registered are responsible for citations regardless of who was operating the vehicle at the time a parking citation was issued.
- RCC assumes no responsibility for damage to or theft from any vehicle or its contents while it is operated, parked, or towed.
- Visitors' parking permits may be issued for persons visiting the campus. Visitors should park in spaces designated for them.
- Persons wishing to contest a citation must appear before the Traffic Court which meets weekly. Contact the Student Development Office to learn the time and location of the court. Students do not have to appear in person before the court; they may write a statement and the court will consider it. The Traffic Court is chaired by the VP for Student Development. The other members are a faculty member and three students.
- Students who do not pay their citations will not be allowed to register or have a transcript issued until their account is cleared.

- Offenders with more than four (4) citations in one semester may be called before the Traffic Court to show cause why their parking privileges should not be revoked.

STUDENT HEALTH

Any faculty or professional staff member may recommend a student be referred for professional evaluation of physical and/or mental health. Physical health is defined as being free of communicable disease, being able to perform motor skills required in the curriculum the student has chosen, and having no limitations to participate fully in all required learning activities without directly or indirectly endangering the safety of self and/or others. Mental health is defined as being able to function in all learning environments using appropriate defense mechanisms to deal with stressful situations without directly or indirectly endangering the safety of self and/or others.

The recommendation of the faculty or professional staff should be made to the Vice President for Student Development. The recommendation must be accompanied by documentation to show that the behavior may adversely affect the student's continuation in a program of study or may preclude employment upon completion of the program of study.

If the Vice President for Student Development, in consultation with an instructor and/or department chairman of the curriculum in which the student is enrolled, finds that such evaluation is warranted, the student will be required to seek evaluation and treatment as recommended or be subject to dismissal from the College. The Vice President for Student Development, in consultation with an instructor and/or department chairman of the curriculum in which the student is enrolled, will decide if the student may continue to participate in class and other learning experiences during evaluation and treatment.

Upon recommendation of the medical and/or mental health professional in charge of the student's case, the Vice President for Student Development, in consultation with an instructor and/or department chairman of the curriculum in which the student is enrolled, may readmit or decline readmission. If the student disagrees with the recommendation of the Vice President for Student Development, he/she may appeal to the President of the institution. If the student disagrees with the recommendation of the President, he/she may appeal to the Board of Trustees whose action will be final.

COMMUNICABLE DISEASES

RCC has established a Student Health Committee to provide educational information concerning issues related to student health and communicable diseases (C.D.).

1. Educational programs about health and C.D. will be available to all RCC students and employees.
2. No person with a communicable disease will be denied admission to Richmond Community College on that factor alone. The College will analyze and respond to each case as required by its own particular facts. Persons with C.D. who represent no threat for C.D. transmission in the classroom, lab, or clinic should be provided an education in the usual manner.

3. Students will be encouraged to inform the Vice President for Student Development and appropriate Department Chairman if they have a C.D. and/or positive C.D. test. Strict confidentiality will be maintained on any information and will only be used by the College to provide education and protection of other students, faculty, and staff.
4. When there is concern for the health of others, the Student Health Policy shall be invoked.

COMPUTER POLICY

College-owned or operated computing resources are for the use of faculty, students, staff and other authorized individuals. Exercise responsible, ethical behavior when using these facilities. The College does not attempt to articulate all required or proscribed behavior by its users. Therefore, each individual's judgement on appropriate conduct must be relied upon. To assist in such judgement, the following guidelines have been developed:

1. Computing resources and access accounts are to be used only for the purpose for which they are assigned and are not to be used for commercial purposes or non-College related activities.
2. An access account assigned to an individual must not be used by others. Individuals are responsible for the proper use of their accounts, including proper password protection and appropriate use of Internet resources. Allowing friends, family, or co-workers to use your account is a serious violation of these guidelines.
3. All computer software is protected by the federal copyright law and most is proprietary and protected by legal licensing agreements in addition to the copyright law. You are responsible for being aware of the licensing restrictions for the software you use on any system.
4. Do not engage in activities to damage or disrupt hardware or communication such as virus creation and propagation, wasting system resources, and overloading networks with excessive data.
5. Be considerate. Do not monopolize or misuse system resources by, for example, requesting multiple copies from printers or by playing games.
6. You may not create, display, transmit, or make accessible threatening, racist, sexist, obscene, offensive, annoying, or harassing language and/or material, such as broadcasting unsolicited messages or sending unwanted mail.
7. You may not intentionally access or damage systems or information that is not yours, such as College records, or use any system for illegal activities.

Failure to follow the Acceptable Use Guidelines may result in the suspension or revocation of access accounts or other College disciplinary action.

CHILDREN ON CAMPUS POLICY

Richmond Community College welcomes visitors and students to its campus. To avoid disruption and to insure the safety of young visitors, all children (under sixteen) must be under the direct supervision of an adult. Under no circumstances are children to be taken to class or left unattended anywhere on campus. Richmond

Community College assumes no responsibility for children left without direct supervision. Students who violate this regulation are subject to disciplinary action.

GRIEVANCE PROCEDURE

Any student who has a complaint or dispute about any aspect of his or her treatment (except for grades) by the college or the manner in which such person has been treated by any other college student or employee is urged to seek resolution of such complaint or dispute through the grievance procedure contained in this section. To the extent permitted by law, compliance with the grievance procedure contained in this section is required before any person may institute litigation against the College or any of the College's employees acting in their official capacities on behalf of the College.

Prior to initiating a grievance as outlined in this procedure, students should use the identified organizational levels of management of supervision to resolve their concerns. Present and former students and student applicants are expected to communicate their complaints or concerns first to their instructor and then, if the matter remains unresolved, to the department head. The College understands, however, that there are circumstances where it is appropriate for a party to skip a level in the aforementioned chain of command and present the grievance at a higher level.

Each grievance should be put in writing (preferably typed or printed) and should contain a sufficiently detailed statement of all circumstances or events as will permit understanding of the grievance to all individuals reviewing the grievance at every stage of the grievance process. If there are documents in existence that relate to the substance of the grievance or that would facilitate communication or understanding of the grievance, these should be attached to the grievance. Grievances of students should be submitted to the Vice President for Student Development. To preserve his or her entitlement to have a grievance reviewed under this grievance procedure, an individual must submit the grievance and all supporting documentation to the Vice President for Student Development within ninety (90) days after the action, incident, or conduct upon which the grievance is founded, occurred, or was first brought to the individual's attention.

Upon receipt of the grievance containing the information required above, the Vice President of Student Development will expeditiously take action on the grievance in cooperation with other individuals within the College and will submit a written report to the grievant. In the event action taken by the Vice President for Student Development is deemed unsatisfactory to the grievant, the grievant may submit, in writing, to the Executive Vice President for Administration, a request for review of the action taken by the Vice President for Student Development. In the event the action taken by the Executive Vice President for Administration is deemed unsatisfactory to the grievant, the grievant may submit in writing to the President a request for review of the action taken by the Executive Vice President for Administration. In order to be taken by the Executive Vice President for Administration, written request for review must be received by the President within thirty (30) days after the date that the report of the Executive Vice President for Administration was mailed to the grievant. Along with the grievant's written request for review, the grievant should submit to the President a copy of the written report received by the Executive Vice President for Administration along with a copy of the original grievant and related documents that the grievance submitted to the Vice President for Student Development.

The President shall act expeditiously to render a written decision on the grievance and a copy of this written decision will be mailed to the grievant. The decision of the President shall be final.

SEXUAL HARASSMENT POLICY

It is the policy of the Board of Trustees of Richmond Community College that no employee or student may engage in conduct that falls under the definition of sexual harassment. No personnel, admissions, or academic standing decisions shall be made on the basis of a granting or a denial of sexual favors. All employees and students are guaranteed the right to work and study in an environment free from sexual harassment. Sexual harassment shall hereforth be deemed a form of sex discrimination prohibited by North Carolina General Statutes 126-16. Any student desiring a copy of this policy should contact the Vice President for Student Development.

CAMPUS SECURITY POLICY

The Campus Security Act requires colleges to record and report certain crimes. The Richmond Community College Campus Security Committee is responsible for developing a campus security policy; reviewing the policy regularly; and up-dating the policy as needed. Administrative, professional, instructional, para-professional, clerical, and maintenance personnel constitute the committee. The President will appoint the Campus Security Committee and will designate the chairman.

Definition of crimes which must be reported:

1. **Murder:** The willful (non-negligent) killing of one human being by another.
2. **Rape:** The carnal knowledge of a person forcibly and/or against that person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity; or an attempt to commit rape by force or threat of force.
3. **Robbery:** The taking, or attempting to take, of anything of value under confrontational circumstances from the control, custody, or care of another person or persons by force or threat of force or violence and/or by putting the victim in fear of immediate harm.
4. **Aggravated Assault:** An unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness - note that an unsuccessful attempt to commit murder would be classified as an aggravated assault.
5. **Burglary (breaking or entering):** The unlawful entry into a building or other structure with the intent to commit a felony or a theft - note; forced entry is not a required element of the offense, so long as the entry is unlawful (constituting a trespass). It may be accomplished via an unlocked door or window -included are unsuccessful attempts where force is employed, or where a perpetrator is frightened off while entering an unlocked door or climbing through an open window.

The College must report the number of arrests for the following crimes that occur on campus: liquor law violations, drug abuse violations, and weapons possessions. An arrest has occurred when a law enforcement officer has detained an individual with the intention of seeking charges against the person for a specific offense(s) and a record is made of the detention. The annual security report shall be filed and posted each August by the Executive Vice President for Administration. The report is posted on bulletin boards around the campus as well as in the Student Development Department and the library.

Definitions of crimes for which arrests must be reported:

1. Liquor law violations: violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of alcoholic beverages (with the exception of driving under the influence or drunkenness).
2. Drug abuse violation: violations of laws prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devices utilized in their preparation or use.
3. Weapons possessions: violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices, or other deadly weapons.

Forms for reporting any of these crimes are available in administrative offices.

STUDENT RIGHT TO KNOW POLICY

Copies of graduation rates required under "Student Right to Know" legislation of Title IV Financial aid are available in the Student Development Department and the Learning Resources Center upon request.

GUARANTEE TO EMPLOYERS

Richmond Community College guarantees that its graduates are proficient in the areas of knowledge and skill covered by their educational programs.

In the event that an employer finds a Richmond Community College graduate deficient in such an area, the employer should - within 90 days of the graduate's employment - contact the Vice President of Student Development and/or the Vice President of Instruction at the College.

The Vice President of Student Development and/or the Vice President of Instruction will arrange to re-enroll the graduate in one, two, or three courses at the college - at no charge to the graduate or the employer.

This guarantee applies to graduates of two-year degree programs and one-year diploma programs.

Curriculum Programs

Richmond Community College offers curriculum programs leading to an associate degree, a diploma, or a certificate. Certificates may be awarded through certain curricula upon the satisfactory completion of prescribed courses selected and identified by the College. For more information, see your academic advisor.

The Guided Studies Center, tutorial services, and developmental studies courses are available for students who need to enhance or review basic skills prior to entering a curriculum. New programs and courses are added in response to student and community needs. Course outlines for all courses are available for review in the Learning Resource center. This general catalog represents the most accurate information available concerning the Richmond Community College at the time of its publication. However, the college reserves the right to delete or change programs and courses as may be required.

Most curricula are offered during the morning and early afternoon, although some are available both day and evening. A few curricula are available evenings only.

The curriculum programs are designed so all students who complete requirements for a degree or diploma will meet required competencies in reading, writing, oral communication and general math skills. The curriculum programs are designed so all students who complete requirements for a degree or diploma will meet required competencies in reading, writing, oral communication, and general math skills.

The curricular programs are arranged in alphabetical order and described in detail on the following pages.

DEGREES, DIPLOMAS, AND CERTIFICATES

The Board of Trustees of Richmond Community College, under the authority of the State Board of Community Colleges, is authorized to award the following degrees, diplomas, and certificates:

1. An Associate in Arts or Associate in Science Degree is awarded for successful completion of the college transfer curriculum.
2. An Associate in Applied Science Degree is awarded for successful completion of any technical curriculum.
3. A diploma is awarded for successful completion of any vocational curriculum.
4. A certificate is awarded for successful completion of programs of at least

16 semester hours credit in length. The courses will be determined by the College.

COURSES OF STUDY

Vocational Curricula:

Vocational programs are usually two semesters plus a summer term in length and emphasize specific skills in the particular vocation plus some knowledge of mathematics, the sciences, and communication skills.

- Electrical/Electronics Technology
- Industrial Maintenance Technology
- Machining Technology

Technical Curricula:

Technical curricula are four semesters in length at a minimum and are highly specialized occupational programs. These programs emphasize theory and practical application.

- Accounting
- Associate Degree Nursing
- Business Administration
- Criminal Justice Technology
- Early Childhood Associate
- Electronics Engineering Technology
- General Occupational Technology
- Human Services Technology
- Information Systems
- Manufacturing Technology (Quality Assurance)
- Mechanical Engineering Technology
- Office Systems Technology

Note: Technical students considering transfer to a senior institution may substitute a higher level mathematics course for the required mathematics course listed in their curriculum.

College Transfer Curricula:

College transfer curricula are four semesters in length and prepare graduates to pursue baccalaureate degrees at senior institutions.

- Associate in Arts
- Associate in Science

Certificate Programs

- Business Administration
- Computer Aided Drafting
- Electrical/Electronics Technology
- Electronics Engineering Technology
- Information Systems
- Machining Technology
- Manufacturing Technology
- Office Systems Technology

COLLEGE TRANSFER

Richmond Community College offers two associate degree programs: the Associate in Arts (A.A.) and Associate in Science (A.S.) degrees. These Associate degree programs are designed to offer students the freshman and sophomore years of a baccalaureate degree program.

The Associate in Arts program is designed for those students desiring a Bachelor of Arts degree and/or pre-professional training in areas other than fine arts and natural/biological/mathematical sciences. Students who plan to major in sociology, psychology, education, liberal arts, humanities, music, theatre, art, business, economics, history, or political science should choose the Associate in Arts program.

The Associate in Science program is designed for those students desiring a Bachelor of Science degree from a senior institution. Students who plan to major in physical or biological sciences, mathematics, engineering, pre-medical areas, or computer science should choose the Associate in Science program.

A student entering either of the associate degree programs is strongly encouraged to contact the four-year college of choice about specific requirements and transfer credits, as the student is ultimately responsible for meeting the freshman and sophomore requirements of that institution. However, academic advisors from the College Transfer Department and the Student Development Office at RCC will assist students in plotting a logical course of study to facilitate ease of transfer.

The semester course offerings are selected to allow reasonable completion of the College Transfer Program in four semesters for day-session students and five to six semesters for evening-session students. All students completing one of the associate degree programs must meet the state-mandated General Education Core which includes 44 semester hours credit (SHC) and 21 SHC designated "Other Required Hours." The General Education Core is defined below:

General Education Core

English Composition (6 SHC)

English 111 Expository Writing (3)
and

English 112 Argument-based Research (3)
or

English 114 Professional Research and Reporting (3)

Humanities/Fine Arts (12 SHC)

Select four from at least three of the following discipline areas: music, art, drama, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

Art

ART 111 Art Appreciation (3)

Music

MUS 110 Music Appreciation (3)

Drama

DRA 111 Theatre Appreciation (3)

DRA 112 Literature of the Theatre (3)

History		
HIS 121	Western Civ. I	(3)
HIS 122	Western Civ. II	(3)
HIS 131	American History I	(3)
HIS 132	American History II	(3)

Geography		
GEO 111	World Regional Geography	(3)
GEO 112	Cultural Geography	(3)

Psychology		
PSY 150	General Psychology	(3)
PSY 237	Social Psychology	(3)
PSY 241	Developmental Psychology	(3)
PSY 281	Abnormal Psychology	(3)

Political Science		
POL 110	Introduction to Political Science	(3)
POL 120	American Government	(3)
POL 220	International Relations	(3)

Sociology		
SOC 210	Introduction to Sociology	(3)
SOC 220	Social Problems	(3)
SOC 225	Social Diversity	(3)
SOC 240	Social Psychology	(3)

Natural Sciences/Mathematics (14 SHC)

Natural Sciences (8 SHC)

NOTE: Pre-education majors should choose BIO 111 and PHS 110.

BIO 111	General Biology I	(4)
BIO 112	General Biology II	(4)

CHM 151	General Chemistry I	(4)
CHM 152	General Chemistry II	(4)

PHY 151	College Physics I	(4)
PHY 152	College Physics II	(4)

PHS 110	Basic Physical Science	(4)
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Mathematics (6 SHC)

Associate in Arts

MAT 161	College Algebra and one of the following:	(3)
MAT 155	Statistical Analysis	(3)
MAT 162	College Trigonometry	(3)
MAT 165	Finite Math	(3)
CIS 110	Introduction to Computers	(3)

Associate in Science

MAT 171	Pre-Calculus Algebra	(3)
MAT 172	Pre-Calculus Trigonometry	(3)
	or	
MAT 271	Calculus I	(4)
MAT 272	Calculus II	(4)

Other Required Hours

Orientation		(1 SHC)
ACA 111	College Student Success	(1)
Physical Education		(2 SHC)
PED 110	Fit and Well for Life	(2)
PED 142	Lifetime Sports	(1)
PED 210	Team Sports	(1)
Associate in Arts		(18 SHC)

Choose 18 hours from the list of electives. Note: Any courses listed above may be completed as electives if not taken as part of the General Education Core.

Associate in Science		(18 SHC)
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Other required courses must include a minimum of 14 SHC in mathematics and/or science and 4 SHC from the list of electives.

MAT 155	Statistical Analysis	(3)
MAT 165	Finite Math	(3)
MAT 271	Calculus I	(4)
MAT 272	Calculus II	(4)
MAT 273	Calculus III	(4)
CIS 110	Introduction to Computers	(3)
BIO 111	General Biology I	(4)
BIO 112	General Biology II	(4)
CHM 151	General Chemistry I	(4)
CHM 152	General Chemistry II	(4)
PHS 110	Basic Physical Science	(4)
PHY 151	College Physics I	(4)
PHY 152	College Physics II	(4)

Electives

ACC 120	Principles of Accounting I	(4)
ACC 121	Principles of Accounting II	(4)
BIO 120	Introductory Botany	(4)
BIO 130	Introductory Zoology	(4)
BIO 140	Environmental Biology	(4)
*BIO 165	Anatomy and Physiology I	(4)
*BIO 166	Anatomy and Physiology II	(4)
*BIO 170	Introductory Microbiology	(4)
BUS 110	Introduction to Business	(3)

*By permission of registrar for C050N students only.

Total semester hours credit (SHC) in programs: 65

Associate in Applied Science Degree Curricula

ACCOUNTING

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

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

Graduates should qualify for entry-level accounting positions in many types of organizations including CPA 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.

COURSE REQUIREMENTS FOR ACCOUNTING (DAY)

First Year— Fall Semester

		(Class)	(Lab)	Credit
ACC 120	Principles of Accounting I	3	2	4
MAT 115	Mathematical Models	2	2	3
ENG 111	Expository Writing	3	0	3
CIS 110	Introduction to Computers	2	2	3
ACA 111	College Student Success	1	0	1
BUS 115	Business Law I	3	0	3
		<u>14</u>	<u>6</u>	<u>17</u>

Spring Semester

		(Class)	(Lab)	Credit
ACC 121	Principles of Accounting II	3	2	4
BUS 116	Business Law II	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
ACC 150	Computerized Gen. Ledger	1	2	2
ENG 114	Professional Research & Reporting	3	0	3
OST 131	Keyboarding	1	2	2
		<u>14</u>	<u>6</u>	<u>17</u>

Second Year— Fall Semester

		(Class)	(Lab)	Credit
ACC 220	Intermediate Accounting I	3	2	4
ACC 225	Cost Accounting	3	0	3
ACC 129	Individual Income Taxes	2	2	3
ACC 149	Intro. to Accounting Spreadsheets	3	0	3
BUS 137	Principles of Management	3	0	3
		<u>14</u>	<u>4</u>	<u>16</u>

Spring Semester

ACC 221	Intermediate Accounting II	3	2	4
ACC 130	Business Income Taxes	2	2	3
ECO 251	Principles of Microeconomics	3	0	3
	—Humanities/Fine Arts Elective **	3	0	3
ACC 151	Accounting Spreadsheet Applications	<u>1</u>	<u>2</u>	<u>2</u>
		12	6	15
Total Credit Hours				65

Subject to the approval of the Accounting Department Chairman and the Vice President for Instruction, a student may substitute COE 112 COOP Work Experience I for ACC 151.

**COURSE REQUIREMENTS FOR ACCOUNTING
(EVENING)**

First Year— Fall Semester

		(Class)	(Lab)	Credit
ENG 111	Expository Writing	3	0	3
MAT 115	Mathematical Models	2	2	3
CIS 110	Intro. to Computers	2	2	3
ACC 120	Principles of Accounting I	3	2	4
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>1</u>
		11	6	14

Spring Semester

		(Class)	(Lab)	Credit
BUS 115	Business Law I	3	0	3
ACC 121	Principles of Accounting II	3	2	4
OST 131	Keyboarding	1	2	2
ENG 114	Professional Research & Reporting	<u>3</u>	<u>0</u>	<u>3</u>
		10	4	12

Summer Term

		(Class)	(Lab)	Credit
BUS 116	Business Law II	3	0	3
ACC 150	Computerized Gen. Ledger	1	2	2
ACC 149	Intro. to Accounting Spreadsheets	<u>3</u>	<u>0</u>	<u>3</u>
		7	2	8

Second Year— Fall Semester

		(Class)	(Lab)	Credit
ACC 220	Intermediate Accounting I	3	2	4
ACC 225	Cost Accounting	3	0	3
ACC 129	Individual Income Taxes	2	2	3

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BUS 137	Principles of Management	<u>3</u>	<u>0</u>	<u>3</u>
		11	4	13

Spring Semester

		(Class)	(Lab)	Credit
ECO 252	Principles of Macroeconomics	3	0	3
ACC 221	Intermediate Accounting II	3	2	4
ACC 130	Business Income Taxes	2	2	3
	—Humanities/Fine Arts Elective **	<u>3</u>	<u>0</u>	<u>3</u>
		11	4	13

Summer Term

		(Class)	(Lab)	Credit
ECO 251	Principles of Microeconomics	3	0	3
ACC 151	Accounting Spreadsheet Applications	<u>1</u>	<u>2</u>	<u>2</u>
		4	2	5

Total Credit Hours 65

** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ELECTIVES

ASSOCIATE DEGREE NURSING

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

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

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

NURSING ADMISSIONS POLICY AND PROCEDURES

The following policies and procedures are utilized in admitting qualified students:

- I. Admission Requirements - Applicants for the Nursing programs must:
 1. Be a high school graduate or equivalent and have completed one unit of algebra and biology.
 2. Score at the indicated levels or above on the RCC admission test: (Computerized Placement Tests)

a. Reading	Standard score 86
b. Writing	Standard score 89
c. Computation	Standard score 69

*Applicants who fail to meet minimum scores on the admission test may retest a maximum of 2 times in a 12 month period. (The 2 retests refers to either part or complete testing.)
 3. Have physical and emotional status compatible with the ability to provide safe nursing care.
 - A. The following activities are examples of activities which a student in the nursing program would be required to perform in order to successfully complete the program. If an accepted applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the applicant should consult with the Director of Nursing.
 1. Critical Thinking: Nursing students shall possess critical thinking ability sufficient for clinical judgment. Example: students must be able to identify cause-effect relationships in clinical situations; develop or participate in development of nursing care plans.
 2. Ethical behavior: Nursing students will provide services with respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes, or the nature of health problems. Example: students will care for clients assigned regardless of race, religion, or diagnosis.
 3. Legal behavior: Nursing students will provide care within the scope of practice as stated in the NC NURSING PRACTICE ACT. Example: students in the nursing program will learn to assess the patient's physical and mental health.

4. Interpersonal skills: Nursing students shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of psychosocial/cultural backgrounds. Example: students shall establish rapport with clients and health care team members.
 5. Communication skills: Nursing students shall possess communication abilities sufficient for verbal and nonverbal interaction with others. Example: students shall be able to explain treatment procedures to clients/family, document client responses, and report to others responses to nursing care.
 6. Mobility: Nursing students shall possess physical abilities sufficient to move from room to room and maneuver in small spaces, stand and walk for extensive periods of time. Example: students will be able to move around in client's room, move from room to room, move in small work areas, and administer CPR.
 7. Motor skills: Nursing students shall possess growth and fine motor skills sufficient to provide safe and effective nursing care. Example: students shall be able to calibrate equipment, position clients, administer injections, insert catheters.
 8. Hearing skills: Nursing students shall possess auditory ability sufficient to monitor health needs and collect data. Example: students shall be able to hear alarms, listen to heart and breath sounds, hear a cry for help.
 9. Visual skills: Nursing students shall possess visual ability sufficient for observation and data collection. Example: students shall be able to observe color of skin and read scale on a syringe.
 10. Tactile skills: Nursing students shall possess tactile ability sufficient for data collection. Example: students shall be able to detect pulsation and feel skin temperature.
 11. Weight-bearing: Nursing students shall possess the ability to lift and manipulate/move 40-50 pounds. Example: students shall be able to move equipment, position patients.
4. Attend orientation interview with the Nursing and Admission staff. 5. Complete selected modules of the Prenursing program. Attendance at a minimum of 90% of the class meetings of each required module is mandatory to receive credit for Prenursing.

II. Procedure for Admission

1. Submit a completed RCC application.
2. Submit official copies of transcripts from all secondary and post-secondary institutions or a copy of GED transcript if applicable. A standard score of 45 on the GED Natural Sciences Test can count as one unit of biology and a standard score of 45 on the math portion of the GED can count as one unit of algebra. A unit of biology and/or algebra taken in the RCC Adult High School Diploma Program will be acceptable.
3. Take the RCC admission tests and achieve at indicated level.
4. After ALL transcripts are received by RCC and the admission test scores achieved, a personal interview with the Nursing Department

Chairman or a member of the Nursing faculty and/or admission counselors may be scheduled.

5. If a history of physical or mental illness exists, submit a psychiatric and/or physical evaluation at the time of the interview. An applicant with problems in physical or emotional health must provide evidence that appropriate treatment and/or counseling has taken place and that the problem has been alleviated. Persons with physical or emotional problems which have not responded to treatment within a reasonable time may be denied admission to the program.
6. If the applicant "has been convicted of or pleaded guilty or nolo contendere to any crime" which may make applicant ineligible for licensure, information relating to the incident must be provided at the time of the interview.
7. Submit a physical examination on the form provided by RCC by a licensed physician, nurse practitioner, or physician's assistant. The applicant must show physical and psychological ability to perform normal nursing duties. Information can be no more than three months old as of September 1 and on file prior to enrolling in NUR courses with clinical component.
8. Students must purchase or show evidence of having professional liability insurance prior to enrollment in courses with NUR prefix.
9. Students are responsible for obtaining their own health insurance policy. RCC nor the affiliating institutions are responsible for medical expenses incurred as a result of illness or injury sustained during class, lab, or clinical experiences. (i.e., strained back, needle-stick.)

III. Admission Criteria

Decisions regarding admission into the nursing program are based upon placement scores, high school or GED performance, and achievement in related courses, if applicable. Each admission criterion is assigned a point value. The points are used to rank applicants for the purpose of selection into the nursing program. In the event that applicants have identical total admission points, the person with the highest reading score will be ranked higher. If the reading scores are also identical, the highest Math score will be ranked higher. Should candidates still be tied, the applicant with the earliest date of completing the application process will be ranked higher.

IV. Applicant Deadlines and Admissions Decisions

The deadline for applications including receipt of all transcripts and record of adequate test scores is January 31 assuming that the desired admission date is the fall semester following the application deadline. Applicants meeting admission criteria may be scheduled for an interview beginning in late February through April. Applicants will be notified of admission status by May 31.

V. Waiting List for Nursing Programs

Qualified applicants not accepted because of space limitations will be placed on a waiting list in rank order and notified in that order of any vacancy occurring in the program. Students must re-apply for the next year if not admitted. Applications are not automatically carried over. No special consideration will be given to applicants who were on the waiting list the previous year. Applicants who want to improve their position are encouraged to meet with the Nursing Department Chairman or counselor to discuss a plan of study.

VI. Credit by Transfer

Transfer credit for non-nursing courses in the Nursing curriculum from accredited post-secondary educational programs will be determined on an individual basis in accordance with the school's transfer policy as stated in the general catalog. Transfer of credit for nursing courses in the Nursing education programs from an accredited Nursing educational program must be on an individual basis and in accordance with the school's transfer policy. In addition, there must be approval by the Nursing Department Chairman. Major courses must not be more than 5 years old at the completion of the program to receive credit for graduation. Major courses are defined as those with NUR and BIO prefixes, and PSY 241. Students may be required to enroll in or audit all or selected modules of a course to ensure competency.

VII. Credit for RCC Courses Taken Prior to Admission to the Nursing curricula or NUR sequence.

Students must be in compliance with the Nursing progression policy to be eligible for admission to the Nursing curricula.

IX. Re-admission

Students enrolled in but not completing NUR 101 seeking re-admission will be considered in the applicant pool for the year they seek to return. No special consideration will be given. Re-admission after completing NUR 101 is contingent upon the student meeting the criteria of the re-admission policy.

NURSING RE-ADMISSION POLICY

- I. Students enrolled in, but not completing or not achieving a grade of 78 or better in NUR 101, seeking re-admission will be considered in the applicant pool for the year they seek to return. No special consideration will be given. The following procedure will be followed:
 - A. A student must submit a written request for re-admission to the Nursing Department Chairman.
 - B. Students who are currently enrolled in related coursework at RCC need not retest; however, they may retest if desired.
 - C. Students not currently enrolled in related courses whose test is more than one (1) year old at the time the re-admission request is received, must retest.
 - D. Students will be scheduled for an orientation with other applicants and

follow routine admission procedure.

- II. Readmission after completing NUR 101 with a 78 or better is contingent upon the following process:
 - A. Each request for readmission will be evaluated on an individual basis.
 - B. All requests for re-admission must be submitted in writing to the Nursing Department Chairman.
 - C. All requirements of the current admissions policy must be met.
 - D. If readmitted for advanced standing, all requirements of the progression policy must be met.
 - E. Readmission is on a space available basis as determined by the Admissions Committee. (The Admissions Committee consists of the Nursing Department Chairman and the Vice President for Student Development).
 - F. An application from a student dismissed for behavior which impaired judgment, required an inordinate amount of instructor time, or violated a drug/alcohol policy must be reviewed by the Admissions Committee.
 - G. Effective Fall Semester, 1984, readmission will be limited to one (1) time. A student who is accepted for readmission and does not enroll for the semester accepted shall go through the entire admission procedure the next time an application is made.
 - H. Students accepted for readmission shall submit (1) an updated physical and emotional health report, (2) transcripts of course work taken at other colleges since last time enrolled at RCC, and (3) references if requested.
 - I. Students may be required to enroll in or audit all or selected modules of a course previously taken to ensure competency.

COURSE REQUIREMENTS FOR ASSOCIATE DEGREE NURSING (DAY)

First Year— Fall Semester

		(Class)	(Lab)	(Clinical)	Credit
NUR 110	Nursing I	5	3	6	8
NUR 117	Pharmacology	1	3	0	2
BIO 165	Anatomy & Physiology I	3	3	0	4
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	9	6	17

Spring Semester

		(Class)	(Lab)	(Clinical)	Credit
NUR 120	Nursing II	5	3	6	8
BIO 166	Anatomy & Physiology II	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
PSY 241	Developmental Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	6	6	18

92 / ASSOCIATE IN APPLIED SCIENCE DEGREE

Summer Term

		(Class)	(Lab)	(Clinical)	Credit
NUR 130	Nursing III	4	3	6	7
NUR 244	Issues & Trends	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		6	3	6	9

Second Year— Fall Semester

		(Class)	(Lab)	(Clinical)	Credit
NUR 210	Nursing IV	5	3	12	10
BIO 175	General Microbiology	2	2	0	3
ENG 112	Argument-Based Research	3	0	0	3
	Humanities/Fine Arts Elective **	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	5	12	19

*****PN EXIT POINT*****

Spring Semester

		(Class)	(Lab)	(Clinical)	Credit
NUR 220	Nursing V	4	3	15	10
SOC 210	Introduction to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	3	15	13

Total Credits 76

** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ELECTIVES

BUSINESS ADMINISTRATION

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, 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.

COURSE REQUIREMENTS FOR BUSINESS ADMINISTRATION (DAY)

First year— Fall Semester

		(Class)	(Lab)	Credit
BUS 110	Introduction to Business	3	0	3
MAT 115	Mathematical Models	2	2	3
BUS 115	Business Law I	3	0	3
CIS 110	Introduction to Computers	2	2	3
ENG 111	Expository Writing	3	0	3
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>1</u>
		14	4	16

Spring Semester

		(Class)	(Lab)	Credit
BUS 116	Business Law II	3	0	3
INT 110	International Business	3	0	3
BUS 121	Business Math	2	2	3
BUS 137	Principles of Management	3	0	3
	—Humanities/Fine Arts**Elective	3	0	3
ENG 114	Professional Research & Reporting	<u>3</u>	<u>0</u>	<u>3</u>
		17	2	18

Second Year— Fall Semester

		(Class)	(Lab)	Credit
ACC 120	Principles of Accounting I	3	2	4
ACC 130	Business Income Taxes	2	2	3
CIS 120	Spreadsheet I	2	2	3
MKT 120	Principles of Marketing	3	0	3
ECO 252	Principles of Macroeconomics	<u>3</u>	<u>0</u>	<u>3</u>
		13	6	16

94 / ASSOCIATE IN APPLIED SCIENCE DEGREE

Spring Semester

		(Class)	(Lab)	Credit
ACC 121	Principles of Accounting II	3	2	4
BUS 225	Business Finance	2	2	3
	—Business Elective	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
BUS 153	Human Resource Management	3	0	3
		<u>14</u>	<u>4</u>	<u>16</u>

Total Credits Required 66

Subject to the approval of the Business Department Chairman and the Vice President of Instruction, a Student may substitute COE 113 COOP Work Experience I for one of the following courses: BUS 116 or BUS 153.

Business Elective (choose one of the following)

BUS 125	Personal Finance	3	0	3
BUS 230	Small Business Management	3	0	3
BUS 260	Business Communication	3	0	3

COURSE REQUIREMENTS FOR BUSINESS ADMINISTRATION (EVENING)

First Year— Fall Semester

		(Class)	(Lab)	Credit
BUS 110	Introduction to Business	3	0	3
ENG 111	Expository Writing	3	0	3
MAT 115	Mathematical Models	2	2	3
CIS 110	Introduction to Computers	2	2	3
ACA 111	College Student Success	1	0	1
		<u>11</u>	<u>4</u>	<u>13</u>

Spring Semester

		(Class)	(Lab)	Credit
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
	—Humanities/Fine Arts Elective **	3	0	3
		<u>12</u>	<u>0</u>	<u>12</u>

Summer Term

		(Class)	(Lab)	Credit
BUS 116	Business Law II	3	0	3
BUS 121	Business Math	2	2	3
		<u>5</u>	<u>2</u>	<u>6</u>

Second Year— Fall Semester

		(Class)	(Lab)	Credit
ACC 120	Principles of Accounting I	3	2	4
INT 110	International Business	3	0	3
CIS 120	Spreadsheet I	2	2	3
MKT 120	Principles of Marketing	<u>3</u>	<u>0</u>	<u>3</u>
		11	4	13

Spring Semester

		(Class)	(Lab)	Credit
ACC 121	Principles of Accounting II	3	2	4
ACC 130	Business Income Taxes	2	2	3
ECO 252	Principles of Macroeconomics	3	0	3
BUS 153	Human Resources Management	<u>3</u>	<u>0</u>	<u>3</u>
		11	4	13

Summer Term

		(Class)	(Lab)	Credit
ECO 251	Principles of Microeconomics	3	0	3
BUS 225	Business Finance —Business Elective	2	2	3
		<u>3</u>	<u>0</u>	<u>3</u>
		8	2	9

Total Credit Hours 66

**** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ELECTIVES**

Course Requirements for a certificate in Business Administration.

BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
CIS 110	Introduction to Computers	2	2	3
BUS 137	Principles of Management	3	0	3
BUS 121	Business Math	2	2	3
MKT 120	Principles of Marketing	3	0	3

Total credit hours required 18

CRIMINAL JUSTICE TECHNOLOGY

This curriculum is designed to provide practical knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics and community relations. Additional study may include issues and concepts of government, counseling, communications, computers and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

COURSE REQUIREMENTS FOR CRIMINAL JUSTICE TECHNOLOGY (Evening Only)

First Year— Fall Semester

		(Class)	(Lab)	Credit
CJC 111	Introduction to Criminal Justice	3	0	3
ENG 111	Expository Writing	3	0	3
PSY 150	Introduction to Psychology	3	0	3
MAT 115	Mathematical Models	2	2	3
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>1</u>
		12	2	13

Spring Semester

		(Class)	(Lab)	Credit
CJC 112	Criminology	3	0	3
ENG 112	Argument-Based Research	3	0	3
CIS 110	Intro. to Computers	2	2	3
CJC 141	Corrections	<u>3</u>	<u>0</u>	<u>3</u>
		11	2	12

Summer Term

		(Class)	(Lab)	Credit
CJC 131	Criminal Law	3	0	3
CJC 132	Evidence & Procedure	3	0	3
COM 231	Public Speaking	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9

Second Year— Fall Semester

		(Class)	(Lab)	Credit
POL 120	American Government	3	0	3
CJC 211	Counseling	3	0	3
CJC 221	Investigative Principles	3	2	4
	—Humanities/Fine Arts Elective **	3	0	3
CJC 113	Juvenile Justice	<u>3</u>	<u>0</u>	<u>3</u>
		15	2	16

Spring Semester

		(Class)	(Lab)	Credit
CJC 231	Constitutional Law	3	0	3
CJC 212	Ethics & Community Relations	3	0	3
	—Elective	3	0	3
CJC 215	Organization and Administration	<u>3</u>	<u>0</u>	<u>3</u>
		12	0	12

Summer Term

		(Class)	(Lab)	Credit
CJC 233	Correctional Law	3	0	3
COE 111	COOP Work Experience	<u>0</u>	<u>10</u>	<u>1</u>
		3	10	4

Total Credit Hours 66

Elective (choose one of the following).

SPA 120	Spanish for the Workplace	3	0	3
SOC 210	Introduction to Sociology	3	0	3
CJC 222	Criminalistics	3	0	3

** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ELECTIVES

EARLY CHILDHOOD ASSOCIATE

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional and creative development of young children.

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

NOTE: RCC has applied for approval to begin this program during the Fall 1997 semester; the ability to offer this program is contingent upon the approval of this application by the North Carolina Community College System.

COURSE REQUIREMENTS FOR EARLY CHILDHOOD ASSOCIATE

First Year- Fall Semester

		(Class)	(Lab)	(Clinical)	Credit
ACA 111	College Student Success	1	0	0	1
ENG 111	Expository Writing	3	0	0	3
EDU 111	Early Childhood Credential I	2	0	0	2
PSY 150	General Psychology	3	0	0	3
EDU 131	Child, Family & Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3
		15	0	0	15

Spring Semester

		(Class)	(Lab)	(Clinical)	Credit
ENG 114	Professional Research & Reporting	3	0	0	3
COE 111	Coop Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
EDU 112	Early Childhood Credential II	2	0	0	2
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
		12	0	10	1

Summer Term

		(Class)	(Lab)	(Clinical)	Credit
CIS 110	Introduction to Computers	2	2	0	3
MAT 115	Mathematical Models	2	2	0	3
EDU 153	Health, Safety & Nutrition	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	4	0	9

Second Year- Fall Semester

		(Class)	(Lab)	(Clinical)	Credit
COE 121	Coop Work Experience II	0	0	10	1
COE 125	Work Experience Seminar II	1	0	0	1
EDU 221	Children with Special Needs	3	0	0	3
EDU 234	Infants, Toddlers & Twos	3	0	0	3
*EDU 251	Exploration Activities	3	0	0	3
	—Humanities/Fine Arts Elective **	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	0	10	14

Spring Semester

		(Class)	(Lab)	(Clinical)	Credit
EDU 151	Creative Activities	3	0	0	3
EDU 151A	Creative Activities Lab	0	2	0	1
EDU 185	Cognitive & Language Activities	3	0	0	3
*EDU 259	Curriculum Planning	3	0	0	3
EDU 261	Early Childhood Administration I	2	0	0	2
*EDU 282	Early Childhood Literature	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	2	0	15

Total Credit Hours 66

*Students wishing to transfer this degree to a senior institution for the completion of a baccalaureate program should substitute the following set of courses for EDU 251, EDU 259 and EDU 282:

SOC 210	Introduction to Sociology	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

Students desiring to transfer to a senior institution are advised that all courses within this curriculum must be passed with at least a grade of "C" or better.

** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ELECTIVES

100 / ASSOCIATE IN APPLIED SCIENCE DEGREE

Course requirements for a certificate in Early Childhood Associate.

Fall Semester

	(Class)	(Lab)	(Clinical)	Credit
ENG 111 Expository Writing	3	0	0	3
EDU 111 Early Childhood Cred.I	2	0	0	2
EDU 131 Child, Family & Comm.	3	0	0	3
EDU 144 Child Development I	3	0	0	<u>3</u>
				11

Spring Semester

EDU 112 Early Childhood Cred. II	2	0	0	2
COE 111 Co-op Work Experience I	0	0	10	1
COE 115 Work Experience Sem. I	1	0	0	1
EDU 145 Child Development II	3	0	0	<u>3</u>
				7

Total Credit Hours required for certificate 18

ELECTRONICS ENGINEERING TECHNOLOGY (DAY ONLY)

This curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, telecommunication systems, and power electronic systems.

A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts and microprocessors ensures the student will master the competencies necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to think, analyze, and troubleshoot.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles including electronic engineering associate, electronic engineering technician, field service technician, maintenance technician, electronic systems integrator, bench technician, and production control technician.

COURSE REQUIREMENTS FOR ELECTRONICS ENGINEERING TECHNOLOGY (DAY ONLY)

First Year— Fall Semester

			(Class)	(Lab)	Credit
ELC 131	DC/AC Circuit Analysis		4	3	5
MAT 171	Precalculus Algebra		3	0	3
ENG 111	Expository Writing		3	0	3
CIS 110	Introduction to Computers		2	2	3
ACA 111	College Student Success		<u>1</u>	<u>0</u>	<u>1</u>
			13	5	15

Spring Semester

			(Class)	(Lab)	Credit
ELN 131	Electronic Devices		3	3	4
MAT 172	Precalculus Trigonometry		3	0	3
ENG 114	Professional Research and Reporting		3	0	3
PHY 151	College Physics I		3	2	4
	—Humanities/ Fine Arts Elective **		<u>3</u>	<u>0</u>	<u>3</u>
			15	5	17

Summer Term

			(Class)	(Lab)	Credit
ELN 132	Linear IC Applications		3	3	4
ELN 133	Digital Electronics		<u>3</u>	<u>3</u>	<u>4</u>
			6	6	8

102 / ASSOCIATE IN APPLIED SCIENCE DEGREE

Second Year— Fall Semester

		(Class)	(Lab)	Credit
ELN 232	Introduction to Microprocessors	3	3	4
ELC 128	Introduction to PLC	2	3	3
PHY 152	College Physics II	3	2	4
MAT 271	Calculus I	<u>3</u>	<u>2</u>	<u>4</u>
		11	10	15

Spring Semester

		(Class)	(Lab)	Credit
ELN 237	Local Area Networks	2	3	3
EGR 285	Design Project	0	4	2
ATR 112	Intro. to Automation	2	3	3
ELN 150	CAD for Electronics	1	3	2
	—Social/Behaviorial Science Elective ++	<u>3</u>	<u>0</u>	<u>3</u>
		8	13	13

Total Credit Hours 68

Subject to the approval of the Department Chairman for Electronics Engineering Technology and the Vice president for Instruction, the student may substitute COOP Work Experience COE 112 for EGR 285.

** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ELECTIVES.

++ REFER TO PAGE 123 FOR A LIST OF APPROVED SOCIAL/BEHAVIORIAL SCIENCE ELECTIVES.

GENERAL OCCUPATIONAL TECHNOLOGY

This curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs.

The curriculum content will be individualized for students according to their occupational interests and needs. A program of studies for each student will be selected from associate degree level courses offered by the College.

Graduates will become more effective workers, be better qualified for advancements within their field of employment or become qualified for a wide range of entry level employment opportunities.

COURSE REQUIREMENTS FOR GENERAL OCCUPATIONAL TECHNOLOGY (DAY/EVENING)

The specific courses will be selected by the student in cooperation with the Department Chairman.

The curriculum will include a minimum of 15 semester hours of general education to include at least one course from the following areas:

Humanities/Fine Arts	3 semester credit hours
Social/Behaviorial Sciences	3 semester credit hours
Natural Science/Mathematics	3 semester credit hours
English/Communications	6 semester credit hours
	<hr/>
	15

An additional 18 semester credit hours must be selected from a combination of core courses from curriculums approved to be offered by the college.

18 semester credit hours

30-42 semester hours must be selected from major courses from curriculums approved to be offered by the college.

30-42 semester credit hours

All students must complete ACA 111 College Student Success 1 semester credit hour

Minimum total credit hours required 64

HUMAN SERVICES TECHNOLOGY

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

COURSE REQUIREMENTS FOR HUMAN SERVICES TECHNOLOGY (DAY)

First year— Fall Semester

		(Class)	(Lab)	(Clinical)	Credit
ENG 111	Expository Writing	3	0	0	3
HSE 110	Introduction to Human Services	2	2	0	3
HSE 112	Group Process I	1	2	0	2
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
		13	4	0	15

Spring Semester

		(Class)	(Lab)	(Clinical)	Credit
ENG 114	Professional Research & Reporting	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
HSE 123	Interviewing Techniques	2	2	0	3
HSE 125	Counseling	2	2	0	3
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		11	8	0	15

Summer Term

		(Class)	(Lab)	(Clinical)	Credit
SOC 220	Social Problems	3	0	0	3
HSE 155	Community Resources Management	2	0	0	2
HSE 250	Financial Services	2	0	0	2
SOC 213	Sociology of the Family	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	0	0	10

Second Year— Fall Semester

		(Class)	(Lab)	(Clinical)	Credit
PSY 241	Developmental Psychology	3	0	0	3
HSE 251	Activities Therapy	2	2	0	3
HSE 227	Child./ Adol. in Crisis	3	0	0	3
SOC 225	Social Diversity	3	0	0	3
HSE 260	HSE Clinical Supervision II	1	0	0	1
HSE 262	HSE Clinical Experience II	<u>0</u>	<u>0</u>	<u>6</u>	<u>2</u>
		12	2	6	15

Spring Semester

		(Class)	(Lab)	(Clinical)	Credit
HSE 225	Crisis Intervention	3	0	0	3
HSE 150	Preventive Intervention	1	2	0	2
HSE 210	Human Services Issues	2	0	0	2
HSE 270	HSE Clinical Supervision III	1	0	0	1
HSE 272	HSE Clinical Experience III	0	0	6	2
	—Human./Fine Arts Elec. **	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	2	6	13

Total Credit Hours Required 68

COURSE REQUIREMENTS FOR HUMAN SERVICES TECHNOLOGY (EVENING)

First Year— Fall Semester

		(Class)	(Lab)	(Clinical)	Credit
HSE 110	Intro. to Human Services	2	2	0	3
PSY 150	General Psychology	3	0	0	3
HSE 112	Group Process I	1	2	0	2
ENG 111	Expository Writing	3	0	0	3
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
		10	4	0	12

Spring Semester

		(Class)	(Lab)	(Clinical)	Credit
SOC 210	Introduction to Sociology	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
MAT 115	Mathematical Models	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		10	4	0	12

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Summer Term

		(Class)	(Lab)	(Clinical)	Credit
HSE 123	Interviewing Techniques	2	2	0	3
HSE 155	Community Resource Mgt.	2	0	0	2
HSE 250	Financial Services	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		6	2	0	7

Second year— Fall Semester

		(Class)	(Lab)	(Clinical)	Credit
HSE 125	Counseling Skills	2	2	0	3
SOC 220	Social Problems	3	0	0	3
	—Human./Fine Arts Elect. **	3	0	0	3
HSE 150	Preventive Intervention	1	2	0	2
HSE 227	Child./Adol. in Crisis	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	4	0	14

Spring Semester

		(Class)	(Lab)	(Clinical)	Credit
PSY 241	Developmental Psychology	3	0	0	3
HSE 251	Activities Therapy	2	2	0	3
SOC 213	Sociology of the Family	3	0	0	3
HSE 260	HSE Clinical Supervision II	1	0	0	1
HSE 262	HSE Clinical Experience II	<u>0</u>	<u>0</u>	<u>6</u>	<u>2</u>
		9	0	8	12

Summer Term

		(Class)	(Lab)	(Clinical)	Credit
SOC 225	Social Diversity	3	0	0	3
HSE 225	Crisis Intervention	3	0	0	3
HSE 210	Human Services Issues	2	0	0	2
HSE 270	HSE Clinical Supervision III	1	0	0	1
HSE 272	HSE Clinical Experience III	<u>0</u>	<u>0</u>	<u>6</u>	<u>2</u>
		9	0	6	11

Total Credit Hours Required 68

** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ARTS ELECTIVES.

INFORMATION SYSTEMS

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program, designed to meet community information systems needs.

Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry- standard information systems.

Graduates should qualify for a wide variety of computer-related, entry level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

COURSE REQUIREMENTS FOR INFORMATION SYSTEMS TECHNOLOGY (DAY)

First Year— Fall Semester

			(Class)	(Lab)	Credit
ACA 111	College Student Success		1	0	1
BUS 121	Business Math		2	2	3
CIS 110	Introduction to Computers		2	2	3
CIS 115	Introduction to Programming & Logic		2	2	3
ENG 111	Expository Writing		3	0	3
CIS 130	Survey of Operating Systems		<u>2</u>	<u>3</u>	<u>3</u>
			12	9	16

Spring Semester

			(Class)	(Lab)	Credit
ACC 120	Principles of Accounting I		3	2	4
CIS 152	Database Concepts & Applications		2	2	3
CIS 165	Desktop Publishing I		2	2	3
MAT 161	College Algebra		3	0	3
ENG 114	Professional Research & Reporting		<u>3</u>	<u>0</u>	<u>3</u>
			13	6	16

Summer Term

			(Class)	(Lab)	Credit
CIS 120	Spreadsheet I		2	2	3
CIS 153	Database Applications		2	2	3
NET 110	Data Communications/Networking		<u>2</u>	<u>2</u>	<u>3</u>
			6	6	9

Students exiting the program at this point are eligible to receive a Diploma in Information Systems Technology

Second Year— Fall Semester

		(Class)	(Lab)	Credit
ACC 121	Principles of Accounting II	3	2	4
ECO 252	Principles of Macroeconomics	3	0	3
CSC 132	Basic Programming	2	3	3
CIS 220	Spreadsheets II	1	2	2
CIS 286	Systems Analysis & Design	3	0	3
MAT 145	Analytical Math	3	0	3
		15	7	18

Spring Semester

		(Class)	(Lab)	Credit
ACC 150	Computerized General Ledger	1	2	2
CSC 133	C Programming	2	3	3
CIS 169	Business Presentations	1	2	2
CIS S288	Systems Project	1	4	3
	—Humanities/Fine Arts Elective **	3	0	3
		8	11	13

Total Credit Hours 72

**The student may with the approval of the Department Chairman and the Vice President for Instruction substitute COE 113 for CIS 288 Systems Project.

INFORMATION SYSTEMS / 109

Course requirements for a Certificate in Information Systems Technology.
(Evening Schedule)

Fall Semester

			(Class)	(Lab)	Credit
CIS 110	Introduction to Computers		2	2	3
CIS 30	Survey of Operating Systems		2	3	<u>3</u>
					6

Spring Semester

			(Class)	(Lab)	Credit
CIS 120	Spreadsheet I		2	2	3
CIS 152	Database Concepts & Applications		2	2	<u>3</u>
					6

Summer Term

			(Class)	(Lab)	Credit
CIS 165	Desktop Publishing		2	2	3
CIS 169	Business Presentations		1	2	<u>2</u>
					5

Certificate total credit hours 17

** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ELECTIVES.

MECHANICAL ENGINEERING TECHNOLOGY

This curriculum prepares graduates for employment as mechanical technicians. Typical assignments would include assisting in the design, development, installation, and/or operation of mechanical equipment. emphasis is placed on the integration of theory and mechanical principles. Areas of study will include computer aided drafting, mathematics, physics, applied mechanics, manufacturing methods and processes, use of computers and oral and written communications. The course work will stress critical thinking, planning, and problem solving. The scope of the subject matter covered provides the graduate with knowledge in greatly diversified branches of the mechanical field. Mechanical engineering technicians are employed in many types of manufacturing, fabrication, research and development and service industries.

COURSE REQUIREMENTS FOR MECHANICAL ENGINEERING TECHNOLOGY (DAY)

First Year— Fall Semester

		(Class)	(Lab)	Credit	
DFT	111	Technical Drafting I	2	6	4
MEC	111	Machine Processes I	2	3	3
MAT	171	Precalculus Algebra	3	0	3
		-Or-			
MAT	080	Intermediate Algebra	3	2	4
ENG	111	Expository Writing	3	0	3
ACA	111	College Student Success	1	0	1
CIS	110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>3</u>
			13	11	17

Spring Semester

		(Class)	(Lab)	Credit	
DFT	151	CAD I	2	3	3
MAT	172	Precalculus Trigonometry	3	0	3
		-Or-			
MAT	171	Precalculus Algebra	3	0	3
ENG	114	Professional Research & Reporting	3	0	3
PHY	151	College Physics I	3	2	4
MEC	251	Statics	<u>2</u>	<u>2</u>	<u>3</u>
			13	7	16

MECHANICAL ENGINEERING TECHNOLOGY / 111

Summer Term

			(Class)	(Lab)	Credit
DFT	152	CAD II	2	3	3
PLA	110	Intro. to Plastics	2	0	2
MEC	110	Intro. to CAD/CAM	1	2	2
#MAT	172	Precalculus Trigonometry	<u>3</u>	<u>0</u>	<u>3</u>
			5	5	7

Second Year— Fall Semester

			(Class)	(Lab)	Credit
DFT	153	CAD III	2	3	3
MEC	252	Strength of Materials	2	2	3
MEC	141	Intro. to Manufacturing Processes	2	2	3
MAT	271	Calculus I	3	2	4
PHY	152	College Physics II	<u>3</u>	<u>2</u>	<u>4</u>
			12	11	17

Spring Semester

			(Class)	(Lab)	Credit
MEC	270	Machine Design	3	3	4
MEC	267	Thermal Systems	2	2	3
MEC	271	Machine Design Project	0	3	1
HYD	110	Hydraulics/Pneumatics	2	3	3
		—Social/Behaviorial Science Elective ++	3	0	3
		—Humanities/Fine Arts Elective **	<u>3</u>	<u>0</u>	<u>3</u>
			13	11	17

#Makeup Course.

Total Credit Hours 74

** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ELECTIVES.

++ REFER TO PAGE 123 FOR A LIST OF APPROVED SOCIAL/BEHAVIORIAL SCIENCE ELECTIVES.

Note: A student may, with the permission of the Department Chairman and the Vice President for Instruction, substitute COE 113 for MEC 141.

112 / ASSOCIATE IN APPLIED SCIENCE DEGREE

Computer Aided Drafting Certificate (Evening)

Fall Semester

		(Class)	(Lab)	Credit
DFT 111	Technical Drafting I	2	6	4
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>3</u>
		4	8	7

Spring Semester

		(Class)	(Lab)	Credit
DFT 151	CAD I	2	3	3

Summer Term

		(Class)	(Lab)	Credit
DFT 152	CAD II	2	3	3
DFT 153	CAD III	<u>2</u>	<u>3</u>	<u>3</u>
		4	6	6

Total credit hours 16

OFFICE SYSTEMS TECHNOLOGY

The Office Systems Technology Curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government and industry. Job classifications range from entry-level to supervisor to middle management.

COURSE REQUIREMENTS FOR OFFICE SYSTEMS TECHNOLOGY (DAY)

First Year—Fall Semester

		(Class)	(Lab)	Credit
OST 122	Office Computations	1	2	2
OST 131	Keyboarding	1	2	2
OST 184	Records Management	1	2	2
ENG 111	Expository Writing	3	0	3
CIS 110	Introduction to Computers	2	2	3
MAT 115	Mathematical Models	2	2	3
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>1</u>
		11	10	16

Spring Semester

		(Class)	(Lab)	Credit
OST 132	Keyboard Skill Building	1	2	2
OST 136	Word Processing	1	2	2
OST 164	Text Editing Applications	3	0	3
CIS 120	Spreadsheet I	2	2	3
OST 134	Text Entry & Formatting	3	2	4
COM 231	Public Speaking	<u>3</u>	<u>0</u>	<u>3</u>
		13	8	17

Second Year—Fall Semester

		(Class)	(Lab)	Credit
OST 133	Advanced Keyboard Skill Building	1	2	2
OST 223	Machine Transcription I	1	2	2
	—Social/Behaviorial Science Elective ++	3	0	3
BUS 260	Business Communications	3	0	3
OST 236	Advanced Word/Information Processing	2	2	3
ACC 120	Principles of Accounting I	<u>3</u>	<u>2</u>	<u>4</u>
		13	8	17

114 / ASSOCIATE IN APPLIED SCIENCE DEGREE

Spring Semester

		(Class)	(Lab)	Credit
OST 224	Machine Transcription II	1	2	2
OST 286	Professional Development	2	0	2
OST 289	Office Systems Management	2	2	3
CIS 165	Desktop Publishing I	2	2	3
ACC 129	Individual Income Taxes	2	2	3
	—Humanities/Fine Arts Elective **	<u>3</u>	<u>0</u>	<u>3</u>
		12	8	16

Total Credit Hours 66

Students may with the permission of the Department Chairman and the Vice President of Instruction substitute COE 112 for OST 286.

COURSE REQUIREMENTS FOR OFFICE SYSTEMS TECHNOLOGY CERTIFICATE (EVENING)

Fall Semester

		(Class)	(Lab)	Credit
ENG 111	Expository Writing	3	0	3
OST 122	Office Computations	1	2	2
OST 131	Keyboarding	1	2	2
OST 184	Records Management	<u>1</u>	<u>2</u>	<u>2</u>
		6	6	9

Spring Semester

		(Class)	(Lab)	Credit
OST 132	Keyboard Skill Building	1	2	2
OST 134	Text Entry & Formatting	3	2	4
OST 164	Text Editing Applications	<u>3</u>	<u>0</u>	<u>3</u>
		7	4	9

Total credit hours 18

** REFER TO PAGE 123 FOR A LIST OF APPROVED HUMANITIES/FINE ARTS ELECTIVES.

++ REFER TO PAGE 123 FOR A LIST OF APPROVED SOCIAL/BEHAVIORIAL SCIENCE ELECTIVES.

Diploma Curricula

ELECTRICAL/ELECTRONICS TECHNOLOGY

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

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

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

COURSE REQUIREMENTS FOR ELECTRICAL/ELECTRONICS TECHNOLOGY (EVENING)

First year— Fall Semester

		(Class)	(Lab)	Credit
ELC 112	DC/AC Electricity	3	6	5
BPR 130	Blueprint Reading: Construction	1	2	2
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>1</u>
		5	8	8

Spring Semester

		(Class)	(Lab)	Credit
MAT 161	College Algebra	3	0	3
ELC 113	Basic Wiring I	2	6	4
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>3</u>
		7	8	10

116 / DIPLOMA CURRICULA

Summer Term

		(Class)	(Lab)	Credit
ELC 118	National Electric Code	1	2	2
ENG 102	Applied Communication II	3	0	3
ELC 125	Diagrams & Schematics	<u>1</u>	<u>2</u>	<u>2</u>
		5	4	7

Second Year— Fall Semester

		(Class)	(Lab)	Credit
ELC 115	Industrial Wiring	2	6	4
ELC 114	Basic Wiring II	<u>2</u>	<u>6</u>	<u>4</u>
		4	12	8

Spring Semester

		(Class)	(Lab)	Credit
ELC 117	Motors & Controls	2	6	4
ELC 128	Introduction to PLC	2	3	3
ELC 119	NEC Calculations	<u>1</u>	<u>2</u>	<u>2</u>
		5	11	9

Total Credits Required 42

**Note: A student may with the approval of the Department Chairman and the Vice President for Instruction substitute COE 112 COOP Work Experience for BPR130 Blueprint Reading: Construction.

INDUSTRIAL MAINTENANCE TECHNOLOGY

This curriculum is designed to prepare or up-grade individuals to service, maintain, repair, or install equipment for a wide range of industries. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial equipment and physical facilities.

Students will learn technical skills in blueprint reading, electricity, hydraulics/pneumatics, machining, welding, and various maintenance procedures. Practical application in these industrial systems will be emphasized and additional advanced coursework may be offered.

Upon completion of any of the various levels of this curriculum, graduates should gain the necessary practical skills and related technical information to qualify for employment or advancement in the various areas of industrial maintenance technology.

COURSE REQUIREMENTS FOR INDUSTRIAL MAINTENANCE TECHNOLOGY (EVENING)

First Year— Fall Semester

		(Class)	(Lab)	Credit
ELC 112	DC/AC Electricity	3	6	5
BPR 111	Blueprint Reading	1	2	2
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>1</u>
		5	8	8

Spring Semester

		(Class)	(Lab)	Credit
ENG 111	Expository Writing	3	0	3
MAT 161	College Algebra	3	0	3
CIS 110	Introduction to Computers	2	2	3
MNT 110	Introduction to Main. Procedures	<u>1</u>	<u>3</u>	<u>2</u>
		9	5	11

Summer Term

		(Class)	(Lab)	Credit
ELC 125	Diagrams & Schematics	1	2	2
HYD 110	Hydraulics & Pneumatics	<u>2</u>	<u>3</u>	<u>3</u>
		3	5	5

118 / DIPLOMA CURRICULA

Second Year— Fall Semester

		(Class)	(Lab)	Credit
WLD 112	Basic Welding Practice	1	3	2
MEC 111	Machine Processes I	2	3	3
MEC 130	Mechanisms	<u>2</u>	<u>3</u>	<u>3</u>
		5	9	8

Spring Semester

		(Class)	(Lab)	Credit
ELC 117	Motors & Controls	2	6	4
ELC 128	Intro to PLC	2	3	3
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
		6	9	9

Total Credit Hours 41

MACHINING TECHNOLOGY

This curriculum is designed to develop skill in the theory and safe use of hand tools, power machinery, computerized equipment and sophisticated precision inspection instruments. Students will learn to interpret blueprints, set up manual and CNC machines, perform basic and advanced machining operations and make decisions to insure that work quality is maintained. Employment opportunities for machining technicians exist in manufacturing industries, public institutions, governmental agencies, and in a wide range of specialty machining job shops.

COURSE REQUIREMENTS FOR MACHINING TECHNOLOGY (DAY)

Fall Semester

		(Class)	(Lab)	Credit
MAC 111	Machining Technology I	2	12	6
BPR 111	Blueprint Reading	1	2	2
MAT 101	Applied Math I	2	2	3
ENG 102	Applied Communications II	3	0	3
ACA 111	College Student Success	<u>1</u>	<u>0</u>	<u>1</u>
		9	16	15

Spring Semester

		(Class)	(Lab)	Credit
MAC 112	Machining Technology II	2	12	6
BPR 121	Blueprint Reading: Mechanical	1	2	2
MAC 151	Machining Calculations	1	2	2
MAC 122	CNC Turning	1	3	2
MAC 124	CNC Milling	<u>1</u>	<u>3</u>	<u>2</u>
		6	22	14

Summer Term

		(Class)	(Lab)	Credit
MAC 113	Machining Technology III	2	12	6
MEC 141	Intro. Mfg. Processes	<u>2</u>	<u>2</u>	<u>3</u>
		4	14	9

TOTAL CREDIT HOURS REQUIRED 38

Students may with the approval of the Department Chairman and the Vice President for Instruction substitute COE 112 COOP Work Experience for MAC 124 CNC Milling.

**MACHINING TECHNOLOGY
CERTIFICATE PROGRAM (EVENING)**

Fall Semester

	(Class)	(Lab)	Credit
MAC 111A Machining Technology I (part A)	1	6	3
BPR 111 Blueprint Reading	1	2	2
MAT 101 Applied Math I	<u>2</u>	<u>2</u>	<u>3</u>
	4	10	8

Spring Semester

	(Class)	(Lab)	Credit
MAC 111B Machining Technology I (part B)	1	6	3
ENG 102 Applied Communications II	3	0	3
MAC 122 CNC Turning	<u>1</u>	<u>3</u>	<u>2</u>
	5	9	8

Summer Term

	(Class)	(Lab)	Credit
MAC 124 CNC Milling	1	3	2
MEC 141 Intro. Mfg. Processes	<u>2</u>	<u>2</u>	<u>3</u>
	3	5	5

	Total Credits	21
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MANUFACTURING TECHNOLOGY

QUALITY ASSURANCE CONCENTRATION (Evening Only)

Quality Assurance is a concentration under the curriculum title of Manufacturing Technology. This curriculum is designed to prepare individuals for employment in a variety of businesses and industries as entry-level quality technicians or to obtain specific skills in quality control or quality assurance.

Course work includes training in communication skills, mathematics, and all areas of quality management. Courses include statistics, statistical process control, quality systems auditing, ISO 9000, and quality manual preparation.

Graduates should be prepared to take the American Society for Quality Control Certified Quality Technician exam. They will have broad knowledge of modern quality systems and techniques as currently practiced today in business and industry.

Note: RCC currently offers only a certificate series consisting of the following courses:

Fall Semester

		(Class)	(Lab)	Credit
ISC 173	Mechanical Inspection	3	0	3
ISC 270	Quality Systems Elements	2	0	2
ISC 275	Auditing Quality Systems	3	0	3
		<u>8</u>	<u>0</u>	<u>8</u>

Spring Semester

		(Class)	(Lab)	Credit
ISC 271	Sampling & Reliability	2	0	2
ISC 272	Quality Management Concepts	2	0	2
ISC 277	Quality Technology	4	0	4
		<u>8</u>	<u>0</u>	<u>8</u>

Total Credit Hours for Certificate 16

DEVELOPMENTAL EDUCATION (DAY/EVENING)

Students scoring below the official cut-off scores on the Computerized Placement Tests will be assigned to the appropriate developmental course(s). These courses are designed to provide the student with the reading, writing and math skills needed to enter a one or two-year program. Any student required to take two or more developmental courses will be classified as a "Developmental Education" major until the developmental requirements are fulfilled. At that time, the Chairman of Developmental Education or a counselor will officially change the student's classification to his or her declared major.

Developmental Education majors planning to enter a vocational program are required to take RED 070 and/or 080, and all developmental prerequisites for mathematics courses required in their intended major. Developmental Education majors planning to enter two-year programs must meet the requirements of all Reading and Developmental English courses and all developmental prerequisites for mathematics courses required in their intended major.

Developmental Education majors should limit their enrollment in curriculum courses to those requiring the least reading, writing, and computational competencies. Some curriculum courses have developmental prerequisites; students will not be allowed to register for those courses until the prerequisites are met. Students required to take RED 070 and REA 080 should postpone taking curriculum courses until they progress to higher-level reading courses, unless a financial aid program requires a minimum number of hours in curriculum courses.

DEVELOPMENTAL COURSES

	(Class)	(Lab)	Credit
ACA 111 College Student Success	1	2	2
ENG 060 Speaking English Well	2	0	2
ENG 070 Basic Language Skills	2	2	3
ENG 080 Writing Foundations	3	2	4
ENG 090 Composition Strategies	3	0	3
MAT 060 Essential Mathematics	3	2	4
MAT 070 Introductory Algebra	3	2	4
MAT 080 Intermediate Algebra	3	2	4
RED 070 Essential Reading Skills	3	2	4
RED 080 Introduction to College Reading	3	2	4
RED 090 Improved College Reading	3	2	4

EXIT REQUIREMENTS

All students must earn a final grade of "C" (78) or better to exit Developmental Education courses. A student whose final grade is below "C" will receive a non-punitive grade of "I" (Incomplete) and must re-enroll in the class the next semester. At the end of the second semester, the student will receive a letter grade of "A," "B," "C," or "F." The "I" then will become an "S" or a "U," appropriately.

Students in ENG 090, in addition to earning a "C" or better, must pass a writing competency test. This test consists of two paragraphs that the student must write and proofread in class— with no assistance. These paragraphs will be evaluated by at least one member of the English Department.

**** APPROVED HUMANITIES/FINES ARTS ELECTIVES**

			(Class)	(Lab)	Credit
ART	111	ART APPRECIATION	3	0	3
MUS	110	MUSIC APPRECIATION	3	0	3
PHI	110	HISTORY OF PHILOSOPHY	3	0	3
REL	110	WORLD RELIGIONS	3	0	3
SPA	111	ELEM. SPANISH I	3	0	3
SPA	112	ELEM. SPANISH II	3	0	3
FRE	111	ELEM. FRENCH I	3	0	3
FRE	112	ELEM. FRENCH II	3	0	3
ENG	132	INTRO. TO DRAMA	3	0	3
ENG	231	AMERICAN LIT. I	3	0	3
ENG	232	AMERICAN LIT. II	3	0	3
ENG	243	MAJOR BRITISH WRITERS	3	0	3
HUM	211	HUMANITIES I	3	0	3
HUM	212	HUMANITIES II	3	0	3

++ APPROVED SOCIAL/BEHAVIORIAL SCIENCE ELECTIVES

			(Class)	(Lab)	Credit
PSY	150	GENERAL PSYCHOLOGY	3	0	3
SOC	210	INTRO. TO SOCIOLOGY	3	0	3
SOC	213	SOCIOLOGY OF THE FAMILY	3	0	3
SOC	220	SOCIAL PROBLEMS	3	0	3
SOC	225	SOCIAL DIVERSITY	3	0	3
POL	120	AMERICAN GOVERNMENT	3	0	3
HIS	131	AMERICAN HISTORY I	3	0	3
HIS	132	AMERICAN HISTORY II	3	0	3
HIS	121	WESTERN CIVILIZATION I	3	0	3
HIS	122	WESTERN CIVILIZATION II	3	0	3

Course Descriptions

	Class	Lab	Credit
ACA 111 College Student Success	1	0	1
Prerequisites:			
Corequisites: None			
This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.			
ACA 118 College Study Skills	1	2	2
Prerequisites:			
Corequisites: None			
This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.			
ACC 120 Principles Of Accounting I	3	2	4
Prerequisites:			
Corequisites: None			
This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle. This course is intended for those who have not received credit for ACC 115.			

126 / COURSE DESCRIPTIONS

	Class	Lab	Credit
ACC 121 Principles of Accounting II	3	2	4
Prerequisites: ACC 120			
Corequisites: None			
This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management.			
ACC 129 Individual Income Taxes	2	2	3
Prerequisites:			
Corequisites: None			
This course introduces the relevant laws governing individual income taxation. Emphasis is placed on filing status, exemptions for dependents, gross income, adjustments, deductions, and computation of tax. Upon completion, students should be able to complete various tax forms pertaining to the topics covered in the course.			
ACC 130 Business Income Taxes	2	2	3
Prerequisites:			
Corequisites: None			
This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax depreciation, accounting periods and methods, corporations, partnerships, S corporations, estates and trusts, and gifts. Upon completion, students should be able to complete various tax forms pertaining to the topics covered in the course.			
ACC 149 Intro to Accounting Spreadsheets	3	0	3
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 Computerized Gen Ledger	1	2	2
Prerequisites: ACC 115 or ACC 120			
Corequisites: None			
This course introduces microcomputer applications related to the major accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.			
ACC 151 Acct Spreadsheet Appl	1	2	2
Prerequisites: ACC 149			
Corequisites: None			
This course is designed to facilitate the use of spreadsheet technology as applied to accounting principles. Emphasis is placed on using spreadsheet software as a problem-solving and decision-making tool. 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.			

	Class	Lab	Credit
ACC 220 Intermediate Accounting I	3	2	4
Prerequisites: ACC 121			
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 statements and extensive analyses 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 221 Intermediate Acct II	3	2	4
Prerequisites: ACC 220			
Corequisites: None			
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.			
ACC 225 Cost Accounting	3	0	3
Prerequisites: ACC 121			
Corequisites: None			
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.			
ART 111 Art Appreciation	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
ATR 112 Intro to Automation	2	3	3
Prerequisites:			
Corequisites: None			
This course introduces the basic principles of automated manufacturing and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.			

	Class	Lab	Credit
BIO 111 General Biology I	3	3	4
Prerequisites			
Corequisites: None			
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
BIO 112 General Biology II	3	3	4
Prerequisites: BIO 111			
Corequisites: None			
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
BIO 120 Introductory Botany	3	3	4
Prerequisites: BIO 110 or BIO 111			
Corequisites: None			
This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
BIO 130 Introductory Zoology	3	3	4
Prerequisites: BIO 110 or BIO 111			
Corequisites: None			
This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			

	Class	Lab	Credit
BIO 140 Environmental Biology	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
BIO 165 Anatomy and Physiology I	3	3	4
Prerequisites:			
Corequisites: None			
This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.			
BIO 166 Anatomy and Physiology II	3	3	4
Prerequisites: BIO 165			
Corequisites: None			
This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of all body systems.			
BIO 170 Introductory Microbiology	3	3	4
Prerequisites:			
Corequisites: None			
This course introduces fundamental concepts of microbiology with emphasis on the relationships of microorganisms to humans. Topics include common groups of microorganisms and their relationships to human disease, including means of transmission, body defenses, prevention, control, and treatment. Upon completion, students should be able to practice and recognize the value of aseptic technique in microbial control.			
BIO 175 General Microbiology	2	2	3
Prerequisites: BIO 110, BIO 163, BIO 166, or BIO 169			
Corequisites: None			
This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques.			

130 / COURSE DESCRIPTIONS

	Class	Lab	Credit
BPR 111 Blueprint Reading	1	2	2
Prerequisites:			
Corequisites: None			
This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.			
BPR 121 Blueprint Reading: Mech	1	2	2
Prerequisites: BPR 111 or MAC 131			
Corequisites: None			
This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.			
BPR 130 Blueprint Reading/Const	1	2	2
Prerequisites:			
Corequisites: None			
This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.			
BUS 110 Introduction to Business	3	0	3
Prerequisites:			
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.			
BUS 115 Business Law I	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.			
BUS 116 Business Law II	3	0	3
Prerequisites: BUS 115			
Corequisites: None			
This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.			

	Class	Lab	Credit
BUS 121 Business Math	2	2	3
Prerequisites:			
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
Prerequisites:			
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 137 Principles of Management	3	0	3
Prerequisites:			
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.			
BUS 153 Human Resource Management	3	0	3
Prerequisites:			
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 230 Small Business Management	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.			

132 / COURSE DESCRIPTIONS

	Class	Lab	Credit
BUS 260 Business Communication	3	0	3
Prerequisites: 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 workplace.			
CHM 151 General Chemistry I	3	3	4
Prerequisites:			
Corequisites: None			
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
CHM 152 General Chemistry II	3	3	4
Prerequisites: CHM 151			
Corequisites: None			
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
CIS 110 Introduction to Computers	2	2	3
Prerequisites:			
Corequisites: None			
This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.			
CIS 115 Intro to Prog & Logic	2	2	3
Prerequisites: MAT 080 or MAT 090			
Corequisites: None			
This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.			

	Class	Lab	Credit
CIS 120 Spreadsheet I	2	2	3
Prerequisites: CIS 110 or CIS 111			
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.			
CIS 130 Survey of Operating Sys	2	3	3
Prerequisites:			
Corequisites: None			
The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.			
CIS 152 Database Concepts & Apps	2	2	3
Prerequisites: CIS 110 or CIS 111			
Corequisites: None			
This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices.			
CIS 153 Database Applications	2	2	3
Prerequisites: CIS 152			
Corequisites: None			
This course covers advanced database functions continued from CIS 152. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.			
CIS 165 Desktop Publishing I	2	2	3
Prerequisites:			
Corequisites: None			
This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications.			
CIS 169 Business Presentations	1	2	2
Prerequisites: CIS 110 or CIS 111			
Corequisites: None			
This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text and graphics. Upon completion, students should be able to design and demonstrate an effective presentation.			

	Class	Lab	Credit
CIS 220 Spreadsheets II	1	2	2
Prerequisites: CIS 120			
Corequisites: None			
This course covers advanced spreadsheet design and development. Topics include advanced functions, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.			
CIS 286 Systems Analysis & Design	3	0	3
Prerequisites: CIS 115			
Corequisites: None			
This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.			
CIS 288 Systems Project	1	4	3
Prerequisites: CIS 227 or CIS 286			
Corequisites: None			
This course provides an opportunity to complete a significant systems project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation.			
CJC 111 Introduction to Criminal Justice	3	0	3
Prerequisites:			
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.			
CJC 112 Criminology	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.			

	Class	Lab	Credit
CJC 113 Juvenile Justice	3	0	3
Prerequisites:			
Corequisites: None			
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.			
CJC 131 Criminal Law	3	0	3
Prerequisites:			
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:			
Corequisites: None			
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.			
CJC 141 Corrections	3	0	3
Prerequisites:			
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.			
CJC 211 Counseling	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the basic elements of counseling and specific techniques applicable to the criminal justice setting. Topics include observation, listening, recording, interviewing, and problem exploration necessary to form effective helping relationships. Upon completion, students should be able to discuss and demonstrate the basic techniques of counseling.			

	Class	Lab	Credit
CJC 212 Ethics & Comm Relations	3	0	3
Prerequisites:			
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.			
CJC 215 Organization & Administration	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.			
CJC 221 Investigative Principles	3	2	4
Prerequisites:			
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 222 Criminalistics	3	0	3
Prerequisites:			
Corequisites: None			
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.			
CJC 231 Constitutional Law	3	0	3
Prerequisites:			
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.			

	Class	Lab	Credit
CJC 233 Correctional Law	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.			
COE 111 Co-op Work Experience I	0	10	1
Prerequisites:			
Corequisites:			
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.			
COE 112 Co-op Work Experience I	0	20	2
Prerequisites:			
Corequisites:			
This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.			
COE 113 Co-op Work Experience I	0	30	3
Prerequisites:			
Corequisites:			
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.			
COM 231 Public Speaking	3	0	3
Prerequisites:			
Corequisites: None			
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.			

	Class	Lab	Credit
CSC 132 BASIC Programming	2	3	3
Prerequisites:			
Corequisites: None			
This course is designed to introduce computer programming using the BASIC programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays/tables, and other related topics. Upon completion, students should be able to design, code, test, and debug BASIC language programs.			
CSC 133 C Programming	2	3	3
Prerequisites:			
Corequisites: None			
This course introduces computer programming using the C programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays tables, pointers, and other related topics. Upon completion, students should be able to design, code, test, and debug C language programs.			
DFT 111 Technical Drafting I	2	6	4
Prerequisites:			
Corequisites: None			
This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorials drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices.			
DFT 115 Architectural Drafting	1	2	2
Prerequisites:			
Corequisites: None			
This course introduces basic drafting practices used in residential and light commercial design. Topics include floor plans, foundations, details, electrical components, elevations, and dimensioning practice. Upon completion, students should be able to complete a set of working drawings for a simple structure.			
DFT 151 CAD I	2	3	3
Prerequisites:			
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.			
DFT 153 CAD III	2	3	3
Prerequisites: DFT 151			
Corequisites: None			
This course covers basic principles of three-dimensional CAD wireframe and surface models. Topics include user coordinate systems, three-dimensional viewpoints, three-dimensional wireframes, and surface components and viewpoints. Upon completion, students should be able to create and manipulate three-dimensional wireframe and surface models.			

	Class	Lab	Credit
DRA 111 Theatre Appreciation	3	0	3
Prerequisites:			
Corequisites: None			
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
DRA 112 Literature of the Theatre	3	0	3
Prerequisites:			
Corequisites: None			
This course provides a survey of dramatic works from the classical Greek through the present. Emphasis is placed on the language of drama, critical theory, and background as well as on play reading and analysis. Upon completion, students should be able to articulate, orally and in writing, their appreciation and understanding of dramatic works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
ECO 151 Survey of Economics	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
ECO 251 Prin of Microeconomics	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces economic analysis of individuals, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			

	Class	Lab	Credit
ECO 252 Prin of Macroeconomics	3	0	3
Prerequisites:			
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
EDU 111 Early Childhood Cred I	2	0	2
Prerequisites:			
Corequisites: None			
This course introduces early childhood education and the role of the teacher in environments that encourage exploration and learning. Topics include professionalism, child growth and development, individuality, family, and culture. Upon completion, students should be able to identify and demonstrate knowledge of professional roles, major areas of child growth and development, and diverse families.			
EDU 112 Early Childhood Cred II	2	0	2
Prerequisites:			
Corequisites: None			
This course introduces developmentally appropriate practices, positive guidance, and standards of health, safety, and nutrition. Topics include the learning environment, planning developmentally appropriate activities, positive guidance techniques, and health, safety, and nutrition standards. Upon completion, students should be able to demonstrate developmentally appropriate activities and positive guidance techniques and describe health/sanitation/nutrition practices that promote healthy environments for children.			
EDU 131 Child, Family, & Community	3	0	3
Prerequisites:			
Corequisites: None			
This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.			
EDU 144 Child Development I	3	0	3
Prerequisites:			
Corequisites: None			
This course covers the theories of child development and the developmental sequences of children from conception through the pre-school years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development.			

	Class	Lab	Credit
EDU 145 Child Development II	3	0	3
Prerequisites: EDU 144			
Corequisites: None			
This course covers theories of child development and developmental sequences of children from pre-school through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children. Upon completion, students should be able to identify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.			
EDU 146 Child Guidance	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.			
EDU 151 Creative Activities	3	0	3
Prerequisites:			
Corequisites: None			
This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.			
EDU 151A Creative Activities Lab	0	2	1
Prerequisites:			
Corequisites: EDU 151			
This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.			
EDU 153 Health, Safety, & Nutrition	3	0	3
Prerequisites:			
Corequisites: None			
This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional needs, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program.			

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	Class	Lab	Credit
EDU 185 Cognitive & Language Act	3	0	3
Prerequisites:			
Corequisites: None			
This course covers methods of developing cognitive and language/communication skills in children. Emphasis is placed on planning the basic components of language and cognitive processes in developing curriculum activities. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum activities.			
EDU 221 Children with Special Needs	3	0	3
Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245			
Corequisites: None			
This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and classroom environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.			
EDU 234 Infants, Toddlers, & Twos	3	0	3
Prerequisites:			
Corequisites: None			
This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.			
EDU 251 Exploration Activities	3	0	3
Prerequisites:			
Corequisites: None			
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.			
EDU 259 Curriculum Planning	3	0	3
Prerequisites: EDU 112 or EDU 119			
Corequisites: None			
This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.			

	Class	Lab	Credit
EDU 261 Early Childhood Administration I	2	0	2
Prerequisites:			
Corequisites: None			
This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a NC Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.			
EDU 282 Early Childhood Literature	3	0	3
Prerequisites:			
Corequisites: None			
This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.			
EGR 285 Design Project	0	4	2
Prerequisites:			
Corequisites: None			
This course provides the opportunity to design and construct an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, construction, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate operational projects.			
ELC 112 DC/AC Electricity	3	6	5
Prerequisites:			
Corequisites: None			
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.			
ELC 113 Basic Wiring I	2	6	4
Prerequisites:			
Corequisites: None			
This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.			

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	Class	Lab	Credit
ELC 114 Basic Wiring II	2	6	4
Prerequisites: ELC 113			
Corequisites: None			
This course provides additional instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations.			
ELC 115 Industrial Wiring	2	6	4
Prerequisites: ELC 113			
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: ELC 112 or ELC 131			
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:			
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:			
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 125 Diagrams and Schematics	1	2	2
Prerequisites:			
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.			

	Class	Lab	Credit
ELC 128 Intro to PLC	2	3	3
Prerequisites:			
Corequisites: None			
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.			
ELC 131 DC/AC Circuit Analysis	4	3	5
Prerequisites:			
Corequisites: MAT 121			
This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation software, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.			
ELN 131 Electronic Devices	3	3	4
Prerequisites: ELC 112, ELC 131, or ELC 140			
Corequisites: None			
This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thyristors, and related components . Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.			
ELN 132 Linear IC Applications	3	3	4
Prerequisites: ELN 131			
Corequisites: None			
This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, differential amplifiers, instrumentation amplifiers, waveform generators, active filters, PLLs, and IC voltage regulators. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment.			
ELN 133 Digital Electronics	3	3	4
Prerequisites: ELC 112, ELC 131, or ELC 140			
Corequisites: None			
This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AC/DC converters, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.			

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	Class	Lab	Credit
ELN 150 CAD for Electronics	1	3	2
Prerequisites: CIS 110 or CIS 111			
Corequisites: None			
This course introduces computer-aided drafting (CAD) with an emphasis on applications in the electronics field. Topics include electronics industry standards (symbols, schematic diagrams, layouts); drawing electronic circuit diagrams; and specialized electronic drafting practices and components such as resistors, capacitors, and ICs. Upon completion, students should be able to prepare electronic drawings with CAD software.			
ELN 232 Intro to Microprocessors	3	3	4
Prerequisites: ELN 133			
Corequisites: None			
This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.			
ELN 237 Local Area Networks	2	3	3
Prerequisites: CIS 110 or CIS 111			
Corequisites: None			
This course introduces the fundamentals of local area networks and their operation in business and computer environments. Topics include the characteristics of network topologies, system hardware (repeaters, bridges, routers, gateways), system configuration, and installation and administration of the LAN. Upon completion, students should be able to install, maintain, and manage a local area network.			
ENG 060 Speaking English Well	2	0	2
Prerequisites:			
Corequisites: None			
This course is designed to improve conversational skills. Emphasis is placed on practice using fluent standard spoken English. Upon completion, students should be able to converse comfortably in a variety of situations. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.			
ENG 070 Basic Language Skills	2	2	3
Prerequisites:			
Corequisites: None			
This course introduces the fundamentals of standard written English. Emphasis is placed on effective word choice, recognition of sentences and sentence parts, and basic usage. Upon completion, students should be able to generate a variety of sentence types that clearly express ideas. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.			

	Class	Lab	Credit
ENG 080 Writing Foundations	3	2	4
Prerequisites: ENG 070			
Corequisites: None			
This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.			
ENG 090 Composition Strategies	3	0	3
Prerequisites: ENG 080			
Corequisites: None			
This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental and writing for ENG 111 and ENG 111A.			
ENG 102 Applied Communications II	3	0	3
Prerequisites:			
Corequisites: None			
This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course.			
ENG 111 Expository Writing	3	0	3
Prerequisites: ENG 090 and RED 090			
Corequisites: None			
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.			
ENG 112 Argument-Based Research	3	0	3
Prerequisites: ENG 111			
Corequisites: None			
This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.			

	Class	Lab	Credit
ENG 114 Professional Research & Reporting	3	0	3
Prerequisites: ENG 111			
Corequisites: None			
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.			
ENG 131 Introduction to Literature	3	0	3
Prerequisites: ENG 111			
Corequisites: ENG 112, ENG 113, or ENG 114			
This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
ENG 231 American Literature I	3	0	3
Prerequisites: 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 interpret, analyze, and respond to literary works in their historical, and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
ENG 232 American Literature II	3	0	3
Prerequisites: 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 interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
ENG 233 Major American Writers	3	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114			
Corequisites: None			
This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			

	Class	Lab	Credit
ENG 241 British Literature I	3	0	3
Prerequisites: 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
ENG 242 British Literature II	3	0	3
Prerequisites: 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
ENG 243 Major British Writers	3	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114			
Corequisites: None			
This course provides an intensive study of the works of several major British authors. Emphasis is placed on British history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
ENG 261 World Literature I	3	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114			
Corequisites: None			
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
ENG 262 World Literature II	3	0	3
Prerequisites: ENG 112, ENG 113, or ENG 114			
Corequisites: None			
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			

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	Class	Lab	Credit
FRE 111 Elementary French I	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
FRE 112 Elementary French II	3	0	3
Prerequisites: FRE 111			
Corequisites: None			
This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
GEO 111 World Regional Geography	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
GEO 112 Cultural Geography	3	0	3
Prerequisites:			
Corequisites: None			
This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			

	Class	Lab	Credit
GER 111 Elementary German I	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the fundamental elements of the German 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 German and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
GER 112 Elementary German II	3	0	3
Prerequisites: GER 111			
Corequisites: None			
This course is a continuation of GER 111 focusing on the fundamental elements of the German 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 German and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
HIS 121 Western Civilization I	3	0	3
Prerequisites:			
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
HIS 122 Western Civilization II	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			

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	Class	Lab	Credit	
HIS 131 American History I	3	0	3	
Prerequisites:				
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences.				
HIS 132 American History II	3	0	3	
Prerequisites:				
Corequisites: None				
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.				
	Class	Lab	Shop	Credit
HSE 110 Introduction to Human Services	2	2	0	3
Prerequisites:				
Corequisites: None				
This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.				
HSE 112 Group Process I	1	2	0	2
Prerequisites: Enrollment in the HSE program				
Corequisites: None				
This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.				
HSE 123 Interviewing Techniques	2	2	0	3
Prerequisites:				
Corequisites: None				
This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.				

	Class	Lab	Shop	Credit
<p>HSE 125 Counseling</p> <p>Prerequisites: PSY 150</p> <p>Corequisites: None</p> <p>This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.</p>	2	2	0	3
<p>HSE 150 Preventive Intervention</p> <p>Prerequisites:</p> <p>Corequisites: None</p> <p>This course presents skills training for prevention and control of violent behavior. Emphasis is placed on safety procedures which promote positive outcomes for clients and workers. Upon completion, students should be able to identify and demonstrate safety procedures for all persons involved.</p>	1	2	0	2
<p>HSE 155 Community Resources Management</p> <p>Prerequisites:</p> <p>Corequisites: None</p> <p>This course focuses on the working relationships between human services agencies and the community. Emphasis is placed on identification and observation of community resources which contribute to the achievement of the human services mission. Upon completion, students should be able to demonstrate knowledge about mobilizing of community resources, marshaling public support, and determining appropriate sources of funding.</p>	2	0	0	2
<p>HSE 210 Human Services Issues</p> <p>Prerequisites: Successful completion of 12 SHC in the HSE program</p> <p>Corequisites: None</p> <p>This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.</p>	2	0	0	2
<p>HSE 225 Crisis Intervention</p> <p>Prerequisites:</p> <p>Corequisites: None</p> <p>This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.</p>	3	0	0	3
<p>HSE 227 Children & Adolescents in Crisis</p> <p>Prerequisites:</p> <p>Corequisites: None</p> <p>This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents.</p>	3	0	0	3

	Class	Lab	Shop	Credit
HSE 250 Financial Services	2	0	0	2
Prerequisites:				
Corequisites: None				
This course introduces those agencies that provide income maintenance casework services. Emphasis is placed on qualifying applicants for a variety of economic assistant programs offered by human services agencies. Upon completion, students should be able to make a factual and objective assessment of a client's economic situation to qualify them for economic assistance.				
HSE 251 Activities Therapy	2	2	0	3
Prerequisites:				
Corequisites: None				
This course introduces skills and techniques used in recreation and leisure activities to enhance the lives of special populations. Emphasis is placed on music, art, and recreational therapy. Upon completion, students should be able to define, plan, and adapt recreational activities for selected groups and individuals.				
HSE 260 HSE Clinical Supervision II	1	0	0	1
Prerequisites: Successful completion of 12 SHC in the HSE program				
Corequisites: HSE 261, HSE 262, HSE 263, or HSE 264				
This course provides an opportunity to discuss clinical experiences with peers and faculty. Emphasis is placed on discussing application of concepts and principles from related course content to clinical placement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes required in human services clinical experiences.				
HSE 262 HSE Clinical Experience II	0	0	6	2
Prerequisites: Successful completion of 12 SHC in the HSE program				
Corequisites: HSE 260				
This course provides additional supervised clinical experience in human services delivery agencies. Emphasis is placed on the application and practice of concepts, principles, knowledge, and skills from related course work. Upon completion, students should be able to demonstrate and apply skills, knowledge, and values from human services classes.				
HSE 270 HSE Clinical Supervision III	1	0	0	1
Prerequisites: Successful completion of 12 SHC in the HSE program				
Corequisites: HSE 271, HSE 272, HSE 273, or HSE 274				
This course provides an opportunity to discuss clinical experiences with peers and faculty. Emphasis is placed on discussing application of concepts and principles from related course content to clinical placement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes required in human services clinical experiences.				
HSE 272 HSE Clinical Experience III	0	0	6	2
Prerequisites: Successful completion of 12 SHC in the HSE program				
Corequisites: HSE 270				
This course provides additional supervised clinical experience in human services delivery agencies. Emphasis is placed on the application and practice of concepts, principles, knowledge, and skills from related course work. Upon completion, students should be able to demonstrate and apply skills, knowledge, and values from human services classes.				

	Class	Lab	Credit
HUM 110 Technology and Society	3	0	3
Prerequisites:			
Corequisites: None			
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
HUM 160 Introduction to Film	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
HUM 211 Humanities I	3	0	3
Prerequisites: ENG 111			
Corequisites: None			
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
HUM 212 Humanities II	3	0	3
Prerequisites: ENG 111			
Corequisites: None			
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
HYD 110 Hydraulics/Pneumatics I	2	3	3
Prerequisites:			
Corequisites: None			
This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.			

	Class	Lab	Credit
INT 110 International Business	3	0	3
Prerequisites:			
Corequisites: None			
This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business.			
ISC 112 Industrial Safety	2	0	2
Prerequisites:			
Corequisites: None			
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment.			
ISC 173 Mechanical Inspection	3	0	3
Prerequisites:			
Corequisites: None			
This course covers the elements of mechanical inspection performed by quality assurance personnel. Topics include algebraic and geometric calculations, the metric system, and inspection planning. Upon completion, students should be able to use the most common tools of product inspection.			
ISC 270 Quality Systems Elements	2	0	2
Prerequisites:			
Corequisites: None			
This course covers the necessary elements in a comprehensive quality system. Emphasis is placed on the ISO 9000 series as a standard for the quality system. Upon completion, students should be able to participate in the creation of a quality manual which complies with ISO 9000. This course is a unique concentration requirement in the Quality Assurance concentration in the Manufacturing Technology program.			
ISC 271 Sampling & Reliability	2	0	2
Prerequisites:			
Corequisites: None			
This course introduces sampling and sampling plans. Emphasis is placed on mil standards, OC curves, and data gathering and problem-solving tools. Upon completion, students should be able to prepare a sampling plan and use problem-solving tools such as cause-and-effect diagrams. This course is a unique concentration requirement in the Quality Assurance concentration in the Manufacturing Technology program.			

	Class	Lab	Credit
ISC 272 Quality Management Concepts	2	0	2
Prerequisites:			
Corequisites: None			
This course is a fundamental coverage of total quality management. Topics include leadership, customer satisfaction, employee involvement, continuous process improvement, and other modern approaches to maintaining a quality organization. Upon completion, students should be able to understand how the various elements of a quality system work together. This course is a unique concentration requirement in the Quality Assurance concentration in the Manufacturing Technology program.			
ISC 275 Auditing Quality Systems	3	0	3
Prerequisites:			
Corequisites: None			
This course covers quality audits as a tool for improving performance. Emphasis is placed on internal and external audits using ISO 9001 as the reference. Upon completion, students should be able to plan and conduct internal and external audits. This course is a unique concentration requirement in the Quality Assurance concentration in the Manufacturing Technology program.			
ISC 277 Quality Technology	4	0	4
Prerequisites:			
Corequisites: None			
This course presents quality assurance topics relating to an effective quality system. Emphasis is placed on quality management concepts, including sampling and reliability. Upon completion, students should have the basic knowledge required to take the ASQC Certified Quality Technician Exam.			
MAC 111 Machining Technology I	2	12	6
Prerequisites:			
Corequisites: None			
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.			
MAC 112 Machining Technology II	2	12	6
Prerequisites: MAC 111			
Corequisites: None			
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.			

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	Class	Lab	Credit
MAC 113 Machining Technology III	2	12	6
Prerequisites: MAC 112			
Corequisites: None			
This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications.			
MAC 122 CNC Turning	1	3	2
Prerequisites:			
Corequisites: None			
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.			
MAC 124 CNC Milling	1	3	2
Prerequisites:			
Corequisites: None			
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.			
MAC 151 Machining Calculations	1	2	2
Prerequisites:			
Corequisites: None			
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.			
MAT 060 Essential Mathematics	3	2	4
Prerequisites: MAT 050			
Corequisites: None			
This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.			
MAT 070 Introductory Algebra	3	2	4
Prerequisites: MAT 060			
Corequisites: RED 080			
This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.			

	Class	Lab	Credit
MAT 080 Intermediate Algebra	3	2	4
Prerequisites: MAT 070			
Corequisites: RED 080			
This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.			
MAT 101 Applied Mathematics I	2	2	3
Prerequisites: MAT 060			
Corequisites: None			
This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs.			
MAT 115 Mathematical Models	2	2	3
Prerequisites: MAT 070			
Corequisites: None			
This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their groups, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.			
MAT 145 Analytical Math	3	0	3
Prerequisites: MAT 080 or MAT 090			
Corequisites: None			
This course is designed to develop problem-solving and reasoning skills by the study of selected areas of mathematics. Topics include elementary and Boolean algebra, sets, logic, number theory, numeration systems, probability, statistics, and linear programming. Upon completion, students should be able to apply logic and other mathematical concepts.			
MAT 155 Statistical Analysis	3	0	3
Prerequisites: MAT 080 or MAT 090			
Corequisites: None			
This course is an introduction to descriptive and inferential statistics. Topics include sampling, distributions, plotting data, central tendency, dispersion, Central Limits Theorem, confidence intervals, hypothesis testing, correlations, regressions, and multinomial experiments. Upon completion, students should be able to describe data and test inferences about populations using sample data. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			

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	Class	Lab	Credit
MAT 161 College Algebra	3	0	3
Prerequisites: MAT 080 or MAT 090			
Corequisites: None			
This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on equations and inequalities; polynomials, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
MAT 162 College Trigonometry	3	0	3
Prerequisites: MAT 161			
Corequisites: None			
This course provides an integrated technological approach to trigonometry and its applications. Topics include trigonometric ratios, right triangles, oblique triangles, trigonometric functions, graphing, vectors, and complex numbers. Upon completion, students should be able to apply the above principles of trigonometry to problem solving and communication. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
MAT 165 Finite Mathematics	3	0	3
Prerequisites: MAT 161			
Corequisites: None			
This course provides topics used to formulate models and to solve and interpret solutions using an algorithmic approach. Topics include linear algebra, linear programming, simplex method, sets and counting, probability, mathematics of finance, and logic. Upon completion, students should be able to demonstrate both an understanding of the theoretical concepts of finite mathematics and the ability to solve related problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
MAT 171 Precalculus Algebra	3	0	3
Prerequisites: MAT 080 or MAT 090			
Corequisites: None			
This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			

	Class	Lab	Credit
MAT 172 Precalculus Trigonometry	3	0	3
Prerequisites: MAT 171			
Corequisites: None			
This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
MAT 271 Calculus I	3	2	4
Prerequisites: MAT 172 or MAT 175			
Corequisites: None			
This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
MAT 272 Calculus II	3	2	4
Prerequisites: MAT 271			
Corequisites: None			
This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
MAT 273 Calculus III	3	2	4
Prerequisites: MAT 272			
Corequisites: None			
This course covers the calculus of several variables and is third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
MEC 110 Intro to CAD/CAM	1	2	2
Prerequisites:			
Corequisites: None			
This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.			

	Class	Lab	Credit
MEC 111 Machine Processes I	2	3	3
Prerequisites:			
Corequisites: None			
This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.			
MEC 130 Mechanisms	2	3	3
Prerequisites:			
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 used to transmit control signals. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.			
MEC 141 Introduction Manufacturing Processes	2	2	3
Prerequisites:			
Corequisites: None			
This course covers the properties and characteristics of manufacturing materials and the processes used to form them. Emphasis is placed on manufacturing materials, heat-treating processes, and manufacturing processes. Upon completion, students should be able to identify physical characteristics of materials and describe processes used to manufacture a part.			
MEC 251 Statics	2	2	3
Prerequisites: PHY 131 or PHY 151			
Corequisites: None			
This course covers the concepts and principles of statics. Topics include systems of forces and moments on structures in two- and three-dimensions in equilibrium. Upon completion, students should be able to analyze forces and moments on structures.			
MEC 252 Strength of Materials	2	2	3
Prerequisites: MEC 251			
Corequisites: None			
This course covers the principles and concepts of stress analysis. Topics include centroids, moments of inertia, shear/moment diagrams, and stress and strain. Upon completion, students should be able to perform a stress and strain analysis on structural components.			
MEC 267 Thermal Systems	2	2	3
Prerequisites: PHY 131 or PHY 151			
Corequisites: None			
This course introduces the fundamental laws of thermodynamics. Topics include work and energy, open and closed systems, and heat engines. Upon completion, students should be able to demonstrate a knowledge of the laws and principles that apply to thermal power.			

	Class	Lab	Credit
MEC 270 Machine Design	3	3	4
Prerequisites: DFT 151, MEC 180, and MEC 250 or MEC 251 and MEC 252			
Corequisites: None			
This course covers the basic principles underlying design and selection of machine elements. Topics include stress analysis, selection of components, power transmission, and other design considerations. Upon completion, students should be able to identify and solve mechanical design problems by applying basic engineering principles.			
MEC 271 Machine Design Project	0	3	1
Prerequisites:			
Corequisites: MEC 270			
This course provides an opportunity for involvement in the practical application of machine design by development of a project. Emphasis is placed on the design and engineering processes required to complete an approved project. Upon completion, students should be able to demonstrate the ability to progress from conceptual design to completed project.			
MKT 120 Principles of Marketing	3	0	3
Prerequisites:			
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 110 Introduction to Maintenance Procedures	1	3	2
Prerequisites:			
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.			
MUS 110 Music Appreciation	3	0	3
Prerequisites:			
Corequisites: None			
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			

	Class	Lab	Credit
NET 110 Data Communication/Networking	2	2	3
Prerequisites:			
Corequisites: None			
This course introduce data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking.			
	5	3	6
NUR 110 Nursing I			8
Prerequisites: Admission to the Associate Degree Nursing program			
Corequisites: None			
This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health.			
NUR 117 Pharmacology	1	3	0
Prerequisites:			
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, and application of the nursing process regarding drug therapy. Upon completion, students should be able to compute dosages and administer medication safely.			
NUR 120 Nursing II	5	3	6
Prerequisites: NUR 110			
Corequisites: None			
This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health.			
UR 130 Nursing III	4	3	6
Prerequisites: NUR 120			
Corequisites: None			
This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health.			

	Class	Lab	Clinical	Credit
NUR 210 Nursing IV	5	3	12	10
Prerequisites: NUR 130				
Corequisites: None				
This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health.				
NUR 220 Nursing V	4	3	15	10
Prerequisites: NUR 210				
Corequisites: None				
This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse's role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations.				
NUR 244 Issues and Trends	2	0	0	2
Prerequisites:				
Corequisites: None				
This course presents an overview of current trends and issues in nursing as they affect nursing practice in a changing health care environment. Emphasis is placed on making an effective transition into the roles of the practicing nurse. Upon completion, students should be able to articulate professional aspects of the practice of nursing.				
			Class	Lab
OST 080 Keyboarding Literacy			1	2
Prerequisites:				
Corequisites: None				
This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.				
OST 122 Office Computations			1	2
Prerequisites:				
Corequisites: None				
This course introduces the keypad and the touch method using the electronic calculator. Topics include mathematical functions in business applications. Upon completion, students should be able to use the electronic calculator to solve a wide variety of problems commonly encountered in business.				
OST 131 Keyboarding			1	2
Prerequisites:				
Co requisites:				
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy using the touch system.				

	Class	Lab	Credit
OST 132 Keyboard Skill Building	1	2	2
Prerequisites: OST 131			
Corequisites: None			
This course provides accuracy and speed-building drills. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with great accuracy and speed.			
OST 133 Advanced Keyboard Skill Building	1	2	2
Prerequisites: OST 132			
Corequisites: None			
This course is designed to increase speed and improve accuracy to meet employment tests and job requirements. Emphasis is placed on individualized diagnostic and prescriptive drills. Upon completion, students should be able to keyboard with greater speed and accuracy as measured by five-minute timed writings and skill-development paragraphs.			
OST 134 Text Entry & Formatting	3	2	4
Prerequisites: OST 131			
Corequisites: OST 132			
This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents.			
OST 136 Word Processing	1	2	2
Prerequisites: OST 131			
Corequisites: OST 132			
This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.			
OST 164 Text Editing Applications	3	0	3
Prerequisites: OST 131			
Corequisites: None			
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.			
OST 184 Records Management	1	2	2
Prerequisites: RED 090 or satisfactory placement test score			
Corequisites: None			
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.			

	Class	Lab	Credit
OST 223 Machine Transcription I	1	2	2
Prerequisites: OST 134, OST 136, OST 164 and ENG 111			
Corequisites: None			
This course covers the use of transcribing machines to produce mailable documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe documents into mailable copy.			
OST 224 Machine Transcription II	1	2	2
Prerequisites: OST 223			
Corequisites: None			
This course provides advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents into mailable copy with minimal assistance.			
OST 236 Advanced Word/Information Processes	2	2	3
Prerequisites: OST 136			
Corequisites: None			
This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents.			
OST 286 Professional Development	2	0	2
Prerequisites: OST 133			
Corequisites: None			
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.			
OST 289 Office Systems Management	2	2	3
Prerequisites: OST 134, OST 136, and OST 164			
Corequisites: None			
This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment.			
PED 110 Fit and Well for Life	1	2	2
Prerequisites:			
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.			

	Class	Lab	Credit
PED 142 Lifetime Sports	0	2	1
Prerequisites:			
Corequisites: None			
This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities.			
PED 210 Team Sports	0	3	1
Prerequisites:			
Corequisites: None			
This course introduces the fundamentals of popular American team sports. Emphasis is placed on rules, equipment, and motor skills used in various sports. Upon completion, students should be able to demonstrate knowledge of the sports covered.			
PHI 210 History of Philosophy	3	0	3
Prerequisites: ENG 111			
Corequisites: None			
This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
PHS 110 Basic Physical Science	3	2	4
Prerequisites:			
Corequisites: None			
This course introduces the physical environment with emphasis on the laws and physical concepts that impact the world and universe. Topics include astronomy, geology, meteorology, general chemistry, and general physics. Upon completion, students should be able to describe the forces and composition of the earth and universe.			
PHY 151 College Physics I	3	2	4
Prerequisites: MAT 162, MAT 172, or MAT 175			
Corequisites: None			
This course uses algebra and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			

	Class	Lab	Credit
PHY 152 College Physics II	3	2	4
Prerequisites: PHY 151			
Corequisites: None			
This course uses algebra and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.			
PLA 110 Introduction to Plastics	2	0	2
Prerequisites:			
Corequisites: None			
This course introduces the plastics processing industry, including thermoplastics and thermosets. Emphasis is placed on the description, classification, and properties of common plastics and processes and current trends in the industry. Upon completion, students should be able to describe the differences between thermoplastics and thermosets and recognize the basics of the different plastic processes.			
POL 110 Introduction Political Science	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
POL 120 American Government	3	0	3
Prerequisites:			
Corequisites: None			
This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			

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	Class	Lab	Credit
POL 220 International Relations	3	0	3
Prerequisites:			
Corequisites: None			
This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
PSY 150 General Psychology	3	0	3
Prerequisites:			
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
PSY 237 Social Psychology	3	0	3
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
PSY 241 Developmental Psychology	3	0	3
Prerequisites: PSY 150			
Corequisites: None			
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			

	Class	Lab	Credit
PSY 281 Abnormal Psychology	3	0	3
Prerequisites: PSY 150			
Corequisites: None			
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
RED 070 Essential Reading Skills	3	2	4
Prerequisites:			
Corequisites: None			
This course is designed for those with limited reading skills. Emphasis is placed on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies. Upon completion, students should be able to demonstrate competence in the skills required for RED 080. This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.			
RED 080 Intro to College Reading	3	2	4
Prerequisites: RED 070			
Corequisites: None			
This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.			
RED 090 Improved College Reading	3	2	4
Prerequisites: RED 080			
Corequisites: None			
This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A.			
REL 110 World Religions	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			

172 / COURSE DESCRIPTIONS

	Class	Lab	Credit
REL 211 Introduction to Old Testament	3	0	3
Prerequisites:			
Corequisites: None			
This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
REL 212 Introduction to New Testament	3	0	3
Prerequisites:			
Corequisites: None			
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
SOC 210 Introduction to Sociology	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
SOC 213 Sociology of the Family	3	0	3
Prerequisites:			
Corequisites: None			
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			

	Class	Lab	Credit
SOC 220 Social Problems	3	0	3
Prerequisites:			
Corequisites: None			
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
SOC 225 Social Diversity	3	0	3
Prerequisites:			
Corequisites: None			
This course provides a comparison of diverse roles, interests, 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences.			
SOC 240 Social Psychology	3	0	3
Prerequisites:			
Corequisites: None			
This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
SPA 111 Elementary Spanish I	3	0	3
Prerequisites:			
Corequisites: None			
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			

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	Class	Lab	Credit
SPA 112 Elementary Spanish II	3	0	3
Prerequisites: SPA 111			
Corequisites: None			
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.			
SPA 120 Spanish for the Workplace	3	0	3
Prerequisites:			
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.			
WLD 112 Basic Welding Processes	1	3	2
Prerequisites:			
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.			

Continuing Education Programs

Richmond Community College offers adults, 18 years old or older, a variety of noncredit educational programs which afford an opportunity to finish high school, to participate in preemployment training, to upgrade current job skills, and to improve personal and family life. Continuing Education offers a large selection of subjects which are taught at convenient hours, at convenient locations, and as frequently as needed. A fee is charged for most classes. Textbooks and/or materials, if needed, must be purchased by the student.

As needs are identified, courses are developed, scheduled, and announced to the public. To ensure a place in the class, interested persons are encouraged to pre-register by telephoning the receptionist at Richmond Community College at 582-7000 or 276-3331; or the Scotland Center at 276-1388; or the Rockingham Center at 997-4369. Many classes have enrollment limits, therefore preference will be given to preregistrants. Formal registration takes place at the first class meeting.

The public is encouraged to make their needs and/or interests known to the Continuing Education Department by calling 582-7000.

THE CONTINUING EDUCATION UNIT

The continuing education unit (C.E.U.) is used as the basic means for recognizing an individual's participation in, and for recording the institution's offering of, noncredit classes, courses, and programs. A C.E.U. is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. There are two types of C.E.U. application: individual and institutional.

The following criteria are to be utilized for the awarding of Individual C.E.U.'s:

- a. The noncredit activity is planned in response to an assessment of educational needs for a specific target population.
- b. There is a statement of objectives and rationale.
- c. Content is selected and organized in a sequential manner.
- d. The activity is of an instructional nature and is sponsored or approved

by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.

- e. There is a provision for registration for individual participation and to provide data for institutional reporting.
- f. Appropriate evaluation procedures are utilized and criteria established for awarding C.E.U.'s to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures, and course effectiveness.

Noncredit offerings which do not meet the individual C.E.U. criteria should be accounted for only in terms of the institutional C.E.U., no individual C.E.U.'s should be awarded. Normally these noncredit offerings will be less structured and more informal in nature.

Neither individual nor institutional C.E.U.'s normally should be used to recognize or account for participation in entertainment, social, or athletic activities. Institutional C.E.U.'s should meet the following criteria:

- a. The activity is a planned educational experience of a continuing education nature.
- b. The activity is sponsored by an academic or administrative unit of the institution qualified to affect the quality of the program content and to select and approve the resource personnel utilized.
- c. Record of attendance is required for institutional reporting use and a file of program materials will be maintained by the College.

Regular attendance and participation is essential for effective teaching and learning. A minimum attendance of 80% is required to receive C.E.U.'s.

Students who take the same occupational extension course more than twice within a five-year period shall pay tuition based on a formula involving the amount of funds generated by a student membership hour for occupational extension multiplied by the number of actual hours the class is to be taught. Students who can demonstrate course repetition by standards governing the certificate or licensing program in which they are enrolled are exempt. NC senior citizens taking the same course more than twice within a five-year period must pay tuition based on the same formula.

CONTINUING EDUCATION PROGRAMS

New and Expanding Industry Training

The purpose of this program is to help new or expanding industry meet immediate manpower needs and to encourage industry to devote long-range training programs to satisfy continuing replacement and retraining needs. Subject to minimal limitations, RCC, in cooperation with the Industrial Services Division of the N.C. Department of Community Colleges, will design and administer a special program for training the production manpower required by any new or expanding industry creating new job opportunities in North Carolina. The program includes:

1. Consultation in determining job descriptions, defining areas of training, and prescribing appropriate course outlines, training schedules, and materials.

2. Selecting and training of instructors who may be recruited from the company and/or outside sources.
3. Payment of instructors' wages for the duration of the training program.
4. Provision of a temporary training facility prior to the completion of the new plant. This space may be at RCC or leased in the community.
5. Payment of one-half the cost of non-salvageable materials expended in the training program up to a maximum of \$100 for each new job.

Focused Industrial Training Center

Focused Industrial Training (FIT) Programs at Richmond Community College provides for the assessment of needs for training and for the development and delivery of customized training programs for skilled and semi-skilled workers employed in industrial-type occupations and traditional trades in Richmond and Scotland Counties.

Focused Industrial Training (FIT) classes are designed for specific groups of workers who need additional skills and technical knowledge and also for workers who need to update their skills because of technological changes. FIT classes are jointly planned by the institution and the industry or industries to be served and are intended to provide training that cannot be provided through existing occupational programs.

Small Business Center

The Richmond Community College (RCC) Small Business Center was created to provide the small businesses of our community a focal point for training, education, counseling, and referral.

The Community College System recognizes the vital role of small business owners and would-be owners. Training and educational programs have become one of the System's long term goals.

Small Business Centers work cooperatively with state and local governments, universities and colleges, and private enterprise, including the U. S. Small Business Administration and the Service Corps of Retired Executives (SCORE), in promoting assistance to small business firms.

Rural Entrepreneurship Through Action Learning (REAL)

This program is designed for economic development in the RCC service area. The two-semester program allows participants to evaluate small business opportunities. Specifically, REAL introduces the concept of experiential learning, identification of individual learning styles, and a realistic self-assessment of the traits, characteristics, and skills needed to be a successful entrepreneur. In addition, REAL uses the team concept in encouraging the participants to complete a comprehensive business plan. Participants who successfully complete the two-semester program are eligible for a small business loan of up to \$25,000.

North Carolina Microenterprise Loan Program

This unique small business lending program is designed around the peer group concept. This program serves Richmond, Scotland, Moore, and Montgomery Counties. Participants in the eligible groups can initially borrow up to \$1,500. However, upon repayment of this initial loan, the participant would then be eligible for a small business loan of up to \$8000.

LITERACY PROGRAMS

Literacy programs are designed to be comprehensive, flexible, innovative and available as they address the needs of businesses, industries, and communities in Richmond and Scotland Counties.

Adult High School

Richmond Community College offers the Adult High School program in cooperation with the Richmond and Scotland County public school systems. Students in the Adult High School Diploma program must be at least 18 years old and not currently enrolled in any public school. Persons between 16 and 18-years-of-age may be admitted with approval of the local school superintendent and parents or guardian.

Twenty units of credit will be required for graduation. These may be a combination of credit from the public school and Richmond Community College Adult High School program.

There is no charge to enroll in the Adult High School program. Books may be purchased at the RCC bookstore.

General Educational Development (GED)

The GED program is designed to help the adult earn the equivalent of a high school diploma. The student studies subjects in five areas needed to pass the high school equivalency test. These are interpreting literature and the arts, mathematics, writing skills, social studies, and general science. Upon successful completion of the test, the student receives a High School Equivalency Diploma from the State of North Carolina.

The GED Test is given on request at RCC. Applications for testing should be filed in advance of the testing date.

There is no charge to enroll in the GED program, however the cost to take the GED test is \$7.50.

Adult Basic Education (ABE)

For adults who have not finished the eighth grade, Richmond Community College offers ABE classes in reading, writing, mathematics, sciences, and social studies. Books for these classes are furnished by RCC. There is no charge to enroll.

Classes are offered in various locations throughout Richmond and Scotland Counties as well as on the main campus.

Classes may be started in an area if there are enough students and suitable classroom space is available. A new Adult Basic Education class may be started if there are ten students.

Compensatory Education

The Compensatory Education program provides mentally retarded adults age 18 and over a free and appropriate public education suited to their individual needs and capabilities. Programs of study include academic, vocational, and community living skills. The educational opportunities should enable the retarded adult to become more independent and self directing, to benefit from occupational training and to acquire skills to meet and manage community work and personal adult responsibilities and develop to their fullest potential.

HUMAN RESOURCES DEVELOPMENT (HRD)

The Human Resources Development program provides pre-vocational training/counseling and assistance for chronically unemployed and under-employed adults. The program is aimed at placing these adults into permanent employment or further educational training.

The primary objective of HRD is to help the jobless trainee re-orient himself to the world of work through the development of communication skills which are necessary for getting and keeping a job. To accomplish this purpose, the HRD program first identifies and recruits people within the community who are in the greatest need of this service. The unemployed on public assistance are preferred candidates for the program. In an effort to place each graduate in a job which fits his/her ability and interest, HRD staff members develop job opportunities within local businesses and industry. In some cases, graduates may be directed into specific programs available at Richmond Community College.

Occupational Skills

Occupational skills courses help adults acquire marketable skills like wordprocessing or prepare adults for licensure or certification exams. Firemen, emergency medical technicians, law enforcement officials, and electricians are just a few examples of professionals who look to RCC for certification courses.

Businesses and industries can look to RCC to train employees to use new software programs or to improve management skills by enrolling in a supervisory skills course. Depending upon the physical needs of the courses, some courses may be taught on location in the business or industry.

Community Services

Courses offered for personal interest or growth are considered community service courses. They include arts and crafts courses as well as programs offered on a regular basis at senior citizens' meal sites.

CLASS LOCATIONS

Many adult education courses and services are located on the college campus. Other courses and services are provided at extension centers in Rockingham and Laurinburg. Extension centers include school buildings, community buildings, churches, libraries, industrial buildings and other approved facilities. New extension courses can be established wherever fifteen or more adults request a given course.

ROCKINGHAM CONTINUING EDUCATION CENTER

The Center is located at 106 South Randolph Street, Rockingham, NC. It is open from 8:00 a.m. until 10:00 p.m. Monday through Thursday and is also open from 8:00 a.m. until 2:30 p.m. on Friday. A variety of continuing education courses are conducted at the center throughout the year.

SCOTLAND CONTINUING EDUCATION CENTER

The Center is located at 201 Atkinson Street. It is open 8:00 a.m. until 10:00 p.m. Monday through Thursday and from 8:00 a.m. until 2:30 p.m. on Friday. A variety of day and evening continuing education programs are offered along with a lab for literacy classes.

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Assessment/Retention Specialist ABE/CED/ESL	Jenny Outlaw
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GED Testing Officer	Matilda Davis
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Scotland County Literacy Recruiter	Mary Lou Dunsford
Assistant Literacy Recruiter	Sandre Lane
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Continuing Education Secretary—Rockingham Center	Sylvia Cowick
Director of the Scotland Center	Lee Oyata
Continuing Education Secretary—Scotland Center	Sue McSween
HRD Director	Melba McCallum
HRD Instructor/Counselor	Carlotta Knotts
HRD Instructor/Counselor	Madie Ash
HRD Instructor/Counselor	Ruby Dowd
Director/Small Business Center	Lowery Ballard
Director/Focused Industrial Training	Herb Smith

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History, Political Science, Geography

B.A., Stetson University; M.A., Wake Forest University; M.A., Auburn University; M.A., Boston University; Ed.D., Nova University

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Kay Kanoy

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*Shirley D. McCaskill

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*John W. McLean

Machining Technology

Certified Tool and Die Maker

Gail McRae

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 Reading
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