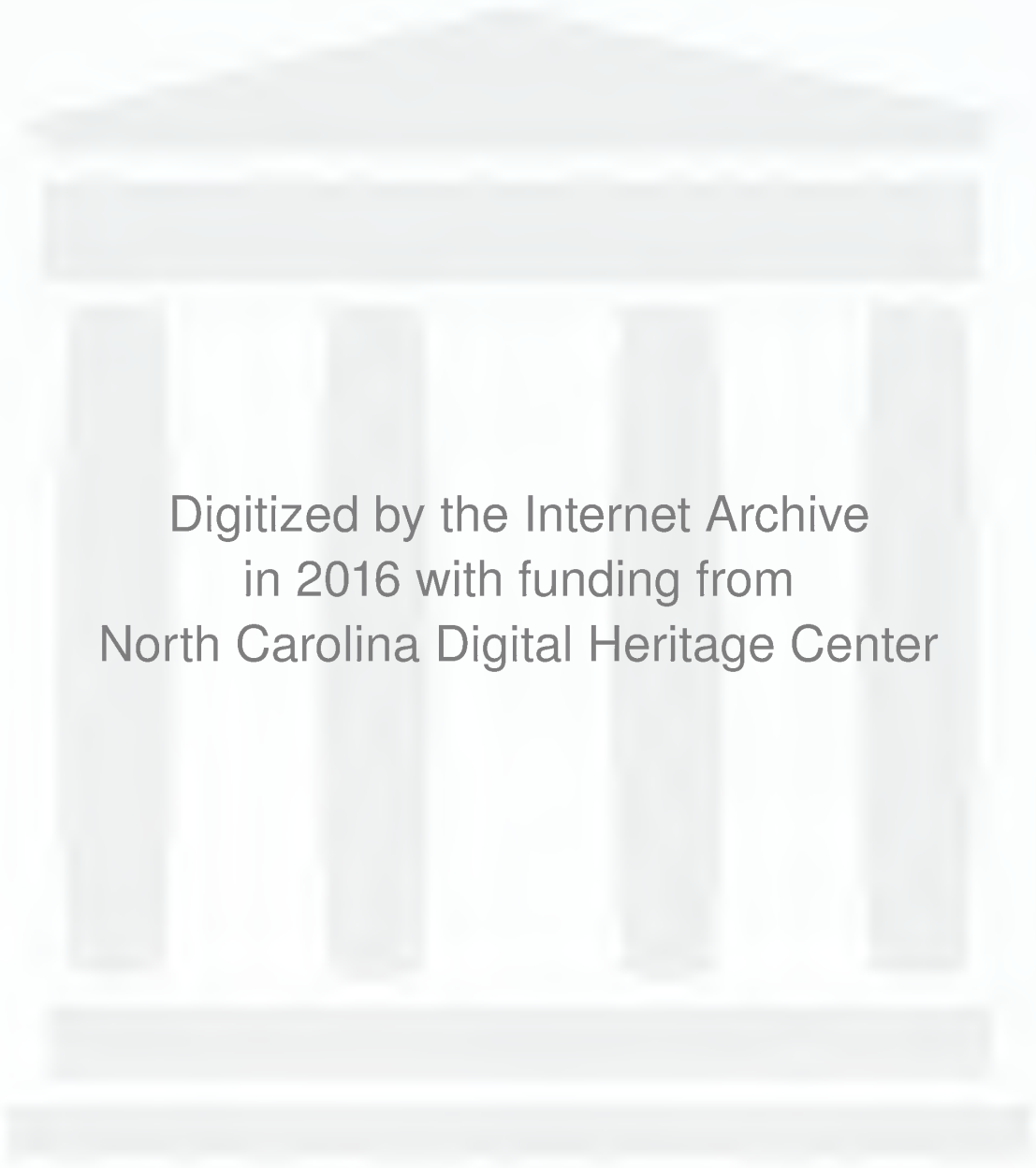
2001

2002

General Catalog

Robeson Community College



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ROBESON COMMUNITY COLLEGE

5160 Fayetteville Road
Post Office Box 1420
Lumberton, North Carolina 28359
Phone: (910) 738-7101 • Fax No: (910) 618-5685
www.robeson.cc.nc.us

General Catalog
2001-2002
Volume XXXII

Robeson Community College is a tax-assisted, two-year public institution. The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone Number 404-679-4501) to award the associate degree. Most programs offered by the College have been approved for the enrollment of eligible veterans. RCC is also accredited by the North Carolina Board of Nursing, Commission on Accreditation of Allied Health Education Programs and the Joint Committee for Respiratory Therapy Education, the North Carolina Board of Cosmetic Arts and Redken Laboratories in New York, New York.

Admission to any and all educational programs offered by Robeson Community College is made without regard to race, color, sex, religion, age, disability, or national origin.

All statements in this publication are announcements of present policies and are subject to change at any time without prior notice. Robeson Community College reserves the right to make changes in program requirements and offerings, in regulations and fees. The College reserves the right to discontinue at any time any program or course described in this publication. While every effort will be made to give advance notice of any change of program or course, such notice is not guaranteed or required.

GREETINGS

As Robeson Community College embarks on its 37th year, we do so in an exciting climate of innovation and opportunity. A new era is upon us, and we are delighted to play a key educational role for this area.

Our faculty and staff are abuzz with program updates, new program offerings, and increased technological skills. To visualize the additional opportunities we have, the passing of the state capital bond funds brings excitement to everyone. This will be an opportunity to increase our enrollment and services. First and foremost will be to provide career options to our diverse population and serve as a model institution to economic growth.

The workplace is growing more demanding every day. We are working hard to meet these challenges and to be responsive so that students obtain a multitude of complex skills. As our environment changes around us, seemingly on a weekly basis, we know how important our role is to stay abreast of the most modern methods and techniques for the sake of every student.

As always, we have a host of individuals who serve as our partners or help advise the College in so many positive ways. Our Trustees, Foundation Board, Student Government Association, Advisory Committees, employers, clinical sites, public schools, universities, community leaders, and fellow community colleges, who, along with many others are so important in providing input to our programs. Their contributions are so important to the well-being and quality of life that Robeson Community College gives to those it serves.

We hope you can feel our excitement and joy as we begin a new academic year. We can assure you that the best is yet to come if you are academically prepared. Enjoy the action, and best wishes in your educational preparation!

Fred G. Williams

President Fred Williams

DIRECTORY OF CORRESPONDENCE

Inquires concerning aspects of the College's operations and policies should be addressed to the officials listed below:

For Information About:	Write To:
Admissions	Director of Admissions
Business Operations	Vice President of Business Services
Career Services	Director, Counseling and Career Services
Continuing Education	Vice President of Continuing Education
Counseling	Counseling and Career Services
Curriculum Programs (Day)	Assistant Vice President of Educational Services (Day)
Curriculum Programs (Evening)	Assistant Vice President of Educational Services (Evening)
Financial Aid	Financial Aid Officer
General Matters	President
Services for Students with Disabilities	Counselor, Counseling and Career Services
Job Placement	Director, Counseling and Career Services
Resource Services	Assistant Vice President of Resource Services
Student Activities	SGA Advisor
Student Records (Curriculum)	Registrar
Testing	Counselor, Counseling and Career Services
Veterans Affairs	Financial Aid Officer

Address inquires to: **Robeson Community College • Post Office Box 1420 • Lumberton, North Carolina 28359**
Phone: (910) 738-7101 • Fax No: (910) 618-5685 • Web Address: www.robeson.cc.nc.us

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GENERAL POLICIES

Privacy Rights Act of Parents and Students Public Law 93-380

Robeson Community College adheres to the guidelines developed by the Department of Education regarding the Privacy Rights of Parents and Students.

The College provides students and parents of dependent students access to official records directly related to them and limits dissemination of personally identifiable information without the student's consent. Students enrolled at Robeson Community College may review guidelines and procedures regarding Public Law 93-380 in the **RCC Student Handbook** and in the Office of Records and Registration.

Nondiscrimination Policy

Robeson Community College's Board of Trustees and staff recognize the importance of equal opportunity in all phases of the College's operations and has officially adopted a position of nondiscrimination on the basis of race, color, sex, age, religion, disability, national origin, or other non-relevant factors. This policy applies to both students and employees at all levels of the College's operations.

Drugs and Alcohol Policy

The use and abuse of drugs and alcohol are subjects of immediate concerns in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users and/or abusers of drugs or alcohol may impair the well-being of all employees, students, and the public at large, and may result in property damage to the College. Therefore, in compliance with the Federal Drug-Free Workplace and Drug-Free Schools and Campuses Regulations, it is the policy of Robeson Community College that the unlawful use, possession, distribution, manufacture, or dispensation of a controlled substance or alcohol, is prohibited while on College premises, the College workplace, or as part of any College sponsored activity. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referred for prosecution. The specifics of this policy may be found in the **RCC Student Handbook**, RCC Library, and Counseling and Career Center.

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awareness prevention program for all students and employees. Counseling, information and referral services are provided by professionally trained counselors. Counselors are available to talk with anyone concerning drug/alcohol use. Counselors may be contacted directly or indirectly. Persons requesting anonymity may telephone the Counseling and Career Center for information without disclosing their names (738-7101). Referrals to external agencies may be appropriate in some situations. Counselors are knowledgeable concerning treatment, length of residential stay, costs, etc. of local outside agencies.

Statement on AIDS

The primary goal of Robeson Community College in response to the AIDS virus is education. Information is available to all curriculum and non-curriculum students, College employees, faculty, and staff. Information about the AIDS policy can be obtained from the Counseling and Career Center and/or **RCC Student Handbook**.

General

Robeson Community College publishes this catalog in order to provide students and others with information about the College and its programs. The provisions of the catalog are not to be regarded as an irrevocable contract between student and RCC. The College reserves the right to change any provisions, requirements or schedules at any time or to add or withdraw courses or program offerings. Every effort will be made to minimize the inconvenience such changes might create for students.

The **Student Handbook** is also an official publication of the College. Policies, procedures, and regulations may occasionally vary between the two documents. If this does occur, information in the **Student Handbook** will supersede information in the catalog for the **Student Handbook** is generally a more current publication than the catalog.

ACADEMIC CALENDAR 2001-2002

FALL SEMESTER 2001

Thursday, August 9 ..... Registration
Wednesday, August 15 ..... Classes Begin
Drop/Add Begins
Thursday, August 16-Tuesday, August 21
Friday, August 17 ..... Drop/Add
Monday, August 20 ..... Drop/Add
Tuesday, August 21 ..... Last Day to Drop/Add
Friday, August 24 ..... Last Day to Request a Tuition Refund for Fall Semester
Monday, September 3 ..... Labor Day Holiday
Wednesday, September 26 ..... Deadline to Finish Summer Session Incompletes
Wednesday, October 3 ..... Last Day to Drop a Class Without Penalty for Fall Semester
Friday, October 5
Monday, October 8-
Tuesday, October 9 ..... Fall Break and/or Make-up Days
Monday, October 29-
Friday, November 9 ..... Academic Advising for Spring Semester
Friday, November 9 ..... Deadline for Submitting Preregistration Forms for Spring Semester Early Registration
Wednesday, November 21-
Friday, November 23 ..... Thanksgiving Holidays (Classes end at 3:00 p.m. on November 21)
Monday, November 26 ..... Classes Resume
Monday, December 3-
Tuesday, December 4 ..... Spring Semester Early Registration Payment Period
Friday, December 7 ..... Day and Evening Classes End
Monday, December 10-
Friday, December 14 ..... Final Examinations Day and Evening Classes

SPRING SEMESTER 2002

Thursday, January 3 ..... Registration
Monday, January 7 ..... Classes Begin
Drop/Add Begins
Tuesday, January 8-
Wednesday, January 9 ..... Drop/Add
Thursday, January 10 ..... Last Day to Drop/Add
Monday, January 21 ..... Martin Luther King, Jr. Holiday
Wednesday, January 16 ..... Last Day to Request a Tuition Refund for Spring Semester
Monday, February 18 ..... Last Day to Complete Fall Semester Incompletes
Monday, February 25 ..... Last Day to Drop a Class Without Penalty for Spring Semester
Friday, March 29-
Friday, April 5 ..... Spring Break and/or Make-up Days (Classes end at 3:00 p.m. on March 28)
Monday, April 8 ..... Classes Resume
Monday, April 15-
Friday, April 19 ..... Academic Advising for Summer Term
Friday, April 19 ..... Deadline for Submitting Preregistration Forms
Thursday, May 2 ..... Day Classes End
Thursday, May 2 ..... Evening Classes End
Friday, May 3-
Thursday, May 9 ..... Final Examinations, Day and Evening Classes
Monday, May 6-
Tuesday, May 7 ..... Summer Session Early Registration Payment Period
Wednesday, May 15 ..... Rehearsal
Thursday, May 16 ..... Commencement (A.D. Lewis Auditorium)

SUMMER SESSION 2002

Monday, May 20 ..... Registration
Tuesday, May 21 ..... Classes Begin
Drop/Add Begins
Wednesday, May 22 ..... Drop/Add Ends
Tuesday, May 28 ..... Memorial Day Holiday
Tuesday, May 28 ..... Last Day to Request a Tuition Refund for Summer Term
Tuesday, June 18 ..... Last Day to Drop a Class Without Penalty for Summer Session
Tuesday, July 2 ..... Last Day to Finish Spring Term Incompletes
Thursday, July 4-
Friday, July 5 ..... Independence Day Holidays (Classes end at 3:00 p.m. on July 3)
Friday, July 26 ..... Day Classes End

Monday, July 29 ..... Evening Classes End
Monday, July 29-
Tuesday, July 30 ..... Final Examinations, Day Classes
Tuesday, July 30-
Wednesday, July 31 ..... Final Examinations, Evening Classes

BOARD OF TRUSTEES

John D. Jones ..... Chair
James E. Thomas ..... Vice Chair
Fred G. Williams ..... Secretary

Appointed by Robeson County Board of Commissioners	Expiration of Term
Noah Woods	June 30, 2001
Lucille Evans	June 30, 2002
Sammy Cox	June 30, 2003
George Zeigler	June 30, 2004

Appointed by Robeson County Board of Education	
Thomas Jones, Jr.	June 30, 2001
John A. Staton	June 30, 2002
George D. Regan	June 30, 2003
L. Harbert Moore	June 30, 2004

Appointed by Governor of North Carolina	
James E. Thomas	June 30, 2001
John D. Jones	June 30, 2002
Tommy Wellington	June 30, 2003
Sue C. Wester	June 30, 2004

ADMINISTRATION AND STAFF

President
Fred G. Williams

President's Staff
Nell Reising ..... Executive Assistant
Tony E. Brewington ..... Director, Program Development/ Compliance/Grant Proposals
Angela Howard ..... Director, Planning and Research
Jackie Lovette ..... Secretary
Billye Ammons ..... Interim Director Public Relations/Foundation
Judy Jones ..... Systems Administrator
Vinston McMillan ..... Computer Technician

Personnel Services Staff
Linda M. Leach ..... Vice President
Glenda Jackson ..... Executive Assistant

Business Services Staff
Bobby Griffin ..... Vice President
Donna Powers Patterson ..... Executive Assistant
William F. Carter ..... Coordinator of Facilities
Elton B. Hunt ..... Purchasing Officer
Cathy J. Hunt ..... Invoice Processor/Assistant Purchasing
Lynn R. Price ..... Controller
Pamela L. Locklear ..... Cashier & Accounts Payable Officer
Tammy J. Flowers ..... Accounts Receivable & Payroll Officer
Shawn Chavis ..... Office Clerk
Drucella Strickland ..... Receptionist/Switchboard

Instruction & Support Services Staff
Mark O. Kinlaw ..... Vice President
Rose Avant ..... Executive Assistant
John C. Atkinson ..... Assistant Vice President/ Educational Services (Day)
Rodney Williamson ..... Computer Technician/Faculty
Rhonda Stubbs ..... Secretary
Regina Ransome ..... Secretary
Bill Mauney ..... Assistant Vice President/Student Services
Felicia C. Scott ..... Secretary
Judith A. Revels ..... Director of Admissions
Ronnie Locklear ..... Assistant Director of Admissions
Vonnie Jacobs ..... Admissions Officer
Carla Locklear ..... Secretary
Linda G. Lowry ..... Secretary
Danford Groves ..... Director of Counseling & Career Services
Jennifer Frazee ..... Counselor
Tela Lambert ..... Secretary
Brenda Scott ..... Director of Retention/Evaluation
Mary Frances Burns ..... Tutorial Coordinator
Georgia L. Moore ..... Registrar
Betty D. McIntyre ..... Assistant Registrar
Anna Maynor ..... Director of Financial Aid Services
Demetria Grissett ..... Financial Aid Officer
LaVerna Emanuel ..... Financial Aid Officer
William Locklear ..... Assistant Vice President/ Educational Services (Evening)
Gwendolyn Locklear ..... Wage Enhancement Coordinator/ Chair, Early Childhood
Tina Morton ..... Secretary
Sammy R. Layell ..... Assistant Vice President/Resource Services
Robin White ..... Audiovisual Technician
Jimmy L. Reese ..... Graphic Arts Coordinator
Sherita Smith ..... Secretary
Marilyn S. Locklear-Hunt ..... Director of Library Services
Elizabeth McIntyre ..... Evening Librarian
Margaret A. Honeycutt ..... Library Technical Assistant
Glenda Durden ..... Secretary
Viola Johnson ..... Library Technical Assistant/Secretary

Adult & Continuing Education Faculty and Staff

..... Vice President/Adult and Continuing Education
Debra Brooks ..... Executive Assistant
D. Justin Oliver ..... Director Economic and Industrial Development
..... Secretary/Economic and Industrial Development/Occupational Extension/Community Services
Ed K. Chavis ..... Instructor/Pathways to Employment
Janice Jones ..... Instructor/Industrial Sewing
Lee Sessoms III ..... Instructor/Pathways to Employment
Jennifer Lowery ..... Director/Occupational Extension/Community Services
Albert C. Evans ..... Instructor/Auto Body Repair
Juan Holland ..... Instructor/School Food Production
Kenneth F. Seal, Jr. ..... Instructor/Computer
Robert J. Lewis ..... Director/Human Resources Development/Small Business Center
Nancy Blue ..... Instructor/HRD
Angela Locklear ..... Assistant/HRD/SBC
..... Director/Emergency Services
Jeannette Freeman ..... Compliance Officer/Emergency Services
Flora Lowry-Williams ..... Coordinator/Instructor Emergency Services
Johnny Baker ..... Regional Coordinator and Interim State Director of N. C. Department of Community Colleges Fire/Rescue Division and Director of Fire/Rescue Training
Tammy Bozeman ..... Secretary/Emergency Services Training Center
Vickie Tate ..... Assistant Vice President/Basic Skills
Hal Ammons ..... Educational Coordinator/AHS/GED
Mamie Bailey-Kindell ..... Instructor/GED
Ruth Bernhardt ..... Instructor/ABE
Michelle Bethea ..... Instructor/ABE
Sybil Boone ..... Assistant Assessment/Retention Specialist
Cora Brewington ..... Educational Coordinator/ABE/CED/ESL
Bettie Brockington ..... Instructor/CED
Tammy Chavis ..... Instructor/ABE
Tammy Duggins ..... Secretary/Basic Skills
Nancy Freeman ..... Instructor/GED
Bender Graham ..... Instructor/Family Literacy
Patsy Hester ..... Basic Skills Recruiter
Glenda Jackson ..... Basic Skills Assessment/Recruitment Assistant
Annie Kearns-Rich ..... Basic Skills Assessment/Recruitment Assistant
Severeo Kerns ..... Instructor/Learning Center
Ethel Locklear ..... Basic Skills Assessment/Recruitment Assistant
Gloria Locklear ..... Instructor/CED
Barbara Lowery ..... Coordinator/Academic Advisor
Dorothy Lowery ..... Instructor/CED
Brenda McKinney ..... Instructor/AHS
Katie Miller ..... Lead Instructor/Learning Center
Gypsie Murdaugh ..... Instructor/ABE
Lori Sellers ..... Basic Skills Assessment/Retention Specialist/GED Examiner
Mary Stephens ..... Instructor/ABE
Rafael Villalobos ..... Instructor/ESL
Demetrice Watkins ..... Instructor/AHS
Banessa Williams ..... Instructor/CED

Maintenance & Custodial Staff

Vickie L. Chavis ..... Supervisor
Andrew Flowers ..... Maintenance/Groundskeeper
Jonnie Flowers ..... Housekeeper
Samuel Floyd ..... Maintenance/Groundskeeper
Stanley Freeman ..... Supervisor
J. W. Gray ..... Custodial
Timmy Hill ..... Custodial
George K. Jacobs ..... Maintenance/Custodial
James R. Jacobs ..... Custodial
Charles Locklear ..... Custodial
Wayne Locklear ..... Maintenance/Custodial
Michael McLean ..... Custodial
Chip McNeill ..... Groundskeeper
Pauline Oxendine ..... Shipping/Receiving Warehouse Clerk
Bobby Prevatte ..... Maintenance/Custodial
Alma S. Robinson ..... Housekeeper
James M. Smith ..... Supervisor
Reginald Walters ..... Maintenance/Custodial
Tom Walton ..... Custodial
Levander West ..... Supervisor
James Worley ..... Custodial

Bookstore

Paula Sampson ..... Manager

Cafeteria Staff

Joan Taylor ..... Manager
Mertice Oxendine ..... Grill Cook
Gladys Dial ..... Cook

ACADEMIC PROGRAMS OFFERED

Associate Degree in Arts

College Transfer Program
Pre-Business Administration
Pre-Criminal Justice

Associate Degree in Applied Science

Associate Degree Nursing
Business Administration
Criminal Justice Technology
Culinary Technology
Early Childhood Associate
Electrical/Electronics Technology
General Occupational Technology
Industrial Maintenance Technology
Information Systems
Information Systems-
Network Administration & Support Concentration
Office Systems Technology
Respiratory Therapy

Diploma Programs

Air Conditioning, Heating, and Refrigeration Technology
Cosmetology

Certificate Programs

Basic Law Enforcement Training
Nursing Assistant

Specialized Studies

Developmental Studies
The following programs are offered as immured programs.
Air Conditioning, Heating, and Refrigeration Technology
Carpentry
Electrical/Electronics Technology

Continuing Education Programs

Occupational Extension
In-plant Training
Focused Industrial Training
New and Expanding Industry Training
Community Services Education
Small Business Center
Basic Skills Education
Adult Basic Education
Adult High School Diploma Program
High School Equivalency (GED)
The Learning Center
Compensatory Education
Human Resources Development
Emergency Services Education
Health Related Training
Emergency Medical Technician
Fire Service Training
Law Enforcement Training

GENERAL INFORMATION

The Campus

Robeson Community College is located at the intersection of US 301 and Interstate 95 in Lumberton making it one of the most visible institutions in the North Carolina Community College System.

Millions of tourists each year travel I-95, catching more than a glimpse of the attractive landscape that makes up the 78 acre campus. Campus facilities occupy more than 187,547 square feet in classrooms, offices, and laboratories.

Campus Visits

Visitors to Robeson Community College are welcome. Offices are open Monday through Thursday from 8:00 a.m. to 8:00 p.m. and on Friday from 8:00 a.m. to 3:00 p.m. To arrange a guided tour of our campus, please contact the Admissions Office.

History of the College

The community college movement expanded into Robeson County with the establishment of an extension unit of a nearby technical institute in 1965. The unit was established at the Barker Ten-Mile Elementary School seven miles north of Lumberton. Twenty full-time curriculum students enrolled the first year.

When the College became independent of Fayetteville Technical Institute three years later, it was named Robeson Technical Institute, and a local Board of Trustees comprised of eight members was appointed. Two more name changes have taken place since that time to its present name of Robeson Community College. However, the College remains committed to serving all sectors of the county with vocational, technical, college transfer, and continuing education programs

Three building phases beginning in 1972 and finishing in 1988 made the RCC Campus a 187,547 square-foot facility, which now houses over $2 million in equipment and 21 curriculum programs, along with a variety of continuing education programs. In the summer of 1995, the construction of the Emergency Services Training Center began. This center is located southeast of Lumberton Highway 72 at the Carolina Power and Light Weatherspoon Power Plant. Dedication for the facility was held on April 13, 1997. It will support the disciplines of law enforcement, rescue, and firefighting. It is a state-of-the-art facility which will allow the College to expand its training opportunities and provide the highest level of quality in each of the courses taught in these occupations.

Robeson Community College's 30th year was a monumental one. During 1995-96, the College celebrated its Diamond Anniversary and the many partnerships throughout the county and state which have contributed to its success. The College Transfer program replaced the General Education program in curriculum in 1994, opening up many more educational opportunities for RCC students who choose to further their education through one of the state's universities.

Commitment of RCC to its students and the citizenry of Robeson County was seen with the excellent reports of various auditing agencies in the state. There are currently 146 carefully selected full-time RCC employees who now serve RCC, which represents a figure of almost 25 times as many as when the College first opened its doors in 1965 with six full-time employees. Another 250 part-time personnel teach and provide services to the student body on an annual basis.

The Community College System

Robeson Community College is one of 58 colleges in the North Carolina Community College System. Most of the development of the present day system occurred as a result of the formation of Industrial Education Centers in the 1950's–established to help give North Carolina the skills needed to move from working on the farm to working in industry.

The passage of the Community College Act in 1963 created today's system. The system, the third largest in the United States, is made up of community colleges, technical colleges, and technical institutions. Although the names differ, the goals are principally the same; job training.

Accreditation

Robeson Community College is a tax-assisted, two-year public institution. It is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone Number 404-679-4501) to award the associate degree. Most programs offered by the College have been approved for the enrollment of eligible veterans. RCC is also accredited by the North Carolina Board of Nursing, Commission on Accreditation of Allied Health Education Programs and the Joint Committee for Respiratory Therapy Education, the North Carolina Board of Cosmetic Arts and Redken Laboratories in New York, New York.

Statement of Purpose

Robeson Community College is a comprehensive, open-door two-year public institution of higher learning with a mission to enhance the lifelong educational opportunities for adults appropriate to their needs, interests, and abilities. The College achieves its mission through a commitment to quality programs and services that permit students to pursue their educational goals in a student-centered environment. Additionally, the College seeks to strengthen the diverse social, economic, and cultural opportunities for the citizens of Robeson County and surrounding region. Toward these ends, we seek to fulfill our purpose with the following institutional goals:

- To provide quality, comprehensive learning opportunities through teaching excellence committed to student success;
- To provide quality support resources that enhance the learning environment and increase student retention;
- To establish, maintain, and expand cooperative relationships with educational institutions, local governmental agencies, and business/industries to serve identified needs and promote student growth;
- To provide for community and regional economic development through education, training, and retraining of current and potential employees;
- To provide developmental opportunities for the College's faculty and staff that enhance and expand their professional skills;
- To provide opportunities for the participation of students, faculty, staff and the community in identifying institutional priorities and needs; and
- To provide a continuous process of institutional planning and research that evaluates college programs and services to enhance student outcomes.

PERFORMANCE MEASURES AND STANDARDS

RCC Receives "Superior Rating"

In response to a mandate from the North Carolina General Assembly to review past performance measures and define standards of performance at the 58 community colleges within the North Carolina Community System, the State Board of Community Colleges adopted in February 1999, 12 performance measures for accountability. The action is intended to ensure that the programs and services offered by community colleges in North Carolina are of sufficient quality, and to allow for the implementation of performance funding based on a subset of the 12 accountability standards and measures.

Robeson Community College is one of few colleges to receive the "Superior Rating" on the "2001 Performance Standards and Measures CSF Report". RCC passing scores on all of the available measures, for the year 2001, are presented in the table that follows. Data on each measure is presented in the "2001 Critical Success Factors Report", which may be viewed at **http://www.ncccs.cc.nc.us** along with other individual college performance scores.

Any college not meeting a standard is required to submit to the State Board of Community Colleges, a plan of action for improving their college's performance. Each college must also publish their performance on the 12 measures annually in its electronic catalog or on the Internet, and in its printed catalog each time the catalog is reprinted.

Source: Memo July 10, 2000
http://www.ncccs.cc.nc.us/Publications/csf2001.pdf

Robeson Community College

"Rates: Superior Performance"

On

North Carolina Community College System "2001 Critical Success Factors Report"			
PERFORMANCE MEASURES	**NCCCS STANDARD**	**RCC'S PERFORMANCE**	**MET STANDARD**
1 Progress of Basic Skills Students	75%	79%	YES
2 Passing Rates on Licensure/Certification Exams for First-Time Test Takers	Aggregate 80% Min/Exam 70%	Aggregate 86% Min/Exam 0 < 70%	YES
3 Goal Completion for Completers & Non-Completers Expanded 2001 includes non-completers	90%	92%	YES
4 Employment of Graduates	88%	100%	YES
5 Performance of College Transfer Students	84% > = 2.0	83%	YES
6 Client Satisfaction with Customized Training *RCC's 6th Choice*	85%	99%	YES
7 Passing Rates in Developmental Courses	70%	80%	YES
8 Success Rate of Developmental Students in Subsequent College Level Courses	No Statistically Significant Difference	Not Available until June 6/01	
9 Student Satisfaction of Completers & Noncompleters	85%	95%	YES
10 Curriculum Students Retention & Graduation	60%	67%	YES
11 Employer Satisfaction	85%	Not Available until June 6/01	
12 Program Enrollment	Three-Year Average Annual Enrollment of no less than 10 Students	0	YES

Qualities for: Superior Performance Funding

Measures 1-6: Required for Performance Funding, 7-12: are the Remaining Measures of Accountability	**NCCCS STANDARDS**	**STANDARDS MET**	**RATING QUALIFIED**
All six Performance **Funding Measures** were met qualifying RCC for the **Superior Performance** funding rating.	Required = 5 6th choice = 1	6	Superior
All 10 of the available **Accountability Measures** were met.	Available = 10 Not Available = 2	10	

ADMISSIONS POLICY

Robeson Community College maintains an "Open Door" policy for all applicants that are high school graduates or hold a high school equivalency certificate (GED) which satisfies North Carolina standards. The College serves all students regardless of race, color, creed, sex, disability, or national origin. All applicants may be admitted to the different curricula based upon individual preparation and readiness. Some applicants may need to take a course or a series of courses to help them to prepare for their desired program of study. Robeson Community College reserves the right to selectively place students. The Admissions Office is responsible for administering all admission policies.

Application and information on the various educational programs offered at Robeson Community College may be obtained by contacting:

Office of Admissions
Robeson Community College
Post Office Box 1420
Lumberton, North Carolina 28359
(910) 738-7101

Application and information on the various educational programs may also be found on the College's web site: *www.robeson.cc.nc.us*.

All Robeson Community College admission policies and procedures are updated on an annual basis by the Student Affairs Committee.

General Admission Requirements

1. High School graduate or the equivalent - Applicants with equivalency certificates must meet minimum requirements set by North Carolina. A high school certificate is not an acceptable substitute for the diploma.
2. Complete an RCC Admissions Application.
3. Transcripts of all previous education - Obtain official transcripts of credits earned from all secondary and post-secondary schools attended. Transfer credits from accredited institutions allowed when applicable. In cases where high school students have not completed their final course work, they shall have their school submit a transcript showing work through the first semester of their senior year as soon as possible after the semester has ended, and a supplementary transcript showing graduation at the close of school.
4. Placement Testing
   Contact Counseling and Career Services about taking the Placement Test. Placement Testing does not determine whether or not students can attend College. The purpose of Placement Testing is to match the academic readiness of the student with the academic requirements of the curriculum. Persons applying for admission into all diploma or degree programs are required to test. The test may be waived in certain circumstances (See Placement Test Waiver). Placement Test scores are used in conjunction with previous transcripts in determining whether students are academically ready to enter a particular curriculum.

   Testing is administered in the following areas: Writing, Reading Comprehension, and Mathematical skills. Persons should contact the Counseling and Career Center to schedule a testing date after submitting an application to the College. There is no charge for taking the test. Any person who has a disability that would require special accommodations during testing should notify a counselor in Counseling & Career Services prior to scheduling a test date.

   Placement Test Waiver
   The Scholastic Aptitude Test (SAT) or American College Test (ACT) may eliminate the necessity to take the Placement Test in some situations. Also, students with fifteen hours of earned transferable credit including English and Math from an accredited college (grade of C or higher with an overall GPA of 2.0) may be excluded from placement testing. Applicants should contact Admissions or the Counseling and Career Center at RCC to determine if they can be exempt.

   Retest Policy
   Since testing is used for placement purposes rather than for entrance, retesting is not recommended for regular programs unless it is determined that first test scores are invalid. Exceptions are made for Allied Health applicants.

   Transferring Test Scores from other Colleges to RCC
   Robeson Community College uses the ASSET and COMPASS Tests by American College Testing. These are national tests that can be taken at other colleges and transferred to Robeson Community College. Applicants who wish to take the test, or who have taken the test, at another college need to request to have their test scores sent to the RCC Counseling and Career Center. To facilitate the process of transferring scores, "Test Score Request" forms are available from the RCC Admissions Office and the Counseling/Testing Center.

   Test scores delivered by the applicant will not be accepted unless the report is in a SEALED envelope with an official's signature across the seal.
5. Complete an interview with an admissions representative - The primary objective of the interview will be to focus on the educational goals of the applicant. The results from the ACT ASSET and/or COMPASS will be used in conjunction with the high school/college transcripts to assist the applicant in selecting an appropriate program of study. Applicants not realizing acceptable scores on the ACT ASSET and/or COMPASS may be required to successfully complete course

work designed to assist students in preparing for RCC curriculums. The Office of Admissions and/or academic counselor will work with the student in developing a sequence of courses to prepare the student for entry into the approved curriculum.

Program Admission Criteria (Listed by Program Area)

Allied Health Programs–Essential Function Needed for Completing Allied Health Programs

Several campus committees are considering revisions to the present admission requirements for all allied health programs. Updated admission requirements for students applying for entrance into allied health programs (Fall, 2002 enrollment) will be available July 2, 2001. The following guidelines are utilized in admitting qualified students: The activities identified below are examples of physical and emotional activities, which a student in the allied health programs (Nursing, Nursing Assistant I , Nursing Assistant II and Respiratory Therapy) would be required to perform for the successful completion of the program. If an applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the applicant should consult with Director of Nursing and/or Director of Respiratory Therapy.

1. Critical thinking: Allied Health students shall possess critical thinking ability sufficient for the clinical judgement.

   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: Allied Health students will provide services with respect for human dignity and uniqueness of the client unrestricted by consideration of social or economic status, personal attribute, or the nature of health problems.

   Example: Students will care for clients assigned regardless of race, religion, or diagnosis.

3. Legal behavior: Allied Health students will provide care within the scope of practice as stated in the NC NURSING PRACTICE ACT or guidelines for respiratory therapy.

   Example: Students in the nursing program will learn to assess the patient's physical and mental health.

4. Interpersonal skills: Allied Health 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: Allied Health 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: Allied Health 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: Allied Health students shall possess gross 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: Allied Health 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, and hear a cry for help.

9. Visual skills: Allied Health 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: Allied Health students shall possess tactile ability sufficient for data collection.

    Example: Students shall be able to detect pulsation and feel skin temperature.

11. Weight-bearing: Allied Health students shall possess the ability to lift and manipulate/move 40-50 pounds.

    Example: Students shall be able to move equipment, position patients.

12. Felonies convictions: Allied Health students with a felony conviction may have limited employment and licensure opportunities in the area of health care.

    Example: Students who have felony conviction related to drugs or abuse.

Curriculum–First Level of the Associate Degree Nursing

1. Recommended course of study in high school to prepare for a career in the Allied Health field:

   A. English - Four Units

   B. Mathematics - Three Units (Algebra I and II, Geometry)

C. Science - Four Units (Physical Science, Biology, Chemistry, and Physics)

2. **Application Procedure**
Applicants are encouraged to apply as early as possible, but all applicants must comply with the following timetable.

   A. Complete an Admissions Application by January 31. (Applicants for the Associate Degree Nursing Program must be updated annually by the applicants who were not accepted the previous year).

   B. Complete the Placement Test by February 29 and obtain the minimum scores necessary to be considered for the program.

3. **Placement Test**
Applicants must obtain minimum scores on the Placement Test to be considered for admission into the ADN Program. Placement instruments used by the College are the ACT ASSET Test and the computerized version of the test, COMPASS. Effective Fall 1998, minimum scores are: ASSET Test Writing 41, Reading 41, Numerical 40, and Elementary Algebra 35. COMPASS Test scores are: Writing 60, Reading 77, Math: Prealgebra 43 and Algebra 36.

Allied Health Retest Policy
Applicants who are unsuccessful in achieving the minimum scores to qualify for a health program have the opportunity to retest after completing the needed refresher courses. Applicants should contact the Counseling and Career Center to complete the "Retest Request Form".

Retests can be taken once within a calendar year with a minimum waiting period of one month. Students who wish to retest at other colleges and transfer their scores to Robeson Community College should contact Counseling & Career Services prior to retesting. The RCC Retest Policy needs to be followed for test score transfer consideration. Test scores more than three years old are not considered valid for health programs.

Right of Appeal
Any student who thinks that special consideration should be given to him/her concerning the retest policy has the right to appeal. A formal request in writing should be made to the Allied Health Appeals Committee and directed to the Assistant Vice President of Student Services. The request should provide information that would demonstrate valid reasons for granting additional consideration for the student's particular situation.

4. **Transfer Credits**
All transfer work must be from an accredited institution. Nursing courses are difficult to transfer from one college to another because of course sequencing and individual program requirements. Applicants requesting transfer into the RCC Associate Degree Nursing Program will be evaluated on an individual basis. Course and program requirements as stipulated by the RCC ADN Program in conjunction with the NC Board of Nursing must be met. Applicants must be eligible to return to their former institution.

5. **Letters of Recommendation**
Applicants meeting the minimum test scores will be forwarded three reference forms provided by the RCC Admissions Office. If appropriate, at least one reference must be from a current employer and one from an instructor.

6. **Interview**
All applicants meeting admission criteria outlined above may be scheduled by the Office of Admissions for an interview.

7. **Evaluation Criteria**
In evaluating the potential for success, the following factors will be weighed:

   A. Placement Test

   B. Transcripts from high school and other post-secondary institutions

   C. Letters of Recommendation

   D. Interview

8. **Tentative Acceptance**
All applicants approved for the first level of the Associate Degree Nursing Program will be given tentative approval by the Director of Admissions and the Director of Nursing. Final approval will be given only after the following is completed: Drug testing, proof of current CPR certification, medical and dental records. All applicants selected for entry are required to have a medical and dental examination by a physician before enrollment. Forms are provided by the College. The College recommends that each applicant complete the Hepatitis B vaccine series. An applicant whose medical history indicates health problems that may jeopardize the health and welfare of others may be denied admission. Students presently enrolled may be subject to dismissal upon evidence of contagious diseases.

9. **Orientation**
Attend required orientation sessions as scheduled by program areas.

Curriculum–Second Level of the Associate Degree Nursing

1. Applicant must meet all the admission requirements for the first level of the Associate Degree Nursing Program. Applicants must have successfully completed the following prerequisite courses with a grade of "C" or above in each course:

BIO 168 Human Anatomy & Physiology I
PSY 150 General Psychology
CIS 110 Introduction to Computers
PSY 241 Developmental Psychology
BIO 169 Human Anatomy & Physiology II
ENG 111 Expository Writing

2. Applicants will have their transcripts evaluated for inclusion of appropriate courses (all appropriate transfer courses must have a grade of "C" or better). Time limitations for accepting previous course work does apply (Science courses and Introduction to Computers have a five year limitation).
3. Application for entrance into the second level of the ADN program should be made at least 18 months prior to desired entry to ensure that all requirements can be met prior to the start of the fall semester.
4. Applicant must have passed the State Board for Nurses (N.CLEX-PN EXAM) and furnish proof of current licensure as a Licensed Practical Nurse in the State of North Carolina.
5. In order to be considered for admission, applicant must furnish proof of one year of full-time work experience in direct patient care as a Licensed Practical Nurse.
6. Applicants that are tentatively accepted by the Director of Admissions and Director of Nursing must successfully complete a summer orientation program prior to enrollment in the Nursing Curriculum.
7. Also, each applicant tentatively approved will be required to have a medical and dental examination by a physician, proof of current CPR certification, and complete required drug testing before enrollment. The College recommends that each applicant complete the Hepatitis B vaccine series. Forms are provided by the College.

Curriculum–Respiratory Therapy Program

1. Required course of study in high school to prepare for a career in a Allied Health field:
   A. English - Four Units
   B. Mathematics - Three Units (Algebra I and II, Geometry)
   C. Science - Four Units (Physical Science, Biology, Chemistry, and Physics)
2. **Application Procedure**
   Applicants are encouraged to apply as early as possible, but all applicants must comply with the following timetable.
   A. Complete an Admission Application by April 1. (Applications for the Respiratory Therapy Program must be updated annually by applicants who were not accepted the previous year.
   B. Complete the Placement Test by May 1 and obtain the minimum scores necessary to be considered for the program.
3. **Placement Testing**
   Applicants should meet minimum scores on the Placement Test to be considered for admission into the Respiratory Therapy Program. Effective fall 1998, minimum scores are: ASSET Test-Writing 41, Reading 41, Numerical 40, and Elementary Algebra 35; COMPASS-Writing 60, Reading 77, Math: Prealgebra 43 and Algebra 36.

   Allied Health Retest Policy
   Applicants who are unsuccessful in achieving the minimum scores to qualify for a health program have the opportunity to retest after completing the needed refresher courses. Applicants should contact the Counseling and Career Center to complete the "Retest Request Form".

   Retests can be taken once within an academic year with a minimum waiting period of one month. Students who wish to retest at other colleges and transfer their scores to Robeson Community College should contact the Counseling & Career Services prior to retesting. The RCC Retest Policy needs to be followed for test score transfer consideration. Test scores more than three years old are not considered valid for health programs.

   Right of Appeal
   Any student who thinks that special consideration should be given to him/her concerning the retest policy has the right to appeal. A formal request in writing should be made to the Allied Health Appeals Committee and directed to the Assistant Vice President of Student Services. The request should provide information that would demonstrate valid reasons for granting additional consideration for the student's particular situation.
4. **Transfer Credits**
   All transfer work must be from an accredited institution. Respiratory Therapy courses are difficult to transfer from one college to another because of course sequencing and individual program requirements. Applicants requesting transfer into the RCC Respiratory Therapy Program will be evaluated on an individual basis. Course and program requirements as stipulated by the RCC Respiratory Therapy Program must be met. Applicants must be eligible to return to their former institution.
5. **Interview**
   All applicants meeting admission criteria outlined above may be scheduled by the Office of Admissions for an interview.
6. **Evaluation Criteria**
   In evaluating the potential for success, the following factors will be weighed:

A. Placement test scores

B. Transcript from high school and other post-secondary institutions.

C. Interview

7. **Tentative Acceptance**
   All applicants approved for the Respiratory Therapy Program will be given tentative acceptance. Final approval will be given only after the following is completed: Drug testing and medical exam. The College provides forms. The College recommends that each applicant complete the Hepatitis B vaccine series.

   An applicant whose medical history indicates health problems that may jeopardize the health and welfare of others may be denied admission. Students presently enrolled may be subject to dismissal upon evidence of contagious diseases.

8. **Shadowing**
   A student is required to shadow a therapist at a local hospital for 8 hours. This is a required segment of the admission. This shadowing can be scheduled with the Program Director or the Director of Clinical Education. A form will be given to the student for signature from designated personnel at the hospital.

9. **Orientation**
   Attend orientation sessions as scheduled by the program area.

Curriculum–Nursing Assistant I with Home Care

All applicants for the Nursing Assistant I and Home Care courses must complete the General Admission requirements outlined on page 8 with the exception of placement testing. Prior to program approval, applicants must provide proof of current Healthcare Provider CPR as well as results from a recent tuberculin skin test or chest X-ray (within the last six months).

All applicants enrolling in the program are required to purchase malpractice insurance.

Curriculum–Nursing Assistant II

Applicants must meet all criteria outlined for entrance into the Nursing Assistant I with Home Care curriculum. In addition applicants for Nursing Assistant II:

A. Must have successfully completed the Nursing Assistant I and Home Care courses (documentation required).

B. Must be currently listed in good standing with the Division of Facility Services' Nurse Aide Registry as a Nurse Aide I.

All applicants enrolling in the program are required to purchase malpractice insurance.

Curriculum–Cosmetology

All applicants must complete the General Admission requirements outlined on page 8. All applicants approved for the Cosmetology program will initially receive tentative acceptance. Final approval will be given only after the following requirement is completed: medical examination by a physician (forms available in the Admissions Office).

Cosmetology students are required to purchase malpractice insurance coverage. The College recommends that each applicant complete the Hepatitis B vaccine series.

Admission Procedures For High School Students

Dual Enrollment

To enroll the student must be at least 16 years of age. The student should first obtain written approval or recommendation from the superintendent or other designated administrative official having responsibility over the high school he/she attends.

This letter/recommendation should be brought to the RCC Admissions Office for approval. If approval is granted, the College will advise the student of registration procedures. The student will be required to pay fees and shall be treated as all other RCC students. No tuition will be charged. Grades will be recorded and permanent academic records will be on file at the College. No financial aid is available.

Huskins Bill

The purpose of the Huskins Bill cooperative program is to make available for the enrichment of high school students college level courses not otherwise available to them.

Eligible courses are regularly authorized program courses which are beyond the scope of high school offerings. Courses are of the same length and rigor of those offered to regular college students.

High school students must meet the College's general admission criteria prior to enrolling in a Huskins Bill class. Also, to participate in a cooperative program, high school students must be at least sixteen years old. College credit will be awarded upon successful completion of the course.

Foreign Student Admissions

Foreign students must meet the same admission requirements as other students. Included with the application should be a transcript from an authorized school or university; an English translation must be provided. All applicants from countries whose native language is not English must demonstrate proficiency in the English language by scoring no less than 550 on the Test of English as a Foreign Language (TOEFL) or present other acceptable proof of the ability to speak, write, and understand the English language.

Financial Statement

A signed financial resource statement is required for all foreign applicants. This should be a detailed statement of the applicant's financial situation, including the amount of money available per year, sources of income, and any other pertinent information. The availability of funds sufficient to meet expenses for the first academic year must be certified.

Responsibility Statement

Each foreign applicant must furnish a certified statement from a United States citizen stating that the citizen agrees to accept responsibility for sponsoring and assisting the applicant as may become necessary for the applicant to pursue his/her educational objective.

Provisional Admissions

A student applying too late to complete pre-entrance requirements may be admitted as a provisional student. However, all requirements should be completed within the first semester of attendance or he/she may not be allowed to re-enroll.

Special Credit Students

Students may be admitted under special provision that allows them to take up to twelve semester hours of credit courses before completing all admission requirements. Prior to registering for any additional hours beyond the twelve semester hours students must declare a major and complete all admission requirements. The only exception to the twelve hour policy is for the special credit student who intends to maintain that classification indefinitely and is not seeking a certificate, diploma, or degree. However, a special credit student must maintain satisfactory academic progress in order to continue as a student. The level of courses taken will determine the category of satisfactory progress under which the student will be evaluated.

Special Conditions

Any person who has been convicted of violations of, or has been known to violate, the North Carolina Uniform Narcotic Drug act as a pusher (seller) or user of drugs listed as illegal shall not be admitted to Robeson Community College except with the permission of the Assistant Vice President of Student Services, the Vice President of Instruction and Support Services, the President, and the Board of Trustees of Robeson Community College.

Any person who has been indicted for violation of the North Carolina Narcotic Drug Act, or for which there is good reason to believe that the person has violated the NC Uniform Narcotic Drug Act, will have his/her application for admission to Robeson Community College held in abeyance until such time as his/her case is cleared in a court of law or his/her name can be cleared through ample evidence supplied by the applicant or his/her representative.

Notification of Acceptance

Applicants will be accepted on a first-come, first-serve basis as admission procedures are completed. Prospective students will be notified by letter of their acceptance immediately after all required information is received (Not applicable to Associate Degree Nursing and Respiratory Therapy).

Credit by Examination

Advanced placement is offered to applicants approved for enrollment who because of their demonstrated abilities are qualified to accelerate their studies. To earn advanced placement, a student may take a proficiency examination in most subject areas which he/she can demonstrate a mastery of theory and practical application. To be eligible to request a proficiency, all appropriate prerequisites must be met. For a complete description of policies relating to Credit by Examination, please refer to section on Credit by Examination under Academic Policies and Procedures.

Credit by Transfer

Transfer students should follow the admission procedures established for regular students listed under admission requirements. Robeson Community College may accept credits earned from post-secondary institutions that are accredited by a State, Regional, or National Educational Accrediting Agency recognized by the American Council on Education. Only course grades of "C" or better will be accepted and such courses must parallel the content of RCC courses. For additional information and policies governing the awarding of transfer credits, please refer to the section titled "Program Completion Requirements" in the Student Handbook.

All applicants having credits transferred from another institution to RCC must submit an official transcript, and if necessary an appropriate catalog, to the Director of Admissions. Applicants who wish to transfer from other educational institutions must be eligible to return to the school last attended. Any exception to this procedure must be approved by the Assistant Vice President of Student Services and only then by justifiable cause.

The Registrar, in consultation with appropriate faculty, will determine the transfer credit allowable. This evaluation will be made at the time of acceptance and the student will be notified in writing. Transfer credits will be posted to the student's permanent record once student is enrolled. In addition, transferring students must complete a minimum of fifty (50) percent of the total number of credit hours required for a certificate, diploma, or degree program at Robeson Community College.

Drug Testing Policy

Due to societal drug problems, clinical sites, particularly hospitals, used by Robeson Community College have required that the College assure that students participating in training at their clinical sites are

drug free. These sites require their own employees to be drug tested either randomly or as they are employed. In order to continue our required clinical participation Robeson Community College must require students to be verified as drug free.

To verify that clinical students are drug free we require those students in allied health programs to be drug tested at recommended facilities at their own expense with the results submitted directly to the College's Admissions Office. The testing will be required after a provisional admission to the allied health program and must be completed no earlier than thirty (30) days prior to the start of classes in the fall semester of each year. Students who have not submitted negative drug tests results prior to the start of classes will not be allowed to continue in the program.

If a student has a positive test result they may submit another test at their expense, but the second test must meet the same time constraints as the first. Those students who are admitted within 30 days of the start of classes must have their results into the Admissions Office three (3) days prior to the start of clinical classes in order to continue in the program.

Readmission Policies

Application for readmission is required of all students when one or more years have elapsed since their last enrollment. Students who have been suspended for disciplinary or academic reasons must appear before the Assistant Vice President of Student Services and petition for readmission to the College.

Associate Degree Nursing and Respiratory Therapy Readmission Policy

A. A first year student who withdraws or fails from the Associate Degree Nursing or Respiratory Therapy program for any reason must meet RCC's current admission criteria in order to be considered for readmission into the following year's class.

B. Those ADN or Respiratory Therapy students completing the first academic year, including the summer session and withdrawing or failing a course in any of the following semesters may reapply for enrollment in the following year's class. The following conditions must be met:

   1. The student seeking re-enrollment must request re-enrollment in the following year's class in writing through the Robeson Community College Admissions Office.
   2. Student must retake the semester completed prior to the semester in which withdrawal or academic failure occurred.
   3. That positions are available in the class at the time of request for re-enrollment which will not require the hiring of additional instructional or clinical personnel.
   4. Should there be a tied ranking, the Director of Admissions and the ADN/RT Chairperson will interview the students and decide which will receive the position

   Note:
   1. Placement Test scores are valid for three academic years.
   2. Students may be required to repeat courses previously passed.
   3. Students are not permitted to audit nursing or respiratory courses unless provision is made by the ADN/RT chairperson.

C A student may be readmitted only once unless provision for exception is made by the Appeals Committee.

D. Right of Appeal - A formal written statement requesting an appeal for readmission should be made to the Appeals Committee.

Student Right-To-Know

The Student Right-To -Know Act of 1990 requires the College to make available to enrolled and prospective students the graduation or persistence rates of selected groups of students. This information is available for review in the Office of Records and Registration, located in Student Services (Building 13).

STUDENT FINANCES

Robeson Community College receives financial assistance from local, state, and federal sources allowing each student an educational opportunity at minimum cost. Tuition is set by the North Carolina Community College System and is subject to change without notice. The payment of tuition and fees for each term are required at registration.

Residency Requirements

1. Tuition fees are governed according to in-state or out-of-state residency and according to full-time or part-time status.
2. To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to length of residence in the State.
3. To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence of abode incident to enrollment in an institution of higher education.

4. An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the In-State tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the College.
5. 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.**
6. Each enrolled student is responsible for knowing the administrative statement of policy on this subject. Copies of the manual are available on request in the Admissions Office, the Business Office, and in the Library.

Tuition

Summer Session

Full-Time (9 or more credit hours)

In-State	$247.50
Out-of-State	$1,527.75

Part-Time (less 9 credit hours)

In-State	$27.50 per credit hour
Out-of-State	$169.75 per credit hour

Fall and Spring Semester

Full-Time (12 or more credit hours)

In-State	
12 credit hours	$330.00
13 credit hours	357.50
14 credit hours	385.00
15 credit hours	412.50
16 credit hours	440.00

Out-of-State (12 or more credit hours)

12 credit hours	$2,037.00
13 credit hours	2,206.75
14 credit hours	2,376.50
15 credit hours	2,546.25
16 credit hours	2,716.00

Part-Time (less than 12 credit hours)

In-State	$27.50 per credit hour.
Out-of-State	$169.75 per credit hour.

Tuition rates are subject to change without notice.

Breakage Fee

Breakage, damage, or loss due to negligence, carelessness, or other mishandling of school supplies, materials, or equipment by students is the responsibility of such students. They will be required to pay for damages to such items and may be subject to disciplinary action.

Graduation

The charge for cap, gown, and diploma is paid by the student directly to the manufacturer. Students may order invitations, personal cards, and college rings when ordering caps and gowns.

Laboratory Fee

A $10 lab fee is charged for each physical or biological science course with a laboratory component. The lab fee is nonrefundable.

Late Registration Fee

A late registration fee of $5 may be charged all students who register after the announced registration time.

Student Activity Fee

Each student enrolled in 12 semester credit hours or more (full-time status) will pay a $14.00 student activity fee per term. Part-time students (less than 12 semester hours credit) will pay an activity fee of $9.00 per term. Activity fees are charged for enrollment in Fall and Spring Semesters. **Summer session students are not required to pay an activity fee.**

The activity fee is due and payable in the above stated amount at registration. This fee is nonrefundable.

For all full-time and part-time curriculum students, a portion of the activity fee will go towards accident insurance. This accident policy covers only bodily injuries caused by school related accidents while attending school during the hours and on days when school is in session.

The remainder of the student activity fee is to be used by the Student Government Association for such items as entertainment, athletic equipment, i.d. cards, conventions, and other appropriate activities.

Transcript Service

Students needing a copy of their transcript from Robeson Community College should make application to the Registrar's Office ten days before it is needed. Transcripts are normally issued on Tuesday and Thursday of each week. Transcripts will be mailed directly to persons, or organizations named on the Transcript Request Form or an unofficial copy may be mailed directly to the student. Two transcripts of the student's record are furnished free. Additional copies are $2 each.

Robeson Community College will not issue a copy of a transcript for any student who has an existing financial obligation to the school. However, this does not prevent the student from inspecting or reviewing his record.

Malpractice Insurance

Allied Health, Cosmetology, and Early Childhood (COE III) students must purchase malpractice insurance. Coverage on a

group plan is available at an annual rate which may vary from year-to-year. The student will be notified each fall semester of the appropriate rate.

Student Insurance

Accident insurance covering the student during school hours is currently available each semester. The cost is covered from the activity fee for all curriculum students full-time and part-time. It is a limited policy covering only bodily injuries caused by school-related accidents. Contact the Business Office for more information concerning coverage. All claims should be reported to the Business Office.

Textbooks

Textbooks may be purchased in the bookstore. Cost of books vary according to the course of study. Normally, the average cost per semester is $150 for diploma programs and $300 for degree programs.

Refund Policy

The policies relating to tuition refund for students are determined by the North Carolina Community College System. Statewide Refund Policy for all North Carolina Community Colleges:

1. A pre-registered curriculum student who officially withdraws from the College prior to the first day of the College's academic term will be eligible for a 100 percent tuition refund, if requested.
2. A pre-registered student who officially withdraws from a curriculum class prior to the day the class begins will be eligible for a 100 percent tuition refund, if requested. (Students enrolled in fourteen or more hours after the withdrawal are not eligible for a refund).
3. A 75 percent refund may be made upon request of the student if the student officially withdraws from the class(es) prior to or on the 10 percent point of the class(es) or the 10 percent point of the term if the student officially withdraws from the College.
4. If you are entitled to a refund, you must apply for the refund at the Records and Registration Office at the time of the withdrawal.

FINANCIAL ASSISTANCE

Robeson Community College's financial aid program exists to ensure that no qualified student will be denied the opportunity to continue his/her education because of economic disadvantages. Through a program of loans, grants, scholarships, work-study positions, and part-time employment, the student enrolled at RCC is able to supplement his/her own resources and those of his/her family to complete a course of study. The Student Financial Aid Office firmly believes that the primary responsibility for financing the student's education rests with the family.

The family is expected to contribute according to their income and assets just as the student is expected to share in this responsibility through savings, summer work, and part-time employment if necessary.

All federal aid programs require the assessment of financial need based on parental ability and/or student's ability to contribute toward the educational expenses.

The student is the focus of the program in the Student Financial Aid Office. Every effort is made to be of genuine assistance in helping the student resolve his/her financial difficulties.

Robeson Community College accepts the Free Application for Federal Student Aid. Application forms and additional information may be received by writing or visiting the Financial Aid Office. A Free Application for Federal Student Aid can also be obtained from your high school counselor.

Grants

Federal Pell Grant

Federal Pell Grant is a federal aid program providing funds to students enrolled at approved colleges, community and junior colleges, universities, vocational-technical schools, hospital schools of nursing, and other approved post-secondary educational institutions. Grants normally cover four years of undergraduate study and are intended to be the foundation of a student's financial aid package. Federal Pell Grant is gift aid and no repayment is required.

Awards are based on demonstrated financial need which is determined by a national formula applied uniformly to all applicants. The level of Federal Pell Grant funding is determined by federal appropriations.

Federal Pell Grant Applications are available from the Financial Aid Office, Robeson Community College, P.O. Box 1420, Lumberton, NC 28359.

If you have Internet access, you can file a FAFSA (or a Renewal Application at: http://www.fafsa.ed.gov.

Do not submit more than one application per school year.

The Federal Pell Grant Processing Center will mail to you, at the address you list on the form, a document called a "Student Aid Report". This report tells you whether or not you are eligible.

For you to receive Federal Pell Grant funds, RCC must have all copies of the Student Aid Report. Also, students must complete all the verification and validation requirements. RCC must be listed as a school you plan to attend. Our school code is: 008612.

Processed forms received by the Financial Aid Office before August 1 will be processed in time for you to be approved for fall semester registration. You must not owe a refund for grants previously received for educational purposes. You must maintain satisfactory academic progress (see Academic Policies and Procedures).

Need more information on Federal Student Aid?

You can get more information from Funding Your Education, published by the U.S. Department of Education. To get a free copy, write to:

Federal Student Aid Information Center
P.O. Box 84
Washington, DC 20044

The U.S. Department of Education also has a toll-free number to answer questions about Federal Student Aid Programs. This number is 1-800-4-FED AID (1-800-433-3243).

If you are hearing-impaired and have a TDD machine, you may call toll-free TDD 1-800-730-8913.

North Carolina Student Incentive Grant (NCSIG)

Legal residents of North Carolina accepted for enrollment in an undergraduate program of study may apply. The amount of each grant is based on the individual student's demonstrated financial need in relation to resources and cost of education, but may not exceed $1500 per academic year. Applications must be received no later than March 15. Applications received after March 15 will be processed if funds are available. The program is administered through the NC State Education Assistance Authority by College Foundation, Inc. To apply for the NCSIG, a student must complete and submit the Free Application for Federal Student Aid.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Funds for this program are provided by the Federal Government. The awards are made by the Financial Aid Office to a limited number of students with financial need who without the grant would not be able to attend school. Federal SEOG funds are awarded on a first-come, first-served basis to students based on need.

In order to be considered, the applicant must be an undergraduate student who has not previously received a bachelor's degree.

To be eligible for a Federal SEOG, the student must be enrolled or accepted for enrollment on at least a half-time basis and making satisfactory progress in the course of study you are pursuing. You must be a United States citizen or a permanent resident. To apply you must complete and submit the Free Application for Federal Student Aid.

Scholarships

Robeson Community College receives sixteen (16) scholarships through the North Carolina Community College System. Scholarships are awarded to students based on financial need and academic programs.

Scholarships are provided by the following:

Wachovia ..... Two scholarships @ $500 each.
Sprint Telephone ..... Two scholarships @ 550 each.
Community College Grant Scholarships ..... Awards and amount vary each semester.
Carolina Power & Light Co. ..... One scholarship @ $550.

RCC Academic Adult High School Scholarships

Robeson Community College awards a one year scholarship to each recipient scoring the highest grade on the North Carolina Competency Test from individual high school classes sponsored by RCC. Each scholarship covers tuition and activity fee for recipients enrolling at RCC in the following academic year.

RCC Foundation Scholarships and Grants

A number of scholarships and grants are offered to students attending Robeson Community College by civic organizations, service clubs, and individual donors. These awards are made on the basis of need, subject to the availability of funds. No award is made until a student has completed all admission requirements and has been accepted for enrollment. All awards are subject to the final approval of the Financial Aid Committee which is composed of three representatives from the faculty, one representative from the Business Office, and a Financial Aid Officer. The committee meets periodically to consider requests and to make awards. Students who encounter financial difficulty at any time should confer with a Financial Aid Officer in Student Services.

RCC Foundation Scholarships for High School Seniors

Each year one (1) graduating senior from the individual high schools of the Public Schools of Robeson County attending Robeson Community College will receive the RCC Foundation Scholarship for high school seniors. The scholarships are valued at $1000 per recipient and will be applied to the student's tuition, activity fee, and books at RCC.

The recipients are selected by the principal or his/her designated individual at each school. Contact your high school counselor for more information.

RCC Foundation Endowed Scholarships/Funds

Endowed Scholarships are lasting tributes in honor or in memory of someone special. The funds are invested so that the principal remains untouched and only the income from the investment of the funds is used to provide scholarships. The Endowed Scholarships with the RCC Foundation are listed below:

Sammy and Onita Cox Endowed Nursing Scholarship

RCC Trustee and Foundation Board Member Sammy Cox established this scholarship in May 1998 to honor his wife, Onita Cox. Mrs. Cox is a graduate of the Robeson Community College Nursing Program. This endowment funds an annual scholarship for students pursuing an Associate Degree in Nursing.

BB&T Endowed Scholarship

Established originally in 1994 by Southern National Bank whose merger with Branch Banking and Trust allowed the latter to complete the Endowment.

Lumbee River Electric Membership Endowed Scholarship

Ronnie Hunt, RCC Foundation Board Member and General Manager of Lumbee River Electric Membership, initiated this endowment in May 1999. This scholarship is awarded to a student in the Electrical/Electronics Technology curriculum.

Almena C. and Malcom P. McLean Trust Endowed Scholarship

Established in January 1997. The earnings provide a scholarship each year that is awarded by the College's Financial Aid and Scholarship Committee.

Dr. J. Graham Pittman Endowed Scholarship

Dr. Hal Pittman and his wife, Dr. Timona Pittman, established this endowment in January 2000 in memory of their brother and brother-in-law, Dr. J. Graham Pittman, of Fairmont, North Carolina. This scholarship will be awarded to first-year or second-year students who have shown financial need and are doing well academically. Preference is given to one or more students who are enrolled in the College Transfer curriculum.

Ann and Ray V. Revels Endowed Scholarship

Established in July 1999 by former faculty and RCC Trustee Board Member, Ann Revels, in memory of her husband, Ray V. Revels. Mr. Revels was a charter Foundation Board member and was still serving on the Board at the time of his death. The earnings provide scholarships each year that are awarded by the College's Financial Aid and Scholarship Committee.

Clyde and Charlotte Sessoms Endowed Scholarship

Established by Foundation Board Member Clyde Sessoms and his wife, Charlotte, in November 1996. The earnings provide a scholarship each year that is awarded by the College's Financial Aid and Scholarship Committee.

Rendal and Mary Lynn Walters Endowed Scholarship

Established in July 1997 by Foundation Board Member and Vice President of Contempora Fabrics, Inc., Rendal Walters, and his wife, Mary Lynn. The earnings provide a scholarship that is awarded by the College's Financial Aid and Scholarship Committee.

Evelyn P. Warwick Endowed Scholarship

Established in November 1999 by Charles Warwick in honor of his wife, Evelyn. The earnings provide scholarship assistance to a student who needs financial assistance, and is awarded by the College's Financial Aid and Scholarship Committee.

Bruce Williams Endowed Scholarship

Established in 1990 by Southern National Bank employees in honor of Bruce Williams, President and Chief Operations Officer of Southern National Bank of North Carolina, and former RCC Foundation Board Member. The earnings provide a scholarship that is awarded by the College's Financial Aid and Scholarship Committee.

President and Mrs. Fred Williams Endowment

Established by RCC's second President, Fred Williams, and his wife, Eliza Williams in 1999 to reflect their belief in the value of Robeson Community College to our community. The endowed funds will help further the mission of the College through educational needs identified at the College and approved by the Foundation Board.

Employment

Federal Work-Study Program

The Federal Work-Study Program provides part-time jobs for students who have great financial need and who must earn part of their educational expenses. The Federal Government provides funds to educational institutions which in turn have jobs available for students. At RCC, students work in a variety of offices and departments with their work schedule built around their academic schedule. Students may work up to 20 hours weekly while attending class full-time. Eligibility is determined by enrollment and financial need. For more information contact the Financial Aid Office.

Loans

College Foundation, Inc. (Federally Insured Loans)

Legal residents of North Carolina enrolled at least half-time may borrow through College Foundation for undergraduate study or vocational-technical training. The maximum loan for an academic year cannot exceed the total cost of education less other financial aid received. The annual percentage rate is 8.5 percent simple interest. Applications should be received by College Foundation at least 90 days prior to the beginning of a school term to ensure notification before registration. For more information contact the Financial Aid Office.

Nurse Education Scholarship Loan Program (NESLP)

NESLP award applications are available through the RCC Financial Aid Office. Awards are based upon financial need and other factors such as academic performance. NESLP awards range from $400 to $1,000 at Robeson Community College.

Recipients must execute a Promissory Note. Recipient enters into a contract with the State of North Carolina to work full time as a licensed nurse in North Carolina. A minimum of six months consecutive full-time employment with one employer is required

to qualify for service cancellation. Loans not repaid through service must be repaid in cash. The interest rate for cash repayment is 10% from the date of disbursement.

For more information: Contact the Financial Aid Office.

Nurse Scholars Program (NSP)

The Nurse Scholars Program is a competitive, merit-based scholarship/loan program available to students who have chosen to enter the nursing profession. Recipients are selected on the basis of superior academics, leadership potential, and desire to practice nursing on a full-time basis in North Carolina.

Financial need is not a criterion.

The annual value of the award for an Associate Degree in nursing is $3,000. The scholarship is renewable. Recipient enters into a contract with the State of North Carolina to work full-time as a nurse in North Carolina. Twelve months of service as a full-time nurse cancels one full year of NSP support. A minimum of six months consecutive full-time employment with one employer is required to qualify for service cancellation. The interest rate for cash repayment is 10%.

Southeastern Regional Medical Center Loans

A limited number of loans are available to students enrolled in the ADN Program through Southeastern Regional Medical Center. Students should contact the Financial Aid Office at RCC for specifics concerning these loans.

Other Programs

Dependents and Survivors Educational Assistance

Dependents and Survivors Program is a federal program that provides up to 45 months of educational benefits to children, wives, and widows of veterans who died or were permanently and totally disabled while serving in the Armed Forces. For application contact the Veterans Affairs Office in Student Services.

National Guard Tuition Assistance Program

Members of the North Carolina National Guard may be eligible to receive tuition assistance for attending RCC. Contact your local unit for information.

North Carolina War Orphan Program

The North Carolina War Orphan Program provides funds to institutions for the waiver of tuition for children of totally disabled or deceased North Carolina war veterans. Veterans must be 100 percent disabled and their disability does not necessarily have to be war related. To apply contact the Office of Veterans Affairs in Student Services.

Veterans Educational Benefits

There are several educational programs for those service men and women once they leave the military and enter civilian life: New G.I. BILL (CHP. 30). VEAP (CHP. 32), NEW SELECTED RESERVE (CHP. 1606), ACTIVE DUTY EDUCATIONAL ASSISTANCE PROGRAM.

Benefits must be used within ten (10) years of date of discharge. A veteran's total months of eligibility is determined by the total number of years of service and monetary contribution.

Vocational Rehabilitation for Disabled Veterans

Veterans Vocational Rehabilitation is designed to provide all services and assistance necessary to enable veterans with service-connected disabilities to achieve maximum independence in daily living; to become employable; and to obtain and maintain suitable employment.

Basic entitlement is based on service connected disability for which you are receiving, or could elect to receive, VA compensation; VA determines a need to overcome employment handicap or to improve your capacity for independent living; you were discharged from service under other than dishonorable conditions.

Periods of eligibility is up to twelve (12) years after date of notification of entitlement to VA compensation. Up to 48 months of rehabilitation and assistance may be authorized. Contact Veterans Affairs Office in Student Services for an application.

Vocational Rehabilitation

Vocational Rehabilitation may provide educational assistance for individuals with physical, mental, emotional, or learning impairments. To be eligible for services, an individual must:

1. Be an individual with a disability. This is defined to mean that (a) the individual has a physical or mental impairment which for such individual constitutes or results in a substantial impediment to employment; and (b) the individual can benefit from Vocational Rehabilitation services in terms of an employment outcome; and
2. Require Vocational Rehabilitation services to prepare for, enter, engage in, or retain gainful employment.

Application Procedure: For more information on services or eligibility, contact your local Vocational Rehabilitation Office, or write to the NC Division of Vocational Rehabilitation Services, P.O. Box 26053, *03 Ruggles Drive, Raleigh, NC 27611-6053 or call at (919) 733-3364. General information may be received from the Counseling and Career Center at Robeson Community College.

Job Training Partnership Act (JTPA)

Funds may be available to qualifying students from low-income families enrolled in a curriculum program. Contact your local JTPA Office or RCC Financial Aid Office for more information.

Lumbee Regional Development Association (LRDA)

Funds are available for qualifying students from low-income families through LRDA. Contact the LRDA Office in Pembroke, NC.

Telamon Corporation

Funds are available for qualifying students from low-income families through Telamon. The student is paid a training allowance plus cost of tuition, fee, and books. Contact the Telamon Office in Lumberton, NC.

Workforce Investment Act (WIA)

Funds are available for displaced and/or dislocated workers. Contact your local WIA Office, Employment Security Commission or RCC Financial Aid Office.

STUDENT ACTIVITIES

Robeson Community College encourages and supports student participation in a wide variety of extracurricular activities designed to complement the classroom experience. The RCC Student Government Association is responsible for promoting the general welfare of the College, encouraging student involvement in the governance of the SGA, providing avenues for input in institutional decision making and promoting communication between students, staff, and faculty. Composed of all currently enrolled curriculum students, the SGA provides direction, guidance, and oversight of the activity budget.

As a means of facilitation student involvement in campus decision making, students are encouraged and invited to participate in various standing committees, advisory committees, and ad hoc committees. The President of the Student Government Association serves as an ex officio nonvoting member of the RCC Board of Trustees. Other standing committees in which students serve as voting members include: Planning Council, Student Affairs Committee, Student Hearing Board, and the Resource Services Committee.

To get involved in campus governance, students are encouraged to contact elected officers of the Student Government Association or the faculty/staff advisor for the SGA.

Student Government

The Student Government Association is composed of all curriculum students who are enrolled at Robeson Community College. All SGA members are encouraged to be active participants in student affairs and to voice opinions and thoughts through their organization.

The President of the SGA is elected in May of each year. Other officers and representatives of the SGA are elected in September and provide leadership for the student body. The SGA sponsors athletic and social activities that enhance student campus life. Students are involved in school affairs, with active participation on various advisory and ad hoc committees. Representatives of the SGA usually attend state conferences of the Student Government Association in the North Carolina Community College System.

A budget governing the student activity fee for the following school year is recommended by the SGA in the spring. The budget usually covers special projects, student insurance, socials, and dances.

Student Publications

All student publications are governed and approved by the Student Government Association and the College's administration. Student publications must be reviewed by the Editorial Committee for Student Publications prior to publication and distribution. The Committee will consist of the following persons: SGA President, SGA Advisor, Chairperson of the English Department, and the Assistant Vice President for Resource Services.

Publications should follow the guidelines of standard English and MLA/APA documentation for sources. Misuse or abuse of such publications may cause termination or abolishment of an approved publication.

News items submitted by students to the College newsletter, *Campus Clips*, must follow the guidelines for student publications.

Athletics

Athletics are available on a limited basis at RCC. A strong intramural program is encouraged. The RCC campus provides room for expansion and is adding to those activities requested that are within budgetary limits and college policy.

Special Events

The Student Government may sponsor other activities such as socials, films, speakers, and related activities that are of interest to the students. When such occasions arise, students are notified in advance and are encouraged to participate.

CAMPUS SERVICES

Academic Advising

Academic advising at Robeson Community College is essential to the total development of the student. The mission of academic advising is to aid students with accurate information concerning courses of instruction, institutional resources, policies and procedures, career choices, and educational opportunities.

On-line advising is available through the use of ACTIONTRACK. ACTIONTRACK is a software system that allows advisors to access transcript information, assessment notes, referrals, and recommendations made to the student.

Since the most significant part of the advising process is the relationship between the faculty advisor and the student, each student is assigned a faculty advisor. The faculty advisor serves as a resource person who provides information about program opportunities, educational requirements, and college regulations.

The advisor assists the student in developing an educational plan to include both short range and long range goals. The advisor is a link between the student and the College community, and also advises students of services available at the College.

The faculty advisory system is an integral part of the total educational process of the institution. Each student has an opportunity to develop a real and important relationship with a person whose experience has been in the field of interest for which the student is training. Having a faculty advisor to whom one is specifically assigned gives one a definite source of help. Many times a student will make a choice to remain in school when the going is rough if he/she can honestly see what future there may be in his/her chosen curriculum. No one is better qualified to point the way for the student than his/her major area instructor.

The emphasis on a continuing contact with the advisee in order to develop a total program suggest that part of the advisor's responsibility is to be available to discuss goals and academic problems as the need arises. While it is the responsibility of the student to schedule meetings with the advisor each semester, the advisor should post a time they will be available for advising students. (A key here is for the advisor to indicate verbally, at the point of approving a registration schedule, that he is available if and when problems arise.)

Faculty advisors are available for day and evening students. All students are assigned an advisor whether they attend on a full-time or a part-time basis. Day and evening faculty advisors maintain regular office hours to accommodate students.

Bookstore

The bookstore is located in the Student Center Building. It is maintained for the convenience of students in purchasing necessary textbooks and supplies. Hours of operation are posted at its entrance.

Business Office

The receipt of fees and the disbursement of approved refunds are the responsibility of the Business Office. Office hours are 8 a.m. to 5 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Friday. Unpaid obligations to this office become part of the student's college record until they are cleared up.

Bad Check Policy

Students who write checks for registration and/or fee charges which are returned to the College by financial institutions for insufficient funds will be notified by the Business Office. These students will be given five (5) work days to make the checks good. This may be done either by a cash payment or by a certified check. After this five day period has elapsed, students who have NOT satisfied their financial obligations with the College will be withdrawn (dropped) from all classes and not permitted to continue attending classes. (A student is not officially enrolled until both the attendance and payment requirements have been met.) Students cannot re-enroll for any future semesters until such obligations are satisfied.

Campus Security

Uniformed security personnel are employed by the College. Among their duties are campus safety and security, parking, and traffic control. Any acts of vandalism, theft, etc., should be directed to their attention or to the attention of William Carter in the Business Office. Loitering in the parking areas is not permitted.

Counseling and Career Services

Counseling is available to help students gain a better understanding of themselves and their opportunities. Professionally-trained counselors are available to discuss and help students explore any problem areas they may experience. Students who are experiencing personal, interpersonal, or academic difficulties are encouraged to see a counselor as soon as possible. Appointment can be made by telephoning (910) 738-7101, or persons can come by Counseling and Career Services in the Student Center, Building 13. Conversations are confidential and handled in a professional manner as provided for by the American Counseling Association Ethical Standards, and the laws specifically regulating Counseling in North Carolina.

Career Services offers students many valuable and effective services. The sheer multitude of possibilities often make the process of choosing an occupation very frustrating, time consuming, and haphazard. For RCC students, career planning helps provide direction in making the right career choice.

Career Services involves more than just choosing an occupation. It also includes knowing your interests, values, and capabilities (self-assessment), becoming aware of the work world opportunities, learning the necessary employability skills to obtain and keep a job, and knowing how to develop, reevaluate and implement long-term career plans. The Career Counselor helps students examine their interests, aptitudes, and values. Interest inventories and aptitude tests are administered and interpreted.

The NC Career Explorer is a computerized career exploration systems that allow students to assess their career-related needs. Students complete a series of self-paced exercises designed to help them in exploring career possibilities. A personal profile is created to reflect their abilities and aspirations. Needs are assessed in terms of the following dimensions: educational level attained or aspired, work site preferences, level of physical demands sought, temperament factors, level of earnings sought, aptitude factors, interest factors, future outlook, personality factors, fields of work, physical activities sought and to be avoided, hours of work and travel preferences, and environmental conditions desired. The student interacts with the computer to explore for occupations, to obtain specific profiles on occupations

of interest, to compare occupations, and to search for occupations that are related.

Job Placement: Counseling and Career Services offer assistance to students currently enrolled in curriculum programs, or alumni who may be seeking full or part-time employment. Placement personnel act as a liaison between students and potential employers. Contact is maintained with employers who are looking for qualified applicants and positions are advertised on campus. Job Fairs are held annually for graduating students. **Job Link** is a computerized program that interfaces with Job Service (Employment Security Commission, ESC). Students can access information on jobs that are updated daily by Employment Security Commission. All graduating students who seek assistance with locating employment are asked to 1) complete a placement packet, and 2) provide typed resumes.

Placement Testing and Specialized Tests: Placement Testing is handled through Counseling and Career Services (See Placement Testing under Admissions on Page 8). Additional specialized tests are available to anyone wishing to find out more about themselves, their abilities, and their interests. Specialized tests/inventories are administered upon requests by students and faculty. Some examples of specialized tests may include interest inventories, personality tests, aptitude tests, diagnostic tests, achievement, and general ability tests.

Counseling and Career Services also provides groups for personal growth experience. Groups may include the following: Assertiveness Training, Study Skills, Personal Growth, Habit Control, Test-taking and Test Anxiety, Self-concept Development, Values Clarification, Coping with Grief, Communication Skills, Stress and Time Management. Counseling and Career Services sponsors Career Workshops *each semester* on such topics as: Resume Writing, Finding the Right Career, Preparing for the Job Interview, and other career-related activities.

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awareness prevention program for all students and employees. Counseling information and referral services are provided by professionally trained counselors. Counselors are available to talk with anyone concerning drug/alcohol use. Counselors may be contacted directly or indirectly. Persons requesting anonymity may telephone Counseling and Career Services for information without disclosing their names (738-7101 Extension 244). Referrals to external agencies may be appropriate in some situations. Counselors are knowledgeable concerning treatment, length of residential stay, and costs of local agencies.

There is a Drug/Alcohol Display Center in Counseling and Career Services where free information concerning drugs and/or alcohol use and abuse can be received. Persons are encouraged to go by and pick up this free information. Drug/alcohol information is also displayed and distributed around campus at other locations. Robeson Community College also sponsors speakers who have expertise on drug and/or alcohol use. Other activities are planned to create an awareness of the effects of drugs and alcohol and how these behaviors affect learning and working. The total college community is invited to attend these functions. Below are some telephone numbers where more information on drugs and alcohol can be received.

Hotline Numbers for Drug/Alcohol Information

Robeson County Crime Stoppers 738-1133
Mental Health Center 738-1431
Carolina Manor ..... 738-1191 or 1-800-445-7595
Cumberland HSA Hospital 1-800-682-6003
Palmer Drug Abuse Program ..... 618-1135 or
(Free Services) 521-8995

800 Numbers:
Pride Drug Information Hotline 1-800-241-9746
National Institute of Drug Abuse (NIDA) 1-800-662-HELP
(NIDA Hotline directs callers to local cocaine abuse centers. Free materials on drug abuse may also be requested. All information and referrals confidential.)
Cocaine Hotline 1-800-COCAINE
Fetal Alcohol Syndrome (FAS) 1-800-532-6302

Drugs and Alcohol Policy

The use and abuse of drugs and alcohol are subjects of immediate concerns in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users and/or abusers of drugs or alcohol may impair the well-being of all employees, students, and the public at large, and may result in property damage to the College. Therefore, in compliance with the Federal Drug-Free Workplace and Drug-Free Schools and Campuses Regulation, it is the policy of Robeson Community College that the unlawful use, possession, distribution, manufacture, or dispensation of a controlled substance or alcohol is prohibited while on College premises, the College workplace, or as part of any College sponsored activity. Any employee or student violation this policy will be subject to disciplinary action up to an including termination or expulsion and referred for prosecution. The specifics of this policy may be found in the RCC Student Handbook, RCC Library, and Counseling and Career Services.

Disability Services

Robeson Community College is committed to providing education for all academically qualified students regardless of disabling conditions. The College seeks to enroll students who can complete college level courses with the help of support services and classroom accommodations. A formal program for

students with learning or physical disabilities is not offered; all students attend the same classes. Support services may include, but are not limited to, the following auxiliary aids, services, and academic adjustments:

- Test administration modification
- Talking calculators
- Individual counseling
- Electronic readers
- Tutors
- Braille calculators, printer, or typewriters
- Classroom modification
- Notetakers
- Calculators or keyboards with large buttons
- Reaching device for library use
- Taped Texts
- Interpreters
- Television enlargers
- Assistance with completing forms
- Readers

Federal law prohibits RCC from requesting information regarding disabling conditions on the admissions application; therefore, it is the responsibility of the student to contact Student Services and make his/her disability known and to request academic adjustments and/or auxiliary aids. Upon identification, the student will be referred to Counseling & Career Services and the following procedure will be followed:

1. **Verification for Disability**
   Learning Disability: To ensure the provision of reasonable and appropriate services and accommodations, students requesting these must provide current documentation of their disability. This documentation must identify a significant discrepancy between achievement and ability or an intra-cognitive discrepancy not attributable to other disabling conditions or to environmental deprivation. In addition, the assessment should measure the student's specific strengths and weaknesses and report how the student's disability has interfered with educational achievement. Appropriate services and/or accommodations will be determined from the specific information provided. The complete policy with suggested assessment instruments is located in the Counseling and Career Center.

The following guidelines, which are congruent with DSM-IV diagnostic procedures, should be followed.

A. Testing must be comprehensive: More than one assessment device should be administered for the purpose of diagnosis. Testing must address, at the minimum the following domains:

   1. Aptitude (Include sub-test scores)
   2. Achievement (Current levels of functioning)
   3. Information Processing (Specific areas of information processing)
   4. Other Assessment Measures (Non-standard measures and informal assessment procedures)

B. Testing must be current and reflect the student's present needs and levels of functioning.

C. Professionals conducting assessment and rendering specific diagnoses must be qualified to do so.

Other Disabilities: Students with other disabilities who are requesting accommodations are also required to provide professional documentation regarding their disability so that arrangements can be made to meet special needs (i.e. results from medical, diagnostic tests, etc.

2. When appropriate and based on documentation of the disability, special placement testing arrangements will be made (i.e., large print test books, taped test).
3. Upon receipt of documentation of the disability, the student is asked to sign a "Consent for Release of Information" form which permits the Disability Services Coordinator to discuss the request for special services with other professionals who need to know, and who will be involved with providing the services and assisting with academic planning. The consent waiver may be revoked at any time while the student in enrolled by a written request, and automatically becomes null and void when the student ceases to be enrolled.
4. Upon preregistering **each semester**, the student requesting academic adjustments or auxiliary aids will submit a copy of his/her proposed course schedule to Counseling & Career Services. Once the student has formally registered for classes, a final copy of the course schedule will be given to Counseling and Career Services.
5. It is the responsibility of the student to discuss the need for academic adjustments or auxiliary aids with each instructor.
6. The student is encouraged to contact Counseling & Career Services for assistance with any difficulties or concerns while enrolled at RCC.

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Request for special services should be made at least one month prior to needing special accommodations and registering for classes. Every reasonable effort will be made to accommodate all students; however, if requests are not received in a timely manner prior to the time the student needs special accommodations, it may not be possible to provide the necessary services until a later term.

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Division of Resource Services

The Division of Resource Services is committed to providing a wide range of resources and services to carry out the mission of the College. Components are the Library, Media Services, and Graphic Arts Services. The Robeson Community College Library is conveniently located in the center of the campus. Its attractive surroundings are a pleasant place for research, study, and/or leisure reading. Services include a qualified staff concerned with providing library resources necessary to support Robeson Community College's purpose and programs; and sharing library resources for interest, information, and enlightenment to all people of the community. A staff is on duty during the hours of 8 a.m. to 10 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Friday to answer reference questions. The collection is well stocked with books, periodicals, and newspapers which have been carefully selected to support the degree, diploma, and enrichment programs offered by the College. Other services include microfilm and microfiche; interlibrary loans from in-state or out-of-state, and an excellent orientation program to educate users to thoroughly utilize the library resources and services.

Anyone interested in using the library may acquire borrowing privileges by simply filling out a registration card. Books, periodicals, and records are loaned for three weeks. Renewals may be obtained in person or by telephone. To encourage prompt return or renewal of materials, a fine is charged on overdue materials. Lost or badly damaged materials must be paid for replacement cost. Failure to return materials or pay charges will result in loss of borrowing privileges. Students who have not returned materials or paid fines will be obligated to do so before re-registering or graduating.

The RCC Library supports Distance Learning. From the RCC Web Page, the library's on-line hook collection is accessible. Other resources include periodicals and newspapers that have been selected to support the degree, diploma and enrichment programs offered by the college. The internet provides access to NC LIVE, InfoTrac and NewsBank that provides abstract, full-text journals, encyclopedia and newspaper articles. An orientation program to educate patrons to fully utilize resources and services is also available.

The RCC Library is a member of the North Carolina Community College Libraries Reciprocal Lending Agreement that strives to increase access to the library resources within the North Carolina Community College System Libraries, to maximize use of the combined collections of the system libraries and to support the NCCCS Distance Learning Initiative. The NCCC Libraries have agreed to lend materials to any student or faculty in the system who provides valid identification showing current college affiliation. The RCC Library is committed to providing a quality program that includes services and resources to assist students pursing educational goals.

The Media Center provides a variety of media equipment and services to meet the needs of the College. Services include equipment and materials circulation, production services, and consultant services. Patrons are encouraged to consult the media handbook for a complete listing of materials and services available.

The Graphic Arts Department produces all types of printed material to meet the needs of the College. Services include layout, design, typesetting, proofreading, and making plates for instructional and institutional use.

Health Services

Robeson Community College maintains no health facilities other than first aid equipment. Emergency facilities are available in Lumberton at Southeastern Regional Medical Center, the Robeson County Emergency Medical Service, and the Lumberton Rescue Unit nearby. In case of emergency, notify an instructor or a counselor in the Counseling and Career Center immediately (Building 13).

Housing

The College does not operate residence hall facilities nor does it assume responsibility for housing. Upon request, the Counseling and Career staff will assist students in locating adequate facilities in the area. Final decisions and arrangements are the responsibility of the student and the landlord.

Policy Governing Student Misconduct

Students are expected to display the qualities of courtesy and integrity that characterize the behavior of ladies and gentlemen. To protect the rights and privileges of all students, a policy governing student misconduct has been adopted by the Board of Trustees. A copy of the complete policy is on file in the Library. Upon request, students may obtain a complete copy from the Counseling and Career Center. The policy describes procedures followed in producing a reliable determination of the issues, while assuring students fairness and due process of law, in any case that may terminate in expulsion.

Student Grievance Procedure

The purpose of the Student Grievance Procedure is to provide a system for students seeking equity for what he/she perceives to be unfair treatment in student-student, student-faculty or student-staff interactions. Grievances to be considered through this process include those arising from IX of the Educational Amendments Act of 1972, Family Educational Rights and Privacy Act of 1974, the American Disabilities Act of 1991 or other similar legal requirements.

For additional information concerning the guidelines of this procedure, please contact the Assistant Vice President of Student Services in the RCC Student Center.

Student Handbook

A student handbook, issued at orientation, is prepared by Student Services with the aid of faculty, staff, and student government. The handbook is a guide for students in acquainting themselves with practices, policies, and procedures of the College. Copies are issued during orientation and are on hand at all times in the Counseling and Career Center. It is the responsibility of each student to know the contents. The handbook provides the student with additional information not available in this catalog.

Student Orientation

Orientation is held each semester for new entering students and returning students that have been out of school for two semesters. It is highly recommended to students that they attend an orientation session.

Orientation is designed to help make the transition to college as smooth as possible. The orientation process is designed to accomplish the following:

1. Acquaint students with campus regulations.
2. Introduce students to key personnel on campus.
3. Advise students of college support services.
4. Provide academic information.
5. Acquaint students with college survival skills.

Student Services

Robeson Community College provides many personal services designed to make the educational experiences of its students profitable and satisfying. The faculty and administration recognize that the central purpose of the College is to provide an environment wherein each student may achieve maximum development-intellectually, socially, and physically. The services, organizations, and activities are provided as a means of contribution to the total growth of the individual.

The basic objectives of Student Services at Robeson Community College are built upon the stated philosophy and objectives of Robeson Community College and the North Carolina Community College System.

1. To interpret the College's objectives, opportunities, and policies to prospective students.
2. To assist in the implementation of the "Open Door" philosophy and policy.
3. To assist the student in satisfactorily selecting, entering, progressing within, and completing a course of study whether general, technical, trade, upgrading, basic education, or cultural in nature.
4. To provide a professional, competent, and continuing, counseling program in assisting students with academic, vocational, personal, and social-economic problems.
5. To properly record, maintain, and make available to proper persons information regarding students.
6. To provide, develop, encourage, and evaluate a program of student activities.
7. To encourage suitable vocational-educational placement upon termination of individual studies at the college.
8. To promote and encourage programs related to the health, safety, and physical welfare of the student.
9. To initiate, encourage, complete and share systematic research and the results thereof.
10. To continuously evaluate and improve Student Service.

With these objectives, it is imperative that close, full cooperation be maintained not only within the Student Services staff, but also with the administration, faculty, students, and the community. It is with this cooperation and with these purposes that the Student Services staff dedicates itself to serving RCC students, staff, and community.

Tutorial Services

The purpose of tutorial services is to assist those students academically handicapped who are falling behind, those students who are confused about a certain precept in his or her subject area, and those students on academic probation.

The objectives of tutorial services are:

1. To provide reinforcement of class work and class assignments.
2. To clarify information.
3. To assist with remediation of background "gaps".
4. To provide "modeling" of successful learning and study strategies for a particular discipline of study.
5. To serve as a liaison between student, faculty, and tutor.
6. To reduce the failure rate of students in courses.
7. To reduce the dropout rate of students.
8. To become an active participant in the learning process and enhance self-confidence.

The operational approach is student-centered; individualized and group assistance are emphasized. Computer software, professional and peer-tutors are utilized to maintain a personal and supportive working relationship with the student.

The services are free. You may obtain tutorial assistance through the tutorial coordinator, a counselor, or your advisor. The

tutorial coordinator and the tutorial lab is located in the Student Center, Room 1311.

Veterans Services

Information and requests pertaining to veterans affairs can be secured from the Veterans Affairs Officer in Student Services. The veteran student must maintain satisfactory academic progress, attendance, and conduct for continued eligibility payments. Veteran students may take distance learning classes which include Internet classes, Information Highway classes, and Telecourses as they are offered. Veteran students taking these courses must, have contact with the appropriate instructor on a weekly basis and make satisfactory academic progress in order not to be dropped from the course. Refer to Veterans Affairs section of the Student Handbook.

ACADEMIC POLICIES AND PROCEDURES

Academic Freedom and Responsibility Policy

As representatives of Robeson Community College, instructors and students should exercise sound judgement in the interpretation and presentation of instructional materials.

The instructor/student has the freedom to interpret and/or teach the subject within sound academic principles and practices without undue institutional censorship. However, each instructor/student should be mindful that controversial materials that have no relation to the course have no place in the classroom. Personal behavior within the classroom and without reflects upon the college. Each instructor/student must be responsible for his or her own behavior.

Attendance Policy and Procedures

Regular class attendance is expected of students. Instructors keep an accurate class attendance and these records become part of the student's official records. Absences are a serious deterrent to good scholarship, and it is impossible to receive instruction, obtain knowledge, or gain skills when absent from class. Being late for class is also a serious interruption of instruction. As students are adults with many responsibilities, an occasional absence might be absolutely necessary. However, such absences in no way lessen the student's responsibilities for meeting the requirements of the class. Students are responsible for making up any missed class assignments.

Students' names will be placed on a class roster once they have officially made their payment for tuition and fees. Students shall maintain attendance in said class until one of the following occurs:

1. Student Withdraws. (He/She officially withdraws. This constitutes student's withdrawal and is effective as of that date.)
2. Administrative Withdrawal
   - A. Student fails to maintain class attendance as described by the instructor's course syllabus.
   - B. Consecutive absences for a period exceeding one full week of classes.
     1. Classes that meet one time a week—drop if not in attendance the second time.
     2. Classes that meet twice a week—drop if not in attendance the third class.
     3. Classes that meet three times a week—drop if not in attendance the fourth class.
     4. Classes that meet four times a week—drop if not in attendance the fifth class.
     5. Classes that meet five times a week—drop if not in attendance the sixth class.
     6. Students taking Distance Learning classes must have contact with their instructor each week during the semester or the student will be dropped from the course. The drop will take place the first day of the week following the week without student instructor contact. The student-instructor contact may be telephonic, electronic, or in person.
   - C. The responsible instructor is reasonably assured that the student does not intend to pursue the learning activities of the class; i.e., excessive absences, lack of effort and/or participation. (This constitutes administrative withdrawal and is effective as of that date.)
   - D. He/She completes the minimum objective stated for the class or transfers to another class.
   - E. Exceptions to "B" above will be made for bona fide reasons only and must be recommended by the appropriate instructor(s) and approved by the appropriate Assistant Vice President of Educational Services, day or evening, before readmission to a class is permitted.
   - F. In order to receive credit for a course, the student must attend at least 75% of the required contact hours. If the student misses 20% of his/her contact hours the instructor will refer the student to the appropriate Assistant Vice President of Educational Services. The assistant vice president may grant a waiver which will allow the student to miss another 5% of the contact hours. If the waiver is not granted or the student misses hours in excess of the approved waiver the student will be dropped from the course by the instructor. In no case will a student get

credit for a course if he/she has missed in excess of 25% of the required contact hours. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though a student may register late.

G. A student who withdraws from the Nursing Program or Respiratory Therapy Program for any reason must meet RCC's current admission criteria in order to be considered for readmission into the program. Any exception made must be through the appeals process and approved by the Allied Health Appeals Committee.

Note:

1. ADN test scores are valid for five academic years.
2. Students may be required to repeat courses previously passed.
3. Students are not permitted to audit nursing courses unless provision is made by the ADN/RC Chairperson.
4. A student may be readmitted only once unless provision for exception is made by the Allied Health Appeals Committee.
5. Right of Appeal: A formal written statement requesting an appeal for readmission should be made to the Assistant Vice President of Student Services.

National Student Clearinghouse

Robeson Community College is a member of the National Student Clearinghouse. The Clearinghouse provides a central repository for information on the enrollment status of Qualifying Program borrowers attending educational institutions. The Clearinghouse is the school's agent for purposes of confirming enrollment status of student financial aid recipients. Robeson Community College reports the enrollment status of students to the Clearinghouse. The Clearinghouse is then responsible for providing status and deferment information, on behalf of the College, to guaranty agencies and lenders.

Noncontinuous Enrollment

Noncontinuous enrollment is defined as not being enrolled for a period of one year or longer. Upon re-enrollment the student must comply with the requirements of the catalog that is current at the time of re-enrollment.

Reinstatement Policy

When students have been dropped by their instructor(s) for excessive absences and wish to be considered for reinstatement for that semester, this procedure must be followed:

1. Pick up a drop/add form from Records and Registration.
2. Take it to the appropriate instructor(s) and get the form completed and their signature.
3. Take the drop/add form to the appropriate Assistant Vice President of Educational Services, day or evening, for his approval and signature.
4. Return the drop/add form to Records and Registration.

Tardies

A tardy is defined as "a student entering class after roll call or instruction begins". Being late for class is a serious interruption of instruction and may affect a student's academic grade for the course. Individuals who enter class after the roll call or instruction begins will have their attendance recorded from the time they enter the class. Three tardies constitute one absence.

Computing Grade Point Average

Course	Credit	Grade	Grade Points Per Credit Hour	Grade Points Earned
ENG 1101	3	C	2	6
PME 1101	7	B	3	21
MAT 1101	5	A	4	20
PHY 1101	4	F	0	0
DFT 1101	1	D	1	1
	20			48

The grade point average is computed by dividing points earned by the total credit hours attempted. In the preceding example, 48 divided by 20 equals 2.40 grade point average. All grades A through F, WF (treated as "F"), and Incompletes (treated as "F"), are counted in computing the grade point standing. Credit by transfer and credit by examination are not included in computing the grade point standing.

Credit by Examination

Advance placement is offered to students who because of their demonstrated abilities are qualified to accelerate their studies. To earn advanced placement, a student may take a proficiency examination in most subject areas which he/she can demonstrate a mastery of theory and practical application. A list of courses and/or subject areas which are not suitable nor allowable for proficiency exams may be obtained from the Records and Registration Office. Under no circumstances will credit be given when the challenge examination grade is less than "C". Total credits earned by examination and/or transfer credit cannot exceed fifty percent of the program requirements or a maximum of thirty-eight (38) credit hours by examination.

The following courses may not be taken by proficiency.

BIO 110	Principles of Biology
BIO 120	Introductory Botany
BIO 130	Introductory Zoology
BIO 140A	Environmental Biology Lab

BIO 163	Basic Anatomy and Physiology
BIO 168	Human Anatomy and Physiology I
BIO 169	Human Anatomy and Physiology II
BIO 275	Microbiology
BUS 270	Professional Development
CJC 100	Basic Law Enforcement Training
CJC 122	Community Policing
CJC 212	Ethics and Community Relations
CJC 223	Organized Crime
CJC 232	Civil Liability
ELC 228	PLC Applications
ENG 102	Applied Communications II
ENG 111	Expository Writing
ENG 114	Professional Research and Reporting
ENG 131	Introduction to Literature
ENG 233	Major American Writers
ENG 243	Major British Writers
HUM 110	Technology and Society
HUM 130	Myth in Human Culture
HUM 160	Introduction to Film
NAS 101	Nursing Assistant I
NAS 102	Nursing Assistant II
NAS 103	Home Health Care
NET 125	Routing and Switching I
NET 126	Routing and Switching II
NET 225	Advanced Router & Switching I
NET 226	Advanced Router & Switching II
NET 270	Scalable Networks Design
NET 271	Multi-Layer Networks
NET 272	Remote Access Networks
NET 273	Internetworking Support
PED 120	Walking for Fitness
PED 143	Volleyball-Beginning
PHY 121	Applied Physics I
SOC 210	Introduction to Sociology
SOC 220	Social Problems

The following procedure will serve as guidelines in making application for all proficiency examinations:

1. The following persons will not be permitted to take proficiency examinations.
   A. Persons who have taken the proficiency examination previously.
   B. Persons who have either enrolled in and/or dropped from the course.
   C. Persons who were enrolled in and failed the course.
   D. Persons who have a cumulative grade point average less than 2.5.
2. For new students enrolled in a curriculum program, the Registrar may grant approval.
3. Make application to the Registrar for the proficiency exam. Application must be made during the drop/add period, and if approved, students are required to register for the exam during the drop/add period.
4. Application approval will be forwarded to the appropriate Assistant Vice President of Educational Services for instructor assignment. NOTE: Only full-time instructors give proficiency exams.
5. Upon approval of the application, an examination in theory and practicum (where applicable) will be given. ALL EXAMS MUST BE TAKEN PRIOR TO THE MID-TERM OF THE SEMESTER.
6. After evaluation of the examination by the instructor, test results will be forwarded to the Registrar and the appropriate Assistant Vice President of Educational Services.
7. Credit earned by proficiency examination will be entered on the student's transcript as credit hours passed. No grade or quality point value will be assigned. Credit earned by proficiency examination will not be used in determining grade point average (GPA).
8. Applicants must be in a program of study. All prerequisites must be met where applicable.
9. Proficiencies are not approved for Summer Term.

For credit by examination, full-time students enrolled in sixteen credit hours or more are exempt from additional tuition charges. However, part-time students must pay the Business Office the tuition charge required by the state for each semester hour credit; this fee is not refundable. A registration form must be completed in the Records and Registration Office after approval has been obtained to take a proficiency examination. Fees will be paid in the Business Office. A green data card will be given to the student by the Records and Registration Office after fees have been paid. This card will be given to the appropriate instructor by the student. Any exceptions to the above procedures and requirements must be approved by the Assistant Vice President of Student Services. Exceptions will be made only under rare circumstances.

Credit by Transfer

New Students

Robeson Community College may accept credits earned from technical institutes/colleges and any other colleges accredited by Southern Association or other associations accredited by the American Council on Education. Only course grades of "C" or better will be accepted and such courses must parallel the content of RCC courses. In some cases, courses over five (5) years old will not be considered. For a complete listing of these courses, please review section titled "Program Completion Requirements".

All applicants having credits transferred from another institution to RCC must submit an official transcript, and if

necessary an appropriate catalog, to the Director of Admissions. Applicants who wish to transfer from other educational institutions must be eligible to return to the school last attended. Any exception to this procedure must be approved by the Assistant Vice President of Student Services and only then by justifiable cause.

The Registrar, in consultation with appropriate faculty, will determine the transfer credits allowable. This evaluation will be made at the time of acceptance and the student will be notified in writing accordingly. Transfer credits will be posted to the student's permanent record. In addition, transferring students must complete a minimum of fifty (50) percent of the total number of credit hours required for a certificate, diploma, or degree program at Robeson Community College.

Enrolled Students

Qualified faculty are provided by the College to teach course offerings within programs of study. Once a student has enrolled as degree seeking at Robeson Community College, he/she is expected to take these courses at the College. A student who wishes to attend another college or university institution should contact the Records and Registration Office RCC to: 1) secure the transfer application form, and 2) determine whether the intended transfer courses are acceptable. The intended course work, once evaluated, will be forwarded to the appropriate Vice President of Educational Services for approval.

NOTE: FAILURE TO OBTAIN PRIOR APPROVAL MAY RESULT IN THE COURSE WORK BEING UNACCEPTABLE FOR TRANSFER TO RCC.

The following policies will govern transfer of course work:

1. To receive permission to attend another college or university, a RCC student must be in academic "good standing."
2. A student will not be allowed to take course work at another college or university while currently enrolled at RCC if the course from which the student requests transfer credit is scheduled and available at RCC during the academic year.
3. A course will not be approved for transfer if all prerequisites are not completed prior to enrollment in the course.
4. A student will not receive transfer credit for any course bearing a grade of less than "C."
5. Transferring students must complete a minimum of fifty (50) percent of the total number of credit hours required for a certificate, diploma, or degree program at RCC.

NON-TRADITIONAL CREDIT

CLEP/AP Credit

Students may request credit for subjects taken under the College Level Examination Program (CLEP) or Advanced Placement (AP) Program. CLEP or AP credit may be evaluated for general or subject area examinations. Official test score reports from College Board must be submitted to the registrar for consideration of CLEP or AP credit. Test scores must meet the current score recommendations from the American Council on Education (ACE) in order to receive college credit. Additional information concerning these tests may be received from College Board:

College Level Examination Program (CLEP)
P.O. Box 6600
Princeton, NJ 08541-6600
Telephone: (609) 771-7865

Advanced Placement Program (AP)
45 Columbus Ave.
New York, NY 10023-6992
Telephone: (212) 713-8058

Military Credits

Credits may be extended to Veterans for DANTES Credit or for educational experiences in the Armed Forces. An original transcript of military educational credits/experiences must be submitted to the Office of the Registrar for consideration of credit. All military credits are evaluated using the ACE Guide recommendations. Veterans my request a copy of their military credits/experiences from:

DANTES
P.O. Box 6604
Princeton, NY 08541-6604

AARTS Operation Center
415 McPherson Avenue
Fort Levenworth, KS 66027-1173
(Fax) (913) 684-2011

Transfer of Credit Within Robeson Community College

When a student transfers from one curriculum to another within the college, all applicable courses for which the student has earned a passing grade will be transferred.

Credits earned in a diploma program are not transferable to an associate degree program but may be credited toward a second diploma major, if applicable.

A diploma student may also request credit by examination where prior work experience or educational experience is indicated.

Grade Appeal Process

Appeals regarding subject matter or grade calculation mistakes on students products (test, quiz, term paper, etc.) must be requested within five academic days from the date the graded product is returned to the student. The appeal process will follow the prescribed steps, and may stop at any step based on the desire of the person appealing.

Step	Appealed to
1	Course Instructor
2	Assistant Vice President for Educational services (Day or Evening)
3	Vice President for Educational and Support Services
4	Campus Standards Committee (if at Course Level)
5	President

If the appeal involves a final course grade calculation only, the same procedure is followed except that the student may have six weeks from the time the grade is assigned and mailed to appeal. If no appeal has been made within the six week time period, the original grade will be recognized as final.

Grade Reports

Grade reports will be mailed to students at the end of each semester.

Grading System

The 4.00 grade point average system is used to calculate student grade averages. (See separate grading system section for Associate Degree Nursing/Respiratory Care Programs.)

	Grade	Meaning	Grade Points Per Credit Hour
A	93-100	Excellent	4
B	85-92	Good	3
C	77-84	Average	2
D	70-76	Poor, but Passing	1
F	Below 70	Failure	0
W		Withdrew	0
WF		Withdrew Failing	0
I		(Computed as failure) The "I" Grade is computed as an "F" until the course requirements are met to the instructor's satisfaction. Incomplete work must be completed within six (6) weeks of the next semester, otherwise, it will remain as a punitive grade of "F".	0
AU		Audit (Must be declared during drop/add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Grading System-Associate Degree Nursing Program

The 4.00 grade point average system is used to calculate student grade averages. Please note that the grading system used with the ADN Program is different from that stated in the RCC Catalog and Student Handbook for other programs.

	Grade	Meaning	Grade Points Per Credit Hour
A	93-100	Excellent	4
B	85-92	Good	3
C	77-84	Average	2
D	70-76	Failing in the ADN Program. (This includes all major and related courses)	1
F	Below 70	Failure	0
W		Withdrew (no grade points calculated)	
WF		Withdrew Failing (Computed as failure)	0
I		Incomplete (Incomplete work must be completed in the ADN Program before registering for the next semester. The "I" grade is compute as an "F" until the course requirements are met to the instructor's satisfaction.)	0
AU		Audit (not permitted in the ADN Program-NUR courses)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Grading System-Respiratory Therapy Program

The 4.00 grade point average system is used to calculate student grade averages. Please note that the grading system used with the RC Program is different from that stated in the RCC Catalog and Student Handbook for other programs.

All Respiratory Care students must maintain at least "C" in each major course (RCP designated courses) each semester. Additionally each student must maintain a 2.0 overall GPA in all related and general education course work. Students failing to meet these requirements or receiving a failing grade in any course will be required to exit the program. Students exiting the program because of academic reasons are eligible for readmission provided they correct any failing grade in the related or general education areas and meet the admission criteria.

	Grade	Meaning	Grade Points Per Credit Hour
A	93-100	Excellent	4
B	85-92	Good	3
C	77-84	Average	2
D	70-76	Passing Related and general education areas	1
D	70-76	Failing in the RCP major courses	1
F	Below 70	Failure	0
W		Withdrew (no grade points calculated)	0
WF		Withdrew Failing (Computed as failure)	0
I		Incomplete (Incomplete work must be completed in the RC Program before registering for the next semester. The "I" grade is computed as an "F" until the course requirements are met to the instructor's satisfaction.)	
AU		Audit not permitted in the RCP courses.	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Repeating Course Work

To raise a grade in any course, the student must reregister for the course. Only the last grade earned will be counted in calculating the total number of credit hours and grade point average. Any required course in which an "F" is received must be repeated and passed to graduate. Veteran students will not receive any educational benefits (pay) for courses previously attempted and passed. After the third repeat, including courses taken as audit, approval is required from the Vice President of Instruction and Support Services to register for the course again.

Waiver of Prerequisites

Before a prerequisite may be waived, the student must document or demonstrate abilities in the subject area. The student must consult with and have approval from the appropriate Assistant Vice President of Educational Services, day or evening. The approval must be forwarded to the Vice President of Instruction and Support Services for consideration and approval before waiver is granted.

Program (Curriculum) Change Procedures

To change from one curriculum to another or change from special credit status: Students must request an interview with the Director of Admissions to discuss changing programs. When a program change is approved by the Director of Admissions, the program change becomes effective at the beginning of the ensuing semester.

When a student changes from one curriculum to another, any course taken in the previous program which is applicable to the new program will be carried to the new program with the grade earned in that course. After a student has completed at least nine credit hours (9) in the new curriculum with a grade point average of 2.0 or better in those courses, he/she may request the Registrar to reevaluate their academic record. The Registrar will evaluate the students academic record, and all courses not in the present curriculum will not be used in calculating the students grade point average.

Financial Aid and/or Veterans Education Assistance recipients should consult with the Financial Aid Officer and/or the Veterans Affairs Officer prior to requesting a program change. Not all programs are approved for benefits.

Program Completion Requirements

Students are allowed a maximum of five years to complete a program. If the student does not complete the program within a five year period, he/she will be required to follow the current catalog or state approved curriculum guide (if different from catalog, will appear as an addendum to the catalog) in selection and registering for courses. Any credits over ten years old whether earned at Robeson Community College or other accredited institutions will not be counted toward meeting graduation requirements except for equivalent general education core

component classes. The following list of courses will not be counted towards graduation requirements if they are over five years old: ACC 129, CIS 110, CIS 115, CIS 120, CIS 130, CIS 148, CIS 152, CIS 165, CIS 169, CIS 174, CIS 175, CIS 215, CIS 274, CIS 275, CIS 287, NET 110, NET 125, NET 126, NET 225, NET 226.

Course changes within programs are generally not made more often than two years. Full-time day students enrolling under the first year of a catalog can expect to complete graduation requirements with little or no change in course offerings. Part-time students and students who enroll at some time other than the first semester of the two-year period may experience some course changes in their programs. RCC staff and faculty will work with students to make adjustments in the affected course areas with minimal inconvenience to the student and without delaying the student's projected date of graduation.

REGISTRATION PROCEDURES/ POLICIES

Students are expected to register for course work as well as pay tuition and fees during advertised registration times established by the Registrar. Formal registration for all curriculum courses is closed at the end of the fourth day of classes each semester. Students registering, but failing to meet financial obligations will be removed from class rolls at the close of each day.

Any exceptions to the registration procedures must be approved by the Assistant Vice President of Student Services and through the appropriate Educational Services Office, but only then by justifiable cause. Students may initiate drop/add requests only after completing the registration process (for additional information on drop/add procedures, please refer to section on Drop/Add in this publication).

Class Schedule

Most classes, credit and non-credit, are scheduled between the hours of 8 a.m. and 11 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Friday.

Change of Name, Address and/or Social Security Number

In order that official records may be kept up-to-date, change of name, address, and/or Social Security Number must be reported immediately to the Records and Registration Office. A change in Social Security Number will require appropriate verification.

Contact Hours

The contact hours shown in the catalog are minimal. The policy of the College permits students to enroll in additional subjects and laboratory work beyond those shown in the catalog.

Credit Hours

Semester hours of credit are awarded as follows: one semester hour of credit for each hour per week of class work; one semester hour of credit for each two hours per week of lab work; one semester hour of credit for every three hours of shop work; and one semester of credit for every ten hours of cooperative work experience. A student may take up to a maximum of 25 credit hours per semester.

Drop/Add Procedures and Withdrawal

A student may drop or add a course at any time within the first four scheduled class days of the term under the following provisions:

1. A student adding a course will be responsible for all makeup work required.
2. The student must contact his advisor and complete a drop/add form. The form must be signed by the appropriate advisor and returned to the Office of Records and Registration.

Through the first seven weeks of the semester (adjusted for summer term) the student who withdraws or is dropped receives a grade of "W". For the remainder of the semester the student who withdraws or is dropped will receive a "WF".

Should a student who has dropped for attendance reasons and received a grade of "WF" desire to appeal that grade he or she may do so. The appeal will be made in writing and must be documented. An appeal must be made within five weeks of the drop form submission. An example of an appropriate appeal would be extended hospitalization and a doctors note documenting the illness. The Assistant V.P. for Student Services will review the appeal and within five working days grant or deny a grade change with the approval of the course instructor. If the appeal is granted, the grade will be changed from "WF to "W" only.

In the last eight days of the class if a student fails to attend class in accordance with prescribed policy an "I" or incomplete may be given at the discretion of the instructor. The granting of an "I" should not violate any attendance policy that requires a student be dropped.

A student withdrawing from the College during the academic year must consult with his/her faculty advisor and secure a withdrawal form. If the student should find it necessary and not be able to meet with his/her advisor, he/she should then contact a Student Services counselor to obtain the withdrawal form. To complete an official withdrawal, the student must obtain the instructor's signature and return the withdrawal form to the Office of Records and Registration.

Financial Obligations

Student records will not be released until financial obligations are cleared by the student.

Semester System

Robeson Community College is on a semester system. The fall and spring semesters are each approximately sixteen weeks in length. The summer session is approximately nine weeks in length.

Noncontinuous Enrollment

Noncontinuous enrollment is defined as not being enrolled for a period of one calendar year or longer. Upon re-enrollment the student must comply with the requirements of the catalog that is current at the time of re-enrollment.

Transfer From Day to Evening/From Evening to Day

Students who request to transfer from day to evening classes or from evening to day classes, while a term is in session, must do so prior to the completion of the first seven weeks in the semester or prior to the date scheduled for the mid-term exam, whichever occurs first. Additionally students must have a bona fide reason for requesting the change; i.e., change in work shifts or approval will not be granted.

Transfer Agreements

RCC students who complete the College Transfer Program and receive the Associate Degree are eligible to transfer to any four year college or university. Specific transfer agreements in Business, Criminal Justice, Nursing and Electronic Technology have been arranged with some senior colleges. For more information, contact the RCC Admissions Office or Counseling Center.

Transfer to Other Colleges

Students who wish to transfer from one college to another, or to any other institution, should make application at the Records and Registration Office for a transcript ten days before it is needed.

The college to which the student is transferring determines the number of hours of credit it will allow in transfer. Some four-year institutions grant full credit for work completed in the community college. Students planning to transfer to a four-year college or university should check early with that institution's admission office to determine requirements. Official transcripts will be released to other accredited and approved institutions upon written request. Official transcripts will not be released to the student.

Standards of Acceptable Academic Progress

Each student enrolled in a degree, diploma, or certificate program is expected to maintain satisfactory progress toward completion of requirements for that program. A 2.0 grade point average is required for graduation in all programs. Students are expected to maintain this average to be considered in good academic standing.

To achieve minimum academic progress, students must maintain the following minimum grade point average in relation to the number of credit hours attempted:

Grade Point Average to Determine Continuance in School

Two-Year Curricula

All Semester Hours Credit Attempted	Grade Point Average Below Which Student is on Academic Probation
0-19	1.5
20-39	1.7
40-49	1.9
50-over	2.0

One-Year Curricula

All Semester Hours Credit Attempted	Grade Point Average Below Which Student is on Academic Probation
0-19	1.5
20-37	1.8
38-over	2.0

These scales will be used as the basis for determining a student's status for purposes of academic progress at Robeson Community College and certification to the Veterans Administration; Social Security Administration; Division of Vocational Rehabilitation; student grant, loan, scholarship, and financial aid agencies; as well as other public and private agencies requiring such information. Certain curricula may have minimum course grade requirements which will be specified either in the Student Handbook or the department bulletin.

Each student enrolled at RCC is expected to be aware at all times of his/her academic status and to be responsible for knowing whether he/she has met the minimum academic requirements according to RCC's catalog. Furthermore, students are required to consult with their advisors once a semester concerning academic progress.

Academic Probation

Students whose cumulative grade point average falls below those listed in the scale will be placed on academic probation. The student will be required to consult with his faculty advisor and counselor to review academic progress and plan a strategy for improving academic progress.

A student who is on academic probation may return to good standing by meeting the requirements outlined in the Standards of Acceptable Academic Progress or by passing at least 12 hours the next semester of enrollment with a semester grade point average of at least 2.0. A student will remain in good standing as

long as the student continues to meet the Standards of Acceptable Progress or passes at least 12 hours each semester with a semester grade point average of at least 2.0 per term enrolled.

While on academic probation, a student will not be allowed to participate in extracurricular activities. These activities include: holding an elected office or committee assignment in the Student Government Association, or any other activities which require the student to represent RCC officially. Students placed on academic probation are not eligible for financial aid and cannot participate in early registration for the next term.

Academic Suspension

Satisfactory progress is the responsibility of the student. A student who has been on academic probation for one semester may be suspended from college if he/she is unsuccessful in meeting the guidelines to return to good standing.

Academic suspension will be for one semester. At the end of one semester, the student may apply for readmission. Students who do not attain the required grade point average for two semesters following reinstatement to the College may be suspended permanently.

Students may appeal notice of suspension to the Assistant Vice President of Student Services. The Assistant Vice President will meet with student, student's counselor, and faculty advisor.

Graduation Requirements

The Registrar reviews records for each prospective graduate to determine that all requirements and obligations have been met.

Requirements and Obligations

1. Student must submit an application for graduation to the Registrar before registering for their final semester of study. It is the student's responsibility to complete this form. The applications are in Records and Registration.
2. Complete all required courses.
3. Transferring students must complete a minimum of fifty (50) percent of the total number of credit hours required for a certificate, diploma, or degree program at Robeson Community College.
4. Have a minimum grade point average of 2.0.
5. Make an appointment with the Registrar to review graduation status.
6. Have final grades on courses originally graded "I".
7. Must have all financial obligations to the school taken care of, this includes Business Office, Library, or any other financial debt to the College.
8. Commencement exercises are held in May at the end of the spring semester.

Diplomas

Upon graduation, students should check for errors in the spelling of their name on diplomas. Any corrections must be filed with the Records and Registration Office within thirty (30) calendar days after graduation.

The replacing of a diploma for any reason after that time will be at the student's expense.

Criteria for Graduating with Honors

Graduates who have earned a grade point average of 3.5 and above with no grade lower than a "C" and have completed at least half of their degree or diploma requirements in residence at Robeson Community College will be granted a degree or diploma with honors. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status. The College furnishes honor and PTK stoles to be worn for the graduation exercise. PTK graduates who are also eligible to graduate with honor may choose one of the two stoles, but will not be given both.

Marshals

Marshals consist of the six students form the two-year programs with the highest academic average at the end of the fall semester. Students must also be registered for the spring semester. Students may serve as a marshal only once while enrolled. The chief marshal shall be the senior student with the highest academic average. Transfer students must have completed fifteen semester hours in their major at Robeson Community College. Part-time students who do not lack more than eight courses at the end of the current spring semester are considered in the selection of marshals for graduation. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

Additional Requirements for Graduation

Robeson Community College is not obligated to offer courses not listed in the current catalog. Those students not continuously enrolled are required to meet the graduation requirements of the catalog that is current at the time of their re-enrollment.

Honors

The Honor's List and the President's List are published at the end of each semester.

Criteria for President's List

DEGREE: All full-time students enrolled in the two year associate degree programs achieving a grade point average of 4.0 for the semester. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

DIPLOMA: All full-time students enrolled in one year diploma programs achieving a grade point average of 4.0 for the semester. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

Criteria for Honor's List

DEGREE: All full-time students enrolled in two year associate degree programs achieving a grade point average of 3.5 and above with no grade lower than "C" for the semester. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

DIPLOMA: All full-time students enrolled in one year diploma programs achieving a grade point average of 3.5 and above with no grade lower than "C" for the semester. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

Criteria for Phi Theta Kappa Honor Society

Students eligible for membership in the Honor Society must be enrolled in a two-year program of study and must have completed 12 semester hours at Robeson Community College and have a grade point average of 3.5 or higher. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

EDUCATIONAL PROGRAMS

COLLEGE TRANSFER A10100

Associate In Arts Degree

Curriculum Description

The College Transfer program is designed for those students who intend to transfer to a senior college or university for their baccalaureate degree. The freshman and sophomore level courses introduce the students to areas of study that develop breadth of outlook and contribute to the student's balanced development. This program will provide most of the core courses required at a senior institution, but the student should consult with the senior institution to determine specific requirements for that institution.

The curriculum includes courses in communications, humanities and fine arts, mathematics, science, social sciences, physical education, elective courses in liberal arts and other appropriate areas. These courses may also be taken by technical degree majors and non-degree seeking students as electives for academic enrichment.

College Transfer courses may be offered either day or evening or both, depending on the needs and demand of the students in the program, to allow all students to pursue their individual goals.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
	*General Elective	3	0	0	0	3
	*General Elective	3	0	0	0	3
		14	2	0	0	15
Second Semester (Spring)						
ENG 112	Argument-Based Research	3	0	0	0	3
ART 111	Art Appreciation	3	0	0	0	3
HIS 131	American History I (OR)	3	0	0	0	3
HIS 121	Western Civilization I	3	0	0	0	3
PED 143	Volleyball - Beginning	0	2	0	0	1
	*Humanities Elective	3	0	0	0	3
	*General Elective	3	0	0	0	3
		15	2	0	0	16
Third Semester (Fall)						
ENG 131	Introduction to Literature	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
BIO 110	Principles of Biology	3	3	0	0	4
	*General Elective	3	0	0	0	3
	*General Elective	3	0	0	0	3
		15	3	0	0	16
Fourth Semester (Spring)						
BIO 140	Environmental Biology	3	0	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	0	1
ECO 251	Principles of Microeconomics	3	0	0	0	3
PED 120	Walking for Fitness	0	3	0	0	1
SOC 210	Introduction to Sociology	3	0	0	0	3
	*General Elective	3	0	0	0	3
	*Humanities Elective	3	0	0	0	3
		15	6	0	0	17
					Total	**64**

ELECTIVES CAN BE TAKEN FROM THE FOLLOWING LIST:

		Credit Hrs.
Humanities:		
Select two (2) courses from the following list with at least one (1) prefix other than ENG.		
COM 231	Public Speaking	3
ENG 233	Major American Writers	3
ENG 243	Major British Writers	3
HUM 110	Technology and Society	3
HUM 130	Myth in Human Culture	3
HUM 160	Introduction to Film	3
REL 211	Introduction to the Old Testament	3
REL 212	Introduction to the New Testament	3
General Electives:		
Select eighteen (18) semester hours from the following and/or preceding list that have not been chosen to fulfill other requirements.		
Social/Behavioral Sciences:		
ECO 252	Principles of Macroeconomics	3
HIS 122	Western Civilization II	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 241	Developmental Psychology	3
SOC 220	Social Problems	3
Natural/Science and Mathematics:		
BIO 120	Introductory Botany	4
BIO 130	Introductory Zoology	4
BIO 168	Human A & P I	4
BIO 169	Human A & P II	4
BIO 275	Microbiology	4
+MAT 151	Statistics I	3
+MAT 161	College Algebra	3
MAT 162	College Trigonometry	3
+MAT 171	Precalculus Algebra	3
MAT 263	Brief Calculus	3
Business:		
ACC 120	Principles of Accounting I	4
ACC 121	Principles of Accounting II	4
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 228	Business Statistics	3
Criminal Justice:		
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

PRE-BUSINESS ADMINISTRATION A1010B
Associate In Arts Degree

Curriculum Description

The Pre-Business Administration transfer program is designed for those students who intend to transfer to a senior college or university for their baccalaureate degree in Business Administration. The freshman and sophomore level courses introduce the student to Business Administration and provide him or her the general education core requirements required for senior institutions. The student should consult with the senior institution to ensure the appropriate mix of courses that are required at that institution.

The curriculum includes courses in business administration, communications, humanities and fine arts, mathematics, science, social sciences, and other appropriate areas. These courses may also be taken by technical degree majors and non-degree seeking students as electives for academic enrichment.

Pre-Business Administration courses may be offered either day or evening or both, depending on the needs of the students in the program, to allow all students to pursue their individual goals.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
ACC 120	Principles of Accounting I	3	2	0	0	4
CIS 110	Introduction to Computers	2	2	0	0	3
HIS 121	Western Civilization I	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
		14	4	0	0	16
Second Semester (Spring)						
ENG 114	Professional Research/ Reporting	3	0	0	0	3
ART 111	Art Appreciation	3	0	0	0	3
ACC 121	Principles of Accounting II	3	2	0	0	4
+MAT 161	College Algebra	3	0	0	0	3
HIS 122	Western Civilization II	3	0	0	0	3
		15	2	0	0	16
Third Semester (Fall)						
ENG 131	Introduction to Literature	3	0	0	0	3
BIO 110	Principles of Biology	3	3	0	0	4
ECO 251	Principles of Microeconomics	3	0	0	0	3
MAT 263	Brief Calculus	3	0	0	0	3
	*Humanities Elective	3	0	0	0	3
		15	3	0	0	16
Fourth Semester (Spring)						
ECO 252	Principles of Macroeconomics	3	0	0	0	3
BIO 140	Environmental Biology	3	0	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	0	1
BUS 228	Business Statistics (OR)	3	0	0	0	3
MAT 151	Statistics I	3	0	0	0	3
	*Humanities Elective	3	0	0	0	3
SOC 210	Principles of Sociology	3	0	0	0	3
PED 143	Volleyball-Beginning	0	2	0	0	1
		15	5	0	0	17

Total 65 SHC

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

PRE-CRIMINAL JUSTICE A1010D
Associate In Arts Degree

Course Description

The Pre-Criminal Justice transfer program is designed for those students who intend to transfer to a senior college or university for their baccalaureate degree in Criminal Justice. The freshman and sophomore level courses introduce the student to Criminal Justice and provide him or her the general education core requirements required for senior institutions. The student should consult with the senior institution to ensure the appropriate mix of courses that are required at that institution.

The curriculum includes courses in criminal justice, communications, humanities and fine arts, mathematics, science, social sciences, and other appropriate areas. These courses may also be taken by technical degree majors and non-degree seeking students as electives for academic enrichment.

Pre-Criminal Justice courses may be offered either day or evening or both, depending on the needs of the students in the program, to allow all students to pursue their individual goals.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
HIS 121	Western Civilization I	3	0	0	0	3
	*Humanities Elective (Not Literature)	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
CJC 111	Introduction to Criminal Justice	3	0	0	0	3
		15	0	0	0	15
Second Semester (Spring)						
+ENG 111	Expository Writing	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3
HIS 122	Western Civilization II	3	0	0	0	3
+MAT 151	Statistics I	3	0	0	0	3
SOC 220	Social Problems	3	0	0	0	3
PED 143	Volleyball-Beginning	0	2	0	0	1
		15	2	0	0	16

Third Semester (Fall)						
ENG 114	Professional Research/ Reporting	3	0	0	0	3
BIO 110	Principles of Biology	3	3	0	0	4
CJC 121	Law Enforcement Operations	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
		14	5	0	0	16
Fourth Semester (Spring)						
ENG 131	Introduction to Literature	3	0	0	0	3
ART 111	Art Appreciation	3	0	0	0	3
POL 120	American Government	3	0	0	0	3
	*Humanities Elective	3	0	0	0	3
BIO 140	Environmental Biology	3	0	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	0	1
PED 120	Walking for Fitness	0	3	0	0	1
		15	6	0	0	17
					Total	**64**

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

ASSOCIATE DEGREE NURSING A45100

Associate of Applied Science Degree

Curriculum Description

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

Courses will include content related to the nurses 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.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
NUR 110	Nursing I	5	3	6	0	8
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
PSY 150	General Psychology	3	0	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
		14	6	6	0	18
Second Semester (Spring)						
PSY 241	Developmental Psychology	3	0	0	0	3
NUR 120	Nursing II	5	3	6	0	8
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
		11	6	6	0	15
Summer Session						
CIS 110	Introduction to Computers	2	2	0	0	3
NUR 130	Nursing III	4	3	6	0	7
		6	5	6	0	10
Third Semester (Fall)						
ENG 114	Prof. Research/Reporting	3	0	0	0	3
NUR 210	Nursing IV	5	3	12	0	10
BIO 275	Microbiology	3	3	0	0	4
		11	6	12	0	17
Fourth Semester (Spring)						
ENG 131	Introduction to Literature	3	0	0	0	3
NUR 220	Nursing V	4	3	15	0	10
SOC 210	Introduction to Sociology	3	0	0	0	3
		10	3	15	0	16
					Total	**76**

+Placement test scores may indicate developmental courses are needed in preparation for these courses.

BUSINESS ADMINISTRATION A25120
Associate of Applied Science Degree

Curriculum Description

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, 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	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs
First Semester (Fall)						
OST 131	Keyboarding	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
ACC 120	Principles of Accounting I	3	2	0	0	4
BUS 121	Business Math	2	2	0	0	3
		11	8	0	0	15
Second Semester (Spring)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
BUS 115	Business Law I	3	0	0	0	3
CIS 120	Spreadsheet I	2	2	0	0	3
ACC 121	Principles of Accounting II	3	2	0	0	4
OST 136	Word Processing	1	2	0	0	2
		15	6	0	0	18
Third Semester (Fall)						
	*Social Science Elective	3	0	0	0	3
MKT 120	Marketing	3	0	0	0	3
ENG 114	Professional Research/ Reporting	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
ACC 150	Comp. General Ledger	1	2	0	0	2
BUS 125	Personal Finance	3	0	0	0	3
		16	2	0	0	17
Fourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
CIS 152	Database Conc. & Applications	2	2	0	0	3
ACC 129	Individual Income Taxes	2	2	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
		16	4	0	0	18
					Total	**68**

***Social Science Elective**

		Credit Hrs.
SOC 210	Introduction to Sociology	3
PSY 150	General Psychology	3

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

CRIMINAL JUSTICE TECHNOLOGY A55180
Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
CJC 111	Intro to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3
		17	2	0	0	18
Second Semester (Spring)						
CJC 113	Juvenile Justice	3	0	0	0	3
CJC 122	Community Policing	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CJC 132	Court Procedure & Evidence	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
		18	0	0	0	18
Third Semester (Fall)						
CJC 212	Ethics & Community Relations	3	0	0	0	3
CJC 215	Organization and Administration	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 233	Correctional Law	3	0	0	0	3
ENG 114	Professional Research/ Reporting	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
		18	2	0	0	19

Fourth Semester (Spring)						
CJC 222	Criminalistics	3	0	0	0	3
CJC 223	Organized Crime	3	0	0	0	3
CJC 231	Constitutional Law	3	0	0	0	3
CJC 232	Civil Liability	3	0	0	0	3
BIO 110	Principles of Biology	3	3	0	0	4
ENG 131	Introduction to Literature	3	0	0	0	3
		18	3	0	0	19
					Total	**74**

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

CULINARY TECHNOLOGY A55200

Associate of Applied Science Degree

Curriculum Description

The Culinary Technology curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of food service settings including full service restaurants, hotels, resorts, clubs, catering operations, contract food service, and health care facilities.

Course offerings emphasize practical application a strong theoretical knowledge base, professionalism, and provides the critical competencies to successfully meet industry demands. Courses also include sanitation, food/beverage service and control, baking, garden manager, American/international cuisine's, food production, and hospitality supervision.

Graduates should qualify for entry level position, such as line cook, station chef, and assistant pastry chef. American Culinary Federation certification is available to graduates. With experience, graduates may advance to positions such as sous-chef, executive chef, or food service manager.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
CUL 140	Basic Culinary Skills	2	6	0	0	5
HRM 110	Introduction to Hospitality	2	0	0	0	2
CUL 110	Sanitation and Safety	2	0	0	0	2
CUL 110A	Sanitation and Safety Lab	0	2	0	0	1
+MAT 115	Mathematical Models	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
		11	10	0	0	16
Second Semester (Spring)						
CIS 110	Introduction to Computers	2	2	0	0	3
CUL 240	Advanced Culinary Skills	1	8	0	0	5
CUL 150	Food Science	1	2	0	0	2
CUL 120	Purchasing	2	0	0	0	2
CUL 120A	Purchasing Lab	0	2	0	0	1
ENG 114	Prof Research & Reporting	3	0	0	0	3
		9	14	0	0	16
Summer Session						
CUL 160	Baking I	1	4	0	0	3
CUL 135	Food & Beverage Service	2	0	0	0	2
CUL 135A	Food & Beverage Ser. Lab	0	2	0	0	1
CUL 130	Menu Design	2	0	0	0	2
		5	6	0	0	8
Third Semester (Fall)						
CUL 260	Baking II	1	4	0	0	3
HRM 215	Restaurant Management	3	0	0	0	3
NUT 110	Nutrition	3	0	0	0	3
REL 211	Introduction to the Old Testament (OR)	3	0	0	0	3
REL 212	Introduction to the New Testament	3	0	0	0	3
		10	4	0	0	12
Fourth Semester (Spring)						
CUL 180	International & Am. Reg. Cuisine	1	8	0	0	5
CUL 220	Food Service for Spec. Ops.	1	8	0	0	5
HRM 145	Hospitality Supervision	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3
		8	16	0	0	16
					Total	**68**

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

NOTE: *This program is currently offered on a part-time basis and courses will be offered day or evening in a sequence required to meet student needs.*

EARLY CHILDHOOD ASSOCIATE A55220
Associate of Applied Science Degree

Curriculum Description

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.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs
First Semester (Fall)						
CIS 110	Introduction to Computers	2	2	0	0	3
EDU 111	Early Childhood Credential I	2	0	0	0	2
EDU 146	Child Guidance	3	0	0	0	3
EDU 153	Health, Safety, and Nutrition	3	0	0	0	3
EDU 185	Cognitive & Language Activities	3	0	0	0	3
EDU 185A	Cognitive & Language Activities Lab	0	2	0	0	1
+ENG 111	Expository Writing	3	0	0	0	3
		16	4	0	0	18
Second Semester (Spring)						
EDU 112	Early Childhood Credential II	2	0	0	0	2
EDU 131	Child, Family and Community	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 151A	Creative Activities Lab	0	2	0	0	1
ENG 114	Professional Research/ Reporting	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
		17	2	0	0	18
Third Semester (Fall)						
EDU 113	Family/Early Child Cred	2	0	0	0	2
EDU 157	Active Play	2	2	0	0	3
EDU 221	Children with Special Needs	3	0	0	0	3
EDU 261	Early Childhood Administration I	2	0	0	0	2
ENG 131	Introduction to Literature	3	0	0	0	3
PSY 244	Child Development I	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3
		18	2	0	0	19
Fourth Semester (Spring)						
COE 111	Co-op Work Experience I	0	0	0	10	1
EDU 241	Adult-Child Relationships	2	0	0	0	2
EDU 251	Exploration Activities	3	0	0	0	3
EDU 251A	Exploration Activities Lab	0	2	0	0	1
EDU 262	Early Childhood Administration II	3	0	0	0	3
EDU 282	Early Childhood Literature	3	0	0	0	3
PSY 245	Child Development II	3	0	0	0	3
		14	2	0	10	16
					Total	**71**

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

NOTE: *This program is currently offered on a part-time basis and courses will be offered day or evening in a sequence required to meet student needs. Students must complete 55 semester hours prior to enrolling in COE111.*

ELECTRICAL/ELECTRONICS TECHNOLOGY A35220
Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
+MAT 121	Algebra/Trigonometry I	2	2	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
ELC 112	DC/AC Electrical	3	6	0	0	5
ELC 113	Basic Wiring I	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
		10	18	0	0	17
Second Semester (Spring)						
+ENG 111	Expository Writing	3	0	0	0	3
MAT 122	Algebra/Trigonometry II	2	2	0	0	3
ELN 229	Industrial Electronics	2	4	0	0	4
ELC 115	Industrial Wiring	2	6	0	0	4
ELC 117	Motors & Controls	2	6	0	0	4
		11	18	0	0	18
Summer Session						
ELN 133	Digital Electronics	3	3	0	0	4
ELC 128	Introduction to PLC	2	3	0	0	3
DFT 119	Basic-CAD	1	2	0	0	2
		6	8	0	0	9
Third Semester (Fall)						
ELC 228	PLC Applications	2	6	0	0	4
PHY 121	Applied Physics I	3	2	0	0	4
ELN 231	Industrial Controls	2	3	0	0	3
ELN 232	Intro. to Microprocessors	3	3	0	0	4
ENG 114	Prof. Research/Reporting	3	0	0	0	3
		13	14	0	0	18
Fourth Semester (Spring)						
SOC 210	Introduction to Sociology	3	0	0	0	3
ELN 275	Troubleshooting	1	2	0	0	2
ELN 233	Microprocessor Systems	3	3	0	0	4
ELC 229	Applications Project	1	3	0	0	2
ENG 131	Introduction to Literature	3	0	0	0	3
		11	8	0	0	14
					Total	76

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

GENERAL EDUCATION A10300
Associate of Applied Science Degree

Curriculum Description

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	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
General Education Courses:						
+ENG 111	Expository Writing	3	0	0	0	3
ENG 114	Professional Research/ Reporting	3	0	0	0	3
ENG 131	Introduction To Literature	3	0	0	0	3
CIS 110	Introduction To Computers	2	2	0	0	3
SOC 210	Introduction To Sociology	3	0	0	0	3
+MAT 140	Survey Of Mathematics	3	0	0	0	3
					Total	**18**

Required Subject Areas:
18 Semester Hour Credit To Be Selected From A Combination Of Core Courses For Curricula Approved To Be Offered By The College.

					Total	**18**
Other Major Hours:						
ACA 115	Success & Study Skills	0	2	0	0	1

And 27 Semester Hours Credit To Be Selected From The Major Courses For Curricula Approved To Be Offered By The College.

					Total	**28**
					Total Semester Hours Credit	***64***

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

INDUSTRIAL MAINTENANCE TECHNOLOGY A50240
Associate of Applied Science Degree

Curriculum Description

The Industrial Maintenance Technology curriculum is designed to prepare or upgrade 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 course work 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	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs
First Semester (Fall)						
WLD 112	Basic Welding Processes	1	3	0	0	2
ELC 112	DC/AC Electricity	3	6	0	0	5
+MAT 121	Algebra/Trigonometry I	2	2	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
BPR 111	Blue Print Reading	1	2	0	0	2
		9	15	0	0	15
Second Semester (Spring)						
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
BPR 115	ELC/Fluid Power Diagrams	1	2	0	0	2
MAT 122	Algebra/Trigonometry II	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
ELN 229	Industrial Electronics	2	4	0	0	4
		10	11	0	0	15
Summer Session						
MEC 110	Introduction to CAD/CAM	1	2	0	0	2
MEC 111	Machine Processes I	2	3	0	0	3
ELC 128	Introduction to PLC	2	3	0	0	3
		5	8	0	0	8
Third Semester (Fall)						
ELC 117	Motors and Controls	2	6	0	0	4
PHY 121	Applied Physics I	3	2	0	0	4
ENG 114	Professional Research/ Reporting	3	0	0	0	3
MEC 263	Electro-Pneu Components	2	4	0	0	4
WLD 212	Inert Gas Welding	1	6	0	0	3
		11	18	0	0	18
Fourth Semester (Spring)						
ELC 228	PLC Applications	2	6	0	0	4
SOC 210	Introduction to Sociology	3	0	0	0	3
PLU 111	Intro. to Basic Plumbing	1	3	0	0	2
MEC 288	Mfg. Eng. R & D Project	0	2	0	0	1
AHR 120	HVACR Maintenance	1	3	0	0	2
MNT 110	Intro. to Maintenance Procedures	1	3	0	0	2
ENG 131	Introduction to Literature	3	0	0	0	3
		11	17	0	0	17
					Total	**73**

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

INFORMATION SYSTEMS A25260
Associate of Applied Science Degree

Curriculum Description

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	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
BUS 110	Introduction to Business	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
OST 136	Word Processing	1	2	0	0	2
	*Social Science Elective	3	0	0	0	3
		15	4	0	0	17
Second Semester (Spring)						
CIS 120	Spreadsheet I	2	2	0	0	3
CIS 130	Survey of Operating Systems	2	3	0	0	3
CIS 172	Introduction to Internet	2	3	0	0	3
ENG 114	Professional Research/ Reporting	3	0	0	0	3
NET 110	Data Communications/Net	2	2	0	0	3
CIS 169	Business Presentations	1	2	0	0	2
		12	12	0	0	17

Summer Session						
CIS 115	Introduction to Prog. & Logic	2	2	0	0	3
CIS 175	Network Management I	2	2	0	0	3
		4	4	0	0	6
Third Semester (Fall)						
CIS 260	Business Graphics Apps.	2	2	0	0	3
CIS 215	Hardware Install/ Maintenance	2	3	0	0	3
CIS 152	Database Concepts & Apps.	2	2	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
ITN 140	Web Development Tools	2	2	0	0	3
CIS 148	Operating Systems - Windows NT	2	2	0	0	3
		13	11	0	0	18
Fourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
ITN 250	Implement Internet Serv.	2	2	0	0	3
CIS 246	Operating System - UNIX	2	3	0	0	3
CIS 216	Software Install/Maint.	1	2	0	0	2
CIS 174	Network System Manager 1	2	2	0	0	3
CIS 153	Database Applications	2	2	0	0	3
		12	11	0	0	17
					TOTAL	**75**

***Social Science Electives**

		Credit Hrs.
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3
ECO 251	Principles of Microeconomics	3
(OR)		
ECO 252	Principles of Macroeconomics	3

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

INFORMATION SYSTEMS A2526D NETWORK ADMINISTRATION & SUPPORT CONCENTRATION

Associate of Applied Science Degree

Curriculum Description

Network Administration and Support is a concentration under the curriculum title of Information Systems. This curriculum prepares students to install and support networks and develops strong analytical skills and extensive computer knowledge.

Course work includes extensive hands-on experience with networks. Classes cover media types, topologies, and protocols with installation and support of hardware and software, troubleshooting network and computer problems, and administrative responsibilities.

Graduates should qualify for positions such as: LAN/PC administrator, microcomputer support specialist, network control operator, communications technician/analyst, network/computer consultant, and information system specialist. Graduates should be prepared to sit for certification exams which can result in industry-recognized credentials.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
CIS 110	Introduction to Computers	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
	*Social Science Elective	3	0	0	0	3
		14	2	0	0	15
Second Semester (Spring)						
NET 110	Data Comm/Networking	2	2	0	0	3
CIS 130	Survey of Operating Systems	2	3	0	0	3
CIS 172	Introduction to the Internet	2	3	0	0	3
CIS 120	Spreadsheet I	2	2	0	0	3
ENG 114	Professional Research/ Reporting	3	0	0	0	3
CIS 152	Database Concepts & Apps.	2	2	0	0	3
		13	12	0	0	18
Summer Session						
CIS 175	Network Management I	2	2	0	0	3
CIS 115	Introduction to Prog & Logic	2	2	0	0	3
		4	4	0	0	6
Third Semester (Fall)						
CIS 148	Operating Systems Windows NT	2	2	0	0	3
CIS 174	Network System Manager I	2	2	0	0	3
CIS 275	Network Management II	2	2	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
**NET 125	Routing & Switching I	1	4	0	0	3
**NET 126	Routing & Switching II	1	4	0	0	3
		11	14	0	0	18
Fourth Semester (Spring)						
CIS 215	Hardware Install/ Maintenance	2	3	0	0	3
CIS 274	Network System Manager I	2	2	0	0	3
CIS 287	Network Support	2	2	0	0	3
**NET 225	Adv. Router & Switching I	1	4	0	0	3
**NET 226	Adv. Router & Switching II	1	4	0	0	3
CIS 246	Operating System - UNIX	2	3	0	0	3
		10	18	0	0	18
					TOTAL	**75**

***Social Science Electives**

		Credit Hrs.
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3
ECO 251	Principles of Microeconomics	3
(OR)		
ECO 252	Principles of Macroeconomics	3

*** The following course sequence may be taken as alternative to NET 125, NET 126, NET 225, and NET 226. The prerequisite for NET 270 are NET 226 or CCNA or successful completion of semesters 1-4 of the Cisco Systems Networking Academy.*

NET 270 Scalable Networks Design
NET 271 Multi-Layer Networks
NET 272 Remote Access Networks
NET 273 Internetworking Support

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

OFFICE SYSTEMS TECHNOLOGY A25360
Associate of Applied Science Degree

Curriculum Description

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	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs
First Semester (Fall)						
OST 131	Keyboarding	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
BUS 121	Business Math	2	2	0	0	3
ACC 120	Principles of Accounting I	3	2	0	0	4
		11	8	0	0	15
Second Semester (Spring)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
OST 136	Word Processing	1	2	0	0	2
OST 134	Text Entry & Formatting	2	2	0	0	3
OST 164	Text Editing Applications	3	0	0	0	3
CIS 120	Spreadsheet	2	2	0	0	3
		14	6	0	0	17
Third Semester (Fall)						
CIS 165	Desktop Publishing	2	2	0	0	3
ACC 150	Comp. General Ledger	1	2	0	0	2
OST 236	Adv. Word Processing	2	2	0	0	3
OST 223	Machine Transcription I	1	2	0	0	2
ENG 114	Professional Research/ Reporting	3	0	0	0	3
OST 162	Executive Terminology	3	0	0	0	3
OST 184	Records Management	1	2	0	0	2
		13	10	0	0	18
Fourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
OST 224	Machine Transcription II	1	2	0	0	2
OST 289	Office Systems Management	2	2	0	0	3
CIS 152	Database Concepts & Applications	2	2	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
	*Social Science Elective	3	0	0	0	3
		14	6	0	0	17
					Total	**67**

***Social Science Electives**

		Credit Hrs.
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3
ECO 251	Principles of Microeconomics	3
(OR)		
ECO 252	Principles of Macroeconomics	3

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

RESPIRATORY THERAPY A45720
Associate of Applied Science Degree

Curriculum Description

The Respiratory Therapy curriculum prepares individuals to function as Registered Respiratory Therapists and/or Certified Respiratory Therapists. In these roles, individuals perform diagnostic testing, treatments, and management of patients with heart and lung diseases.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include life support, monitoring, drug administration, and treatment of patients of all ages in a variety of settings.

Graduates of accredited programs may be eligible to take entry level examinations from the National Board of Respiratory Care. Therapy graduates may also take the Advanced Practitioner examination. Graduates may be employed in hospitals, clinics, nursing homes, education, industry, and home care.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 115	Mathematical Models	2	2	0	0	3
RCP 110	Introduction to Respiratory Care	3	3	0	0	4
BIO 168	Anatomy and Physiology I	3	3	0	0	4
CIS 110	Introduction to Computers	2	2	0	0	3
		13	10	0	0	17
Second Semester (Spring)						
BIO 169	Anatomy and Physiology II	3	3	0	0	4
RCP 111	Therapeutics/Diagnostics	4	3	0	0	5
RCP 113	RCP Pharmacology	2	0	0	0	2
RCP 132	RCP Clinical Practice I	0	0	6	0	2
ENG 114	Professional Research Reporting	3	0	0	0	3
		12	6	6	0	16
Summer Session						
RCP 112	Patient Management	3	3	0	0	4
RCP 115	CP Pathophysiology	2	0	0	0	2
RCP 114	C-P Anatomy & Physiology	3	0	0	0	3
RCP 143	RCP Clinical Practice	0	0	9	0	3
		8	3	9	0	12

Third Semester (Fall)						
RCP 213	Neonatal/Ped's Concepts	2	0	0	0	2
RCP 210	Critical Care Concepts	3	3	0	0	4
RCP 155	RCP Clinical Practice III	0	0	15	0	5
	*Humanities Elective	3	0	0	0	3
		8	3	15	0	14
Fourth Semester (Spring)						
RCP 246	RCP Clinical Practice V	0	0	18	0	6
RCP 211	Advanced Monitoring/ Procedures	3	3	0	0	4
RCP 234	RCP Clinical Practice IV	0	0	12	0	4
	*Social Science Electives	3	0	0	0	3
		6	3	30	0	17
					Total	**76**

***Social Science Electives**

		Credit Hrs.
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3
ECO 251	Principles of Microeconomics	3

***Humanities Electives**

		Credit Hrs.
ART 111	Art Appreciation	3
ENG 131	Introduction to Literature	3
HUM 110	Technology and Society	3
HUM 160	Introduction to Film	3

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

AIR CONDITIONING, HEATING AND REFRIGERATION TECHNOLOGY D35100

Diploma Program

Curriculum Description

The Air Conditioning, Heating, and Refrigeration Technology curriculum, provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. In addition, the A.A.S. degree covers residential building codes, residential system sizing, and advanced comfort systems.

Diploma graduates should be able to assist in the start up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance, and advanced systems.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
+ENG 102	Applied Communications II	3	0	0	0	3
+MAT 101	Applied Mathematics I	2	2	0	0	3
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 112	Heating Technology	2	4	0	0	4
BPR 130	BluePrint Reading / Const.	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
		12	12	0	0	18
Second Semester (Spring)						
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 133	HVAC Servicing	2	6	0	0	4
PSY 118	Interpersonal Psychology	3	0	0	0	3
AHR 151	HVAC Duct Systems I	1	3	0	0	2
		10	19	0	0	18
Summer Session						
AHR 130	HVAC Controls	2	2	0	0	3
AHR 140	All Weather Systems	1	3	0	0	2
AHR 114	Heat Pump Technology	2	4	0	0	4
		5	9	0	0	9
					Total	**45**

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

COSMETOLOGY D55140
Diploma Program

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp	Credit Hrs
First Semester (Fall)						
COS 111	Cosmetology Concepts I	4	0	0	0	4
COS 112	Salon I	0	24	0	0	8
+ENG 102	Applied Communications II	3	0	0	0	3
		7	24	0	0	15
Second Semester (Spring)						
COS 113	Cosmetology Concepts II	4	0	0	0	4
COS 114	Salon II	0	24	0	0	8
PSY 118	Interpersonal Psychology	3	0	0	0	3
		7	24	0	0	15
Summer Session						
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
		4	12	0	0	8
Third Semester (Fall)						
COS 117	Cosmetology Concepts IV	2	0	0	0	2
COS 118	Salon IV	0	21	0	0	7
		2	21	0	0	9
					Total	**47**

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

COSMETOLOGY (Evening) D55140

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs
First Semester (Fall)						
COS 111A	Cosmetology Concepts I	2	0	0	0	2
COS 112A	Salon I	0	12	0	0	4
+ENG 102	Applied Communications	3	0	0	0	3
		5	12	0	0	9
Second Semester (Spring)						
COS 111B	Cosmetology Concepts I	2	0	0	0	2
COS 112B	Salon I	0	12	0	0	4
PSY 118	Interpersonal Psychology	3	0	0	0	3
		5	12	0	0	9
Summer Session						
COS 113A	Cosmetology Concepts II	1	0	0	0	1
COS 114A	Salon II	0	10	0	0	3
		1	10	0	0	4
Third Semester (Fall)						
COS 113B	Cosmetology Concepts II	3	0	0	0	3
COS 114B	Salon II	0	14	0	0	5
		3	14	0	0	8
Fifth Semester (Spring)						
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
		4	12	0	0	8
					Total	**38**

OPTIONAL - To complete State Board Requirements for 1500 hours.

Summer Session						
COS 117A	Cosmetology Concepts IV	1	0	0	0	1
COS 118A	Salon IV	0	10	0	0	3
		1	10	0	0	4
Fifth Semester (Fall)						
COS 117B	Cosmetology Concepts IV	1	0	0	0	1
COS 118B	Salon IV	0	11	0	0	4
		1	11	0	0	5
					Total	**47**

+ Placement test scores may indicate developmental courses are needed in preparation for these courses.

BASIC LAW ENFORCEMENT TRAINING (Certificate) C55120

Curriculum Description

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise.

This program utilizes State-commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs' Education and Training Standards Commission.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CJC 100	Basic Law Enforcement Training	8	30	0	0	18
					Total	**18**

NURSING ASSISTANT C45480
(Certificate)

Curriculum Description

The Nursing Assistant curriculum prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages.

Course work emphasizes growth and development throughout the life span, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management; family resources and services; and employment skills.

Graduates of this curriculum may be eligible to be listed on the registry as a Nursing Assistant I and Nursing Assistant II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctor's offices.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
NAS 101	Nursing Assistant I	3	2	3	0	5
NAS 102	Nursing Assistant II	3	2	6	0	6
NAS 103	Home Health Care	2	0	0	0	2
					Total	**13**

GENERAL OCCUPATIONAL TECHNOLOGY A55280 DS

Curriculum Description

The Developmental Studies program is designed to increase students' likelihood of success by remedying deficiencies in English, reading, and math.

Entering students, whether recently graduated from high school, or older persons returning to school, are given a basic skills test to determine need for placement into developmental courses. Students are assigned to the appropriate courses and levels depending on test scores, high school transcripts, and chosen curriculum. Once students are assigned to the appropriate courses and levels, students are expected to adhere to the exit criteria listed below:

Developmental Course(s) Completion and Exit Criteria
Students' grades must be "C" or better in the following courses to advance to the next developmental course and/or first curriculum course in English, reading, and math:

ENG 080 Writing Foundations
ENG 090 Composition Strategies
ENG 090A Composition Strategies Lab

RED 080 Introduction to College Reading
RED 090 Improved College Reading

MAT 060 Essential Mathematics
MAT 070 Introductory Algebra
MAT 080 Intermediate Algebra

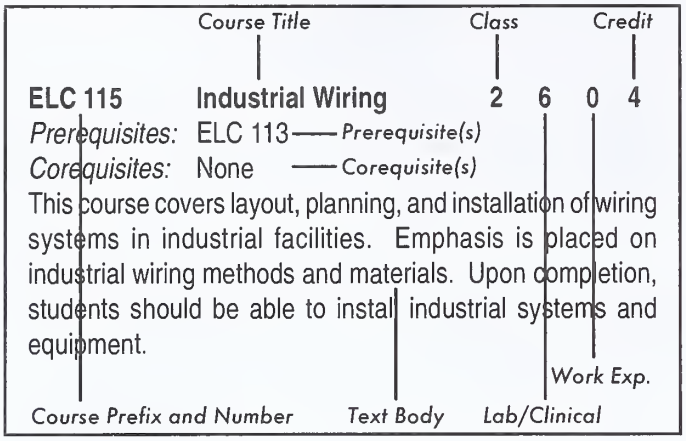
*It should be noted that the prerequisites for first level curriculum courses in English and math also require completion of developmental reading courses or the appropriate ASSET/ COMPASS score(s):

ENG 102	Applied Communications II	* Follow Diploma Course Placement Criteria (ENG 080 and RED 080)
ENG 111	Expository Writing	(ENG 090 and RED 090)
MAT 101	Applied Mathematics I	(MAT 060)
MAT 115	Mathematical Models	(MAT 070 and RED 080)
MAT 121	Algebra/Trigonometry I	(MAT 070 and RED 080)
MAT 140	Survey of Mathematics	(MAT 070 and RED 080)
MAT 161	College Algebra	(MAT 080 and RED 080)

Developmental Studies leads to academic skills acquisition and personal growth through small classes, close interaction with instructor, carefully sequenced skill development, immediate feedback, and reinforcement of positive attitudes toward learning.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
ENGLISH						
ENG 080	Writing Foundations	3	2	0	0	4
ENG 090	Composition Strategies	3	0	0	0	3
ENG 090A	Composition Strategies Lab	0	2	0	0	1
MATHEMATICS						
MAT 060	Essential Mathematics	3	2	0	0	4
MAT 070	Introductory Algebra	3	2	0	0	4
MAT 080	Intermediate Algebra	3	2	0	0	4
READING						
RED 080	Intro. to College Reading	3	2	0	0	4
RED 090	Improved College Reading	3	2	0	0	4
ON ADVISOR'S RECOMMENDATION						
ACA 115	Success & Study Skills	0	2	0	0	1

COURSE DESCRIPTIONS



ACA 115 Success and Study Skills 2 0 0 1
Prerequisites: None
Corequisites: None
This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACC 120 Prin Of Accounting I 3 2 0 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.

ACC 121 Prin of Accounting II 3 2 0 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 0 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 150 Computerized Gen Ledger 1 2 0 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.

AHR 110 Intro to Refrigeration 2 6 0 5
Prerequisites:
Corequisites: None
This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

AHR 111 HVACR Electricity 2 2 0 3
Prerequisites:
Corequisites: None
This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

AHR 112 Heating Technology 2 4 0 4
Prerequisites:
Corequisites: None
This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

AHR 113 Comfort Cooling 2 4 0 4
Prerequisites:
Corequisites: None
This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

AHR 114 Heat Pump Technology 2 4 0 4
Prerequisites: AHR 110 or AHR 113
Corequisites: None
This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

AHR 120 HVACR Maintenance 1 3 0 2
Prerequisites:
Corequisites: None
This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

AHR 130 HVAC Controls 2 2 0 3
Prerequisites: AHR 111 or ELC 111
Corequisites: None
This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

AHR 133 HVAC Servicing 2 6 0 4
Prerequisites:
Corequisites: AHR 112 or AHR 113
The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

AHR 140 All-Weather Systems 1 3 0 2
Prerequisites: AHR 112 or AHR 113
Corequisites: None
This course covers the principles of combination heating and cooling systems including gas-electric, all-electric, and oil-electric systems. Topics include PTAC's and package and split-system units. Upon completion, students should be able to understand systems performance and perform routine maintenance procedures.

AHR 151 HVAC Duct Systems I 1 3 0 2
Prerequisites:
Corequisites: None
This course introduces the techniques used to lay out and fabricate duct work commonly found in HVAC systems. Emphasis is placed on the skills required to fabricate duct work. Upon completion, students should be able to lay out and fabricate simple duct work.

ART 111 Art Appreciation 3 0 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.

BAF 110 Principles of Banking 3 0 0 3
Prerequisites:
Corequisites: None
This course covers the fundamentals of bank functions in a descriptive fashion. Topics include banks and the monetary system, the relationship of banks to depositors, the payment functions, bank loans and accounting, regulations, and examinations. Upon completion, students should be able to demonstrate an understanding of the business of banking from a broad perspective.

BAF 131 Fund of Bank Lending 3 0 0 3
Prerequisites: ACC 120
Corequisites: None
This course introduces the basic knowledge and skills needed to be an effective lender. Topics include the functions of the loan interview and credit investigation, the "C"'s of credit, elements of loan documentation, and warning signs of problem loans. Upon completion, students should be able to demonstrate an understanding of the credit functions and regulatory issues affecting this key banking function. This course is a unique concentration requirement of the Banking and Finance concentration in the Business Administration program.

BAF 141 Law & Banking: Principles 3 0 0 3
Prerequisites:
Corequisites: None
This course provides an overview of the legal aspects of banking and the legal framework within which banks function. Topics include the court system, consumer protection, tangible and intangible property ownership, and the legalities and regulations of bank transactions. Upon completion, students should be able to discuss the non-technical aspects of the legal system and how these affect the bank's organization and operation. This course is a unique concentration requirement of the Banking and Finance concentration in the Business Administration program.

BAF 222 Money and Banking 3 0 0 3
Prerequisites:
Corequisites: None
This course provides a fundamental treatment of how money and banks function in the US and world economies. Topics include the roles of money in the US economy, the functions of the Federal Reserve Board, and the workings of monetary and fiscal policies. Upon completion, students should be able to explain how the monetary economy functions, how banks are creators of money, and the impact of the Federal Reserve. This course is a unique concentration requirement of the Banking and Finance concentration in the Business Administration program.

BIO 110 Principles of Biology 3 3 0 4
Prerequisites
Corequisites: None
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 120 Introductory Botany 3 3 0 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 tax. 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 0 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.

BIO 140 Environmental Biology 3 0 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 140A Environmental Biology Lab 0 3 0 1
Prerequisites:
Corequisites: BIO 140
This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 163 Basic Anat & Physiology 4 2 0 5
Prerequisites:
Corequisites: None
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

BIO 168 Anatomy and Physiology I 3 3 0 4
Prerequisites:
Corequisites: None
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships

BIO 169 Anatomy and Physiology II 3 3 0 4
Prerequisites: BIO 168
Corequisites: None
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO 275 Microbiology 3 3 0 4
Prerequisites: BIO 110, BIO 112, BIO 163, BIO 165, or BIO 168
Corequisites: None
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms.

BPR 111 Blueprint Reading 1 2 0 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 115 Elc/Fluid Power Diagrams 1 2 0 2
Prerequisites:
Corequisites: None
This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate an understanding of, and draw sketches and schematics commonly used in industry.

BPR 130 Blueprint Reading/Const 1 2 0 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 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 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 121 Business Math 2 2 0 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 0 3
Prerequisites: None
Corequisites: None
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

BUS 137 Principles of Management 3 0 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 228 Business Statistics 2 2 0 3
Prerequisites: MAT 115, MAT 140, or MAT 161
Corequisites: None
This course introduces the use of statistical methods and tools in evaluating research data for business applications. Emphasis is placed on basic probability, measures of spread and dispersion, central tendency, sampling, regression analysis, and inductive inference. Upon completion, students should be able to apply statistical problem solving to business.

BUS 230 Small Business Management 3 0 0 3
Prerequisites:
Corequisites: None
This course introduces the challenges of entrepreneurship including the start-up 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.

BUS 270 Professional Development 3 0 0 3
Prerequisites:
Corequisites: None
This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

CIS 110 Introduction to Computers 2 2 0 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 0 3
Prerequisites: MAT 070
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.

CIS 120 Spreadsheet I 2 2 0 3
Prerequisites: CIS 110 or CIS 111 or OST 137
Corequisites: None
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CIS 130 Survey of Operating Sys 2 3 0 3
Prerequisites: CIS 110
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 148 Operating Sys - Windows NT 2 2 0 3
Prerequisites: None
Corequisites: CIS 130
This course introduces operating systems concepts for the Windows NT operating system. Topics include hardware management, file and memory management, system configuration/optimization, networking options, and utilities. Upon completion, students should be able to perform operating system functions at the single/multi-user support level in a Windows NT environment.

CIS 152 Database Concepts & Apps 2 2 0 3
Prerequisites: CIS 110, CIS 111, or CIS 115
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 0 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 0 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 0 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.

CIS 172 Intro to the Internet 2 3 0 3
Prerequisites: CIS 110
Corequisites: None

This course introduces the various navigational tools and services of the Internet. Topics include using Internet protocols, search engines, file compression/decompression, FTP, e-mail, listservers, and other related topics. Upon completion, students should be able to use Internet resources, retrieve/decompress files, and use e-mail, FTP, and other Internet tools.

CIS 174 Network System Manager I 2 2 0 3
Prerequisites: CIS 110, CIS 130, NET 110
Corequisites: None

This course covers effective network management. Topics include network file system design and security, login scripts and user menus, printing services, e-mail, and backup. Upon completion, students should be able to administer an office network system.

CIS 175 Network Management I 2 2 0 3
Prerequisites: CIS 110, CIS 130, NET 110
Corequisites: None

This course covers fundamental network administration and system management. Topics include accessing and configuring basic network services, managing directory services, and using network management software. Upon completion, students should be able to apply system administrator skills in developing a network management strategy.

CIS 215 Hardware Install/Maint 2 3 0 3
Prerequisites: CIS 110, CIS 111 OR CIS 115, CIS 130
Corequisites: None

This course covers the basic hardware of a personal computer, including operations and interactions with software. Topics include component identification, the memory system, peripheral installation and configuration, preventive maintenance, and diagnostics and repair. Upon completion, students should be able to select appropriate computer equipment, upgrade and maintain existing equipment, and troubleshoot and repair non-functioning personal computers.

CIS 216 Software Install/Maint 1 2 0 2
Prerequisites: CIS 130
Corequisites: None

This course introduces the installation and troubleshooting aspects of personal computer software. Emphasis is placed on initial installation and optimization of system software, commercial programs, system configuration files, and device drivers. Upon completion, students should be able to install, upgrade, uninstall, optimize, and troubleshoot personal computer software.

CIS 246 Operating System - UNIX 2 3 0 3
Prerequisites: CIS 130
Corequisites: None

This course includes operating systems concepts for UNIX operating systems. Topics include hardware management, file and memory management, system configuration / optimization, utilities, and other related topics. Upon completion, students should be able to effectively use the UNIX operating system and its utilities.

CIS 260 Business Graphics Apps 2 2 0 3

Prerequisites: CIS 110 or CIS 111
Corequisites: None

This course utilizes graphics software in a variety of business applications. Topics include terminology, design and evaluation, graphics formats and conversion, practical applications of graphics software, and integration of peripherals. Upon completion, students should be able to create and incorporate graphic designs to enhance business communications.

CIS 274 Network System Manager II 2 2 0 3
Prerequisites: CIS 174
Corequisites: None
This course is a continuation of CIS 174 focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, startup procedures, server protocol support, memory and performance concepts, and management and maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance.

CIS 275 Network Management II 2 2 0 3
Prerequisites: CIS 175
Corequisites: None
This course is a continuation of CIS 175 focusing on advanced enterprise networks. Topics include directory service tree planning, management distribution and protection, improving network security, auditing the network, printing, networking, and system administration 3 of an Internet node. Upon completion, students should be able to manage client services and network features and optimize network performance.

CIS 287 Network Support 2 2 0 3
Prerequisites: CIS 274 or CIS 275
Corequisites: None
This course provides experience using CD ROM and on-line research tools and hands-on experience for advanced hardware support and troubleshooting. Emphasis is placed on troubleshooting network adapter cards and cabling, network storage devices, the DOS workstation, and network printing. Upon completion, students should be able to analyze, diagnose, research, and fix network hardware

CJC 100 Basic Law Enforcement Trn 8 30 0 18
Prerequisites:
Corequisites: None
This course covers the skills and knowledge needed for the entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. This is a certificate level course.

CJC 111 Intro to Criminal Justice 3 0 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 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.

CJC 113 Juvenile Justice 3 0 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 121 Law Enforcement Operations 3 0 0 3
Prerequisites:
Corequisites: None
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

CJC 122 Community Policing 3 0 0 3
Prerequisites:
Corequisites: None
This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing.

CJC 131 Criminal Law 3 0 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 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 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 212 Ethics & Comm Relations 3 0 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 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 0 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 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 223 Organized Crime 3 0 0 3
Prerequisites:
Corequisites: None
This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system.

CJC 231 Constitutional Law 3 0 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.

CJC 232 Civil Liability 3 0 0 3
Prerequisites:
Corequisites: None
This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

CJC 233 Correctional Law 3 0 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 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.

COM 231 Public Speaking 3 0 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 English composition.*

COS 111 Cosmetology Concepts I 4 0 0 4
Prerequisites:
Corequisites: COS 112
This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112 Salon I 0 24 0 8
Prerequisites:
Corequisites: COS 111
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 Cosmetology Concepts II 4 0 0 4
Prerequisites:
Corequisites: COS 114
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 Salon II 0 24 0 8
Prerequisites:
Corequisites: COS 113
This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115 Cosmetology Concepts III 4 0 0 4
Prerequisites:
Corequisites: COS 116
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 116 Salon III 0 12 0 4
Prerequisites:
Corequisites: COS 115
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 117 Cosmetology Concepts IV 2 0 0 2
Prerequisites:
Corequisites: COS 118
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118 Salon IV 0 21 0 7
Prerequisites: COS 114 and COS 116
Corequisites: COS 117
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

CUL 110 Sanitation & Safety 2 0 0 2
Prerequisites:
Corequisites: None
This course introduces the basic principles of sanitation and safety and their relationship to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of sanitation and safety procedures in the hospitality industry.

CUL 110A Sanitation & Safety Lab 0 2 0 1
Prerequisites:
Corequisites: CUL 110
This course is a laboratory to accompany CUL 110. Emphasis is placed on practical experiences that enhance the materials presented in CUL 110. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry.

CUL 120 Purchasing 2 0 0 2
Prerequisites:
Corequisites: None
This course covers purchasing for hotels and restaurants. Emphasis is placed on procurement, yield tests, inventory control, specification, planning, forecasting, market trends, terminology, cost controls, pricing, and foodservice ethics. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

CUL 120A Purchasing Lab 0 2 0 1
Prerequisites:
Corequisites: CUL 120
This course is a laboratory to accompany CUL 120. Emphasis is placed on practical experiences that enhance the materials presented in CUL 120. Upon completion, students should be able to demonstrate practical applications of purchasing within in the hospitality industry.

CUL 130 Menu Design 2 0 0 2
Prerequisites:
Corequisites: None
This course introduces menu design. Topics include development of standardized recipes, layout, nutritional concerns, product utilization, demographics, and customer needs. Upon completion, students should be able to write, lay out, and produce effective menus for a variety of hospitality settings.

CUL 135 Food & Beverage Service 2 0 0 2
Prerequisite:
Corequisites: None
This course covers the practical skills and knowledge for effective food and beverage service in a variety of settings. Topics include reservations, greeting and service of guests, styles of service, handling complaints, and sales and merchandising. Upon completion, students should be able to demonstrate competence in human relations and technical skills required in the service of foods and beverages.

CUL 135A Food & Beverage Serv Lab 0 2 0 1
Prerequisites:
Corequisites: CUL 135
This course is a laboratory to accompany CUL 135. Emphasis is placed on practical experiences that enhance the materials presented in CUL 135. Upon completion, students should be able to demonstrate practical applications of skills required in the service of foods and beverages.

CUL 140 Basic Culinary Skills 2 6 0 5
Prerequisites:
Corequisites: None
This course introduces the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks/sauces/soups, and other related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the food service industry.

CUL 150 Food Science 1 2 0 2
Prerequisites:
Corequisites: None
This course covers the chemical and physical changes in foods that occur with cooking, handling, and processing. Topics include heat transfer and its effect on color, flavor, and texture; and emulsification, protein coagulation, leavening agents, viscosity, and gel formation. Upon completion, students should be able to demonstrate an understanding of the principles covered as they apply to food preparation in an experimental setting.

CUL 160 Baking I 1 4 0 3
Prerequisites:
Corequisites: None
This course covers basic ingredients, weights and measures, baking terminology, and formula calculations. Topics include yeast-raised products, quick breads, pastry dough, various cakes and cookies, and appropriate filling and finishing techniques. Upon completion, students should be able to prepare and evaluate baked products.

CUL 180 Internat & Amer Reg Cuisine 1 8 0 5
Prerequisites: CUL 140
Corequisites: None
This course provides practical experience in the planning, preparation, and service of representative foods from different countries and regions of America. Emphasis is placed on eating habits, indigenous foods and customs, nutritional concerns, and traditional equipment. Upon completion, students should be able to research and execute international and domestic menus.

CUL 220 Food Service for Spec Ops 1 8 0 5
Prerequisites:
Corequisites: None
This course covers menu planning principles, food preparation, food procurement, and food management skills needed to provide appealing and profitable food service in special operations. Topics include fast-food cookery, convenience-store food service, supermarkets, delicatessens, and take-out venue. Upon completion, students should be able to plan, organize, and prepare food service items for special operations.

CUL 240 Adv Culinary Skills 1 8 0 5
Prerequisites: CUL 140
Corequisites: None
This course is a continuation of CUL 140. Emphasis is placed on meat fabrication and butchery; vegetable, starch, and protein cookery; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

CUL 260 Baking II 1 4 0 3
Prerequisites: CUL 160
Corequisites: None
This course is a continuation of CUL 160. Topics include specialty breads, pastillage, marzipan, chocolate, pulled-sugar, confections, classic desserts, pastries, and cake decorating. Upon completion, students should be able to demonstrate pastry preparation and plating, cake decorating, and show-piece production skills.

DFT 119 Basic CAD 1 2 0 2
Prerequisites:
Corequisites: None
This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

ECO 251 Prin of Microeconomics 3 0 0 3
Prerequisites:
Corequisites: None
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 252 Prin of Macroeconomics 3 0 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.*

See the SEL and SEM prefixes for generic Selected Topics and Seminar course descriptions.

EDU 111 Early Childhood Cred I 2 0 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 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 113 Family/Early Child Cred 2 0 0 2
Prerequisites: None
Corequisites: None
This course covers business/professional practices for family early childhood providers, developmentally appropriate practices, positive guidance, and methods of providing a safe and healthy environment. Topics include developmentally appropriate practices; health, safety and nutrition; and business and professionalism. Upon completion, students should be able to develop a handbook of policies, procedures, and practices for a family child care home.

EDU 131 Child, Family, & Commun 3 0 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 146 Child Guidance 3 0 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 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 0 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, & Nutrit 3 0 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.

EDU 157 Active Play 2 2 0 3
Prerequisites:
Corequisites: None
This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

EDU 185 Cognitive & Lang Act 3 0 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 185A Cognitive & Lang Act Lab 0 2 0 1
Prerequisites:
Corequisites: EDU 185
This course provides a laboratory component to complement EDU 185. 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 cognitive language activities.

EDU 221 Children with Sp Needs 3 0 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 241 Adult-Child Relations 2 0 0 2
Prerequisites:
Corequisites: None
This course covers self-concept and effective and active listening skills in positive one-to-one interactions with individuals and groups of children. Emphasis is placed on self-concept development and effective communication techniques used with children. Upon completion, students should be able to identify principles underlying self-concept and demonstrate effective listening and communication skills used by adults with children.

EDU 251 Exploration Activities 3 0 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 251A Exploration Act Lab 0 2 0 1
Prerequisites:
Corequisites: EDU 251
This course provides a laboratory component to complement EDU 251. 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 science, math, and social studies activities for children.

EDU 261 Early Childhood Admin I 2 0 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 262 Early Childhood Admin II 3 0 0 3
Prerequisites: EDU 261
Corequisites: None
This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans.

EDU 282 Early Childhood Lit 3 0 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.

ELC 112 DC/AC Electricity 3 6 0 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 0 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.

ELC 115 Industrial Wiring 2 6 0 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 0 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 0 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 128 Intro to PLC 2 3 0 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 228 PLC Applications 2 6 0 4
Prerequisites: ELC 128
Corequisites: None
This course continues the study of the programming and applications of programmable logic controllers. Emphasis is placed on advanced programming, networking, advanced I/O modules, reading and interpreting error codes, and troubleshooting. Upon completion, students should be able to program and troubleshoot programmable logic controllers.

ELC 229 Applications Project 1 3 0 2
Prerequisites: ELC 112, ELC 113, or ELC 140
Corequisites: None
This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

ELN 133 Digital Electronics 3 3 0 4
Prerequisites: ELN 111, 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.

ELN 229 Industrial Electronics 2 4 0 4
Prerequisites: ELC 112, ELC 131, or ELC 140
Corequisites: None
This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices (filters, rectifiers, FET, SCR, Diac, Triac, Op-amps, etc). Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

ELN 231 Industrial Controls 2 3 0 3
Prerequisites: ELC 112, ELC 131, or ELC 140
Corequisites: None
This course introduces the fundamental concepts of solid-state control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret ladder diagrams and demonstrate an understanding of electromechanical and electronic control of rotating machinery.

ELN 232 Intro to Microprocessors 3 3 0 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 233 Microprocessor Systems 3 3 0 4
Prerequisites: ELN 232
Corequisites: None
This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment.

ELN 275 Troubleshooting 1 2 0 2
Prerequisites:
Corequisites: ELN 133 or ELN 141
This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

ENG 080 Writing Foundations 3 2 0 4
Prerequisites: ENG 070 or ENG 075
Corequisites: None
This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.

ENG 090 Composition Strategies 3 0 0 3
Prerequisites: ENG 080 or ENG 085
Corequisites: None
This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing requirement for ENG 111 and ENG 111A.

ENG 090A Composition Strategies Lab 0 2 0 1
Prerequisites: ENG 080 or ENG 085
Corequisites: ENG 090
This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

ENG 102 Applied Communications II 3 0 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 0 3
Prerequisites: ENG 090 and RED 090; or ENG 095
Corequisites: None
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

ENG 112 Argument-Based Research 3 0 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. Students should also be able to produce and deliver well-designed oral presentations as an individual and as part of a group. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 114 Prof Research & Reporting 3 0 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 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 233 Major American Writers 3 0 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.

ENG 243 Major British Writers 3 0 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.

HIS 121 Western Civilization I 3 0 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 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.*

HIS 131 American History I 3 0 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 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.

HRM 110 Intro to Hospitality 2 0 0 2
Prerequisites:
Corequisites: None
This course covers the growth and progress of the hospitality industry. Topics include financing, hotels, restaurants, and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist in the hospitality industry.

HRM 145 Hospitality Supervision 3 0 0 3
Prerequisites:
Corequisites: None
This course covers principles of supervision as they apply to the hospitality industry. Topics include recruitment, selection, orientation, training, evaluation, and leadership skills. Upon completion, students should be able to understand and apply basic supervisory skills unique to the hospitality and service industry.

HRM 215 Restaurant Management 3 0 0 3
Prerequisites: CUL 135
Corequisites: None
This course provides an overview of the various challenges and responsibilities encountered in managing a food and beverage operation. Topics include planning, administration, organization, accounting, marketing, and human resources from an integrated managerial viewpoint. Upon completion, students should be able to demonstrate an understanding of the operation of a restaurant.

HUM 110 Technology and Society 3 0 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 130 Myth in Human Culture 3 0 0 3
Prerequisites:
Corequisites: None
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/ fine arts.

HUM 160 Introduction to Film 2 2 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.

HYD 110 Hydraulics/Pneumatics I 2 3 0 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.

ITN 140 Web Development Tools 2 2 0 3
Prerequisites: CIS 172
Corequisites: None
This course provides and introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completing, students should be able to create entire web sites and supporting applets.

ITN 250 Implement Internet Serv. 2 2 0 3
Prerequisites: CIS 172
Corequisites: None
This course covers the setup and configuration of news, mail ftp, and WWW services. Topics include selection and installation of software to support common Internet services and related topics. Upon completion, students should be able to install and configure the most commonly used Internet service software.

MAT 060 Essential Mathematics 3 2 0 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 0 4
Prerequisites: MAT 060
Corequisites: RED 080 or ENG 085
This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying 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.

MAT 080 Intermediate Algebra 3 2 0 4
Prerequisites: MAT 070
Corequisites: RED 080 or ENG 085
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 0 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 0 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 121 Algebra/Trigonometry I 2 2 0 3
Prerequisites: MAT 070
Corequisites: None
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and right triangle trigonometry; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

MAT 122 Algebra/Trigonometry II 2 2 0 3
Prerequisites: MAT 121
Corequisites: None
This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

MAT 140 Survey of Mathematics 3 0 0 3
Prerequisites: MAT 070
Corequisites: None
This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 151 Statistics I 3 0 0 3
Prerequisites: MAT 080 or MAT 090
Corequisites: None
This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 161 College Algebra 3 0 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 applications involving equations and inequalities; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics for the Associate in Arts Degree.

MAT 162 College Trigonometry 3 0 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 171 Precalculus Algebra 3 0 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.

MAT 263 Brief Calculus 3 0 0 3
Prerequisites: MAT 161
Corequisites: None
This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MEC 110 Intro to CAD/CAM 1 2 0 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.

MEC 111 Machine Processes I 2 3 0 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 263 Electro-Pneu Components 2 4 0 4
Prerequisites:
Corequisites: None
This course introduces principles and practical applications of electrical/pneumatic control systems, and primary control devices incorporated in those systems. Emphasis is placed on reading and interpreting ladder diagrams, building control circuits, and troubleshooting valves, switches, and sensors. Upon completion, students should be able to design, build, and troubleshoot basic electro-pneumatic control systems.

MEC 288 Mfg Eng R&D Project 0 2 0 1
Prerequisites:
Corequisites: None
This course provides an opportunity to research specific interest areas in the field of manufacturing engineering. Emphasis is on a specific area of concern. Upon completion, students should be able to demonstrate competence through a hands-on project.

MKT 120 Principles of Marketing 3 0 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 Intro to Maint Procedures 1 3 0 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.

NAS 101 Nursing Assistant I 3 2 3 5
Prerequisites: High School Diploma or GED
Corequisites: None
This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. This is a certificate-level course.

NAS 102 Nursing Assistant II 3 2 6 6
Prerequisites: High School Diploma or GED and currently listed as NA I with the State of North Carolina
Corequisites: None
This course provides training in selected advanced nursing assistant procedures, Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate-level course.

NAS 103 Home Health Care 2 0 0 2
Prerequisites: High School Diploma or GED
Corequisites: None
This course covers the basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. This is a certificate -level course

NET 110 Data Comm/Networking 2 2 0 3
Prerequisites: CIS 110
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.

NET 125 Routing and Switching I 1 4 0 3
Prerequisites: None
Corequisites : None
This course introduces the OSI model, network topologies, IP addressing, and subnet masks, simple routing techniques, and basic switching terminology. Topics include the basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, router login scripts. Upon completion, students should be able to list the key internetworking functions of the OSI Networking Layer and how they are performed in a variety of router types.

NET 126 Routing and Switching II 1 4 0 3
Prerequisites: NET 125
Corequisites : None
This course introduces router configurations, router protocols, switching methods, and hub terminology. Topics include the basic flow control methods, router startup commands, manipulation of router configuration files, IP and data link addressing. Upon completion, students should be able to prepare the initial router configuration files, as well as enable, verify, and configure IP addresses.

NET 225 Adv Router & Switching I 1 4 0 3
Prerequisites: NET 126
Corequisites : None
This course introduces advanced router configurations, advanced LAN switching theory and design, VLANs, Novell IPX, and threaded case studies. Topics include router elements and operations, adding routing protocols to a configuration, monitoring IPX operations on the router, LAN segmentation, and advanced switching methods. Upon completion students should be able to describe LAN and network segmentation with bridges, routers and switches and describe a virtual LAN.

NET 226 Adv Router & Switching II 1 4 0 3
Prerequisites: NET 225
Corequisites : None
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, channels, and function groups, describe the Spanning Tree protocol.

NET 270 Scalable Network Design 1 4 0 3
Prerequisites: None
Corequisites: None
This course covers principles and techniques of scalable networks. Topics include building multi-layer networks, controlling overhead traffic in growing routed networks, and router capabilities used to control traffic over LANs and WANs. Upon completion, students should be able to design; implement; and improve traffic flow, reliability, redundancy, and performance in enterprise networks.

Local Prerequisite:
NET 226 or CCNA certification or successful completion of Semesters 1-4 of the Cisco System Networking Academy.

NET 271 Multi-Layer Networks 1 4 0 3
Prerequisites: NET 270
Corequisites: None
This course covers building campus networks using multi-layer switching technologies over a high-speed Ethernet. Topics include improving IP routing performance with multi-layer switching, implementing fault tolerance routing, and managing high bandwidth broadcast while controlling IP multi-cast access to networks. Upon~ completion, students should be able to install and configure multi-layer enterprise networks and determine the required router configurations to support new services and applications.

NET 272 Remote Access Networks 1 4 0 3
Prerequisites: NET 271
Corequisites: None
This course covers how to build a remote access network to interconnect central sites to branch offices, home offices, and telecommuters. Topics include enabling on-demand/permanent connections to the central site, scaling and troubleshooting remote access networks, and maximizing bandwidth utilization over remote links. Upon completion, students should be able to assemble and configure equipment, establish WAN connections, enable protocols/technologies, allow traffic between sites, and implement accessible access control.

NET 273 Internetworking Support 1 4 0 3
Prerequisites: NET 272
Corequisites: None
This course covers how to baseline and troubleshoot an internetworking environment using routers and switches for multi-protocol client, host and servers. Topics include troubleshooting processes, routing and routed protocols, campus switching; and WAN troubleshooting. Upon completion, students should be able to troubleshoot Ethernet, Fast Ethernet, and Token Ring LANs and Serial, Frame Relay, and ISDN connections.

NUR 110 Nursing I 5 3 6 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 120 Nursing II 5 3 6 8
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.

NUR 130 Nursing III 4 3 6 7
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.

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.

NUT 110 Nutrition 3 0 0 3
Prerequisites:
Corequisites: None
This course covers basic principles of nutrition and their relationship to human health. Topics include meeting nutritional needs of healthy people, menu modification based on special dietary needs, food habits, and contemporary problems associated with food selection. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

OST 131 Keyboarding 1 2 0 2
Prerequisites:
Corequisites: None
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 134 Text Entry & Formatting 2 2 0 3
Prerequisites: None
Corequisites: None
This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents and key timed writings at speeds commensurate with employability.

OST 136 Word Processing 1 2 0 2
Prerequisites:
Corequisites: None
This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST 162 Executive Terminology 3 0 0 3
Prerequisites:
Corequisites: None
This course is designed to increase and improve proficiency in word usage. Topics include root words, prefixes, suffixes, homonyms, synonyms, and specialized vocabularies. Upon completion, students should be able to use acquired vocabulary skills in the global workplace.

OST 164 Text Editing Applications 3 0 0 3
Prerequisites:
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 0 2
Prerequisites:
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.

OST 223 Machine Transcription I 1 2 0 2
Prerequisites: OST 134, OST 136, and OST 164
Corequisites: None
This course covers the use of transcribing machines to produce mailable documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe documents into mailable copy.

OST 224 Machine Transcription II 1 2 0 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 Adv Word/Information Proc 2 2 0 3
Prerequisites: OST 135 or OST 136
Corequisites: None
This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents.

OST 289 Office Systems Management 2 2 0 3
Prerequisites: OST 164 and either OST 134 or OST 136
Corequisites: None
This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment.

PED 120 Walking for Fitness 0 3 0 1
Prerequisites:
Corequisites: None
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.

PED 143 Volleyball-Beginning 0 2 0 1
Prerequisites:
Corequisites: None
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball.

PHY 121 Applied Physics I 3 2 0 4
Prerequisites:
Corequisites: None
This algebra-based course introduces fundamental physical concepts as applied to industrial and service technology fields. Topics include systems of units, problem-solving methods, graphical analyses, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to demonstrate an understanding of the principles studied as applied in industrial and service fields.

PLU 111 Intro to Basic Plumbing 1 3 0 2
Prerequisites:
Corequisites: None
This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

POL 120 American Government 3 0 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.*

PSY 118 Interpersonal Psychology 3 0 0 3
Prerequisites:
Corequisites: None
This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150 General Psychology 3 0 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 241 Developmental Psych 3 0 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.

PSY 244 Child Development I 3 0 0 3
Prerequisites:
Corequisites: None
This course provides an introduction to the study of child development and examines the growth and development of children from conception through early childhood. Topics include historical and theoretical perspectives, terminology, research and observation techniques as well as physical, cognitive, and psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of the early stages of child development.

PSY 245 Child Development II 3 0 0 3
Prerequisites:
Corequisites: None
This course examines the growth and development of children during early and middle childhood. Emphasis is placed on factors influencing physical, cognitive, and psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of early and middle child development.

RCP 110 Intro to Respiratory Therapy 3 3 0 4
Prerequisites: Enrollment in the Respiratory Therapy program
Corequisites: None
This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 111 Therapeutics/Diagnostics 4 3 0 5
Prerequisites: RCP 110
Corequisites: None
This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 112 Patient Management 3 3 0 4
Prerequisites: RCP 111
Corequisites: None
This course provides entry-level skills in adult/pediatric mechanical ventilation and respiratory care procedures in traditional and alternative settings. Emphasis is placed on therapeutic modalities and physiological effects of cardiopulmonary rehabilitation, home care, mechanical ventilation, and monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 113 RCP Pharmacology 2 0 0 2
Prerequisites: Enrollment in the Respiratory Therapy program
Corequisites: None
This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence though written evaluations.

RCP 114 C-P Anatomy & Physiology 3 0 0 3
Prerequisites: BIO 163
Corequisites: None
This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.

RCP 115 C-P Pathophysiology 2 0 0 2
Prerequisites: BIO 163
Corequisites: None
This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.

RCP 132 RCP Clinical Practice I 0 0 6 2
Prerequisites: None
Corequisites: RCP 110
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 143 RCP Clinical Practice II 0 0 9 3
Prerequisites: RCP 110
Corequisites: RCP 111
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 155 RCP Clinical Practice III 0 0 15 5
Prerequisites: RCP 111
Corequisites: None
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 210 Critical Care Concepts 3 3 0 4
Prerequisites: Successful completion of three semesters of the Respiratory Therapy program
Corequisites: None
This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 211 Adv Monitoring/Procedures 3 3 0 4
Prerequisites: RCP 210
Corequisites: None
This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations.

RCP 213 Neonatal/Ped's Concepts 2 0 0 2
Prerequisites: RCP 111
Corequisites: None
This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.

RCP 234 RCP Clinical Practice IV 0 0 12 4
Prerequisites: RCP 111
Corequisites: RCP 210
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 246 RCP Clinical Practice V 0 0 18 6
Prerequisites: RCP 210
Corequisites: RCP 211
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RED 080 Intro to College Reading 3 2 0 4
Prerequisites: RED 070 or ENG 075
Corequisites: None
This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.

RED 090 Improved College Reading 3 2 0 4
Prerequisites: RED 080 or ENG 085
Corequisites: None
This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A

RED 111 Crit Reading for College 3 0 0 3
Prerequisites:
Corequisites: None
This course is designed to enhance critical reading skills. Topics include vocabulary enrichment, reading flexibility, metacognitive strategies, and advanced comprehension skills, including analysis and evaluation. Upon completion, students should be able to demonstrate comprehension and analysis and respond effectively to material across disciplines.

REL 211 Intro to Old Testament 3 0 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 Intro to New Testament 3 0 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 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 220 Social Problems 3 0 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.

WLD 112 Basic Welding Processes 1 3 0 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.

WLD 212 Inert Gas Welding 1 6 0 3
Prerequisites: WLD 112
Corequisites: None
This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.

FACULTY

The listing that follows includes the names, and programs or subject areas of full-time members of the faculty, degrees earned, and colleges or schools from which degrees were earned.

Jean B. Alford, Department Chairperson, English: B.A., St. Andrews Presbyterian College; M.A.E., Pembroke State University

Loretta D. Allen, Information Systems: B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke

William C. Aney, English: B.A., University of California at Santa Barbara; M.S.Ed., Iona College

Mary Ash, Mathematics/Science: B.S., NC State University; M.A.E., Gardner-Webb College

Dr. Charles R. Beasley, MD, Adjunct Medical Director for Respiratory Care Technology

Barbara N. Brown, Department Chairperson, Nursing: B.S.N., NC Central University; M.A.Ed., Pembroke State University

Joy C. Bukowy, CPA, Business: B.S., University of Nebraska, M.B.A., The College of William & Mary in Virginia

Crafton Chavis, Mathematics: B.S., University of North Carolina Pembroke; M.A., University of South Carolina; M.M., University of South Carolina

Eloise T. Cook, English: B.S., Auburn University; M.A., Pembroke State University

Cathy D. Davis, Information Systems: B.S., Campbellsville College; M.B.A., Fayetteville State University

James L. Davis, Air Conditioning, Heating & Refrigeration: A.A.S., Fayetteville Technical Community College

Lola Dial, Business: Pembroke; B.S., Century College; B.S., University of North Carolina at Pembroke; M.S., O.L.M., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke

Charles Drake, RRT., Respiratory Therapy: A.A.S., Sandhills Community College

Crystal Q. Edmonds, English: B.A., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

Clara V. Garces, Nursing: B.S.N., Silliman University College of Nursing; M.A. in Nursing, New York University.

Richard Hanchey, Industrial Maintenance: A.A.S., Robeson Technical Institute

Kelli Heustess, RRT., CPFT., Respiratory Therapy: A.A.S., Robeson Community College

Edythe B. Hill, Nursing: B.S., Winston-Salem State University; M.A.Ed., Pembroke State University

Shannon M. Holmes, Culinary Technology: B.S.H.E., UNC Greensboro, M.Ed., Francis Marion University

Evelyn Hunt, Department Chairperson, Cosmetology: Diploma, Robeson Technical Institute; B.S., Western Carolina University

Connie P. Ivey, Department Chairperson, Information Systems: B.S., Appalachian State University; M.E., NC State University

Michael Jacobs, Information Systems: B.S., Mathematics/ Computer Science, UNC Pembroke; M.A.Ed., UNC Pembroke

Eileen S. Jones, Cosmetology: A.A.S., Lenoir Community College; B.S., Western Carolina University

Gwendolyn D. Locklear, Department Chairperson, Early Childhood: B.S., Pembroke State University; M.A.Ed., Pembroke State University

Queen E. Locklear, Cosmetology: Diploma, Robeson Technical Institute; B.S., Western Carolina University

Lynda D. MacLeod, Sociology: A.A., Vardell Hall Junior College; B.A., St. Andrews Presbyterian College; M.Ed., Francis Marion College

Brenda L. Mattison, Business: B.A., Clemson University; MPAcc, Clemson University

Duncan Howard McDuffie, Air Conditioning, Heating & Refrigeration: A.A.S., Robeson Community College

Teronda McNeil-Hueitt, ACA Instructor: A.A., Methodist College; B.A., Methodist College; M.S., Central Michigan University

William F. McNeill, Reading: B.A., UNC Wilmington; M.A., Appalachian State University

Nirupama Mohapatra, Science: B.S.c; Ravenshaw College; M.S., NC State University; PhD., NC State University

Cathy W. Penney, Cosmetology; Diploma, Robeson Technical Institute; B.S., Western Carolina University

Tenette Prevatte Petelinkar, Information Systems: B.S., UNC Wilmington; M.B.A., Campbell University

Brenda N. Poinsette, Business: B.S., Business Administration South Carolina State College, Interdisciplinary Master of Arts, University of South Carolina

Sheila A. Regan, Department Chairperson, Math and Science: B.S., Pembroke State University; M.S., UNC Chapel Hill

J.D. Revels, Advanced Diploma, Electrical Installation, Robeson Community College; Diploma, Air Conditioning, Heating & Refrigeration, Robeson Community College

Donald M. Sampson, Carpentry: Diploma, Robeson Technical Institute

Micah Sampson, Electrical/Electronics: A.A.S., Robeson Community College

James E. Sanderson, Criminal Justice/BLET: B.A., Sociology/ Criminal Justice, UNC Pembroke, M.A., Administration of Justice, Webster University, St. Louis, MO

Beth H. Sigmon, Psychology: A.B., High Point College, M.S., Purdue University

Georgia N. Simpson, Department Chairperson, Business: B.S., Pembroke State University; M.A.Ed., East Carolina University

Janet L. Smith, English: B.A., State College at Bridgewater, Massachusetts; M.A., University of Maine at Orono

Sheila N. Smith, Nursing: B.S.N., Barton College

William C. Smith, Air Conditioning, Heating & Refrigeration: Diploma, Robeson Technical Institute

Jennifer A. Strommer, Mathematics: A.A.S., Young Harris College; B.S., University of Georgia; M.A.T., Georgia State University

Cassandra C. Stone, English: B.A., Pembroke State University; M.A.Ed., Pembroke State University

Harvey L. Strong, Department Chairperson, Engineering Technology Programs: B.S., Athens State College; B.S., University of Maryland

Sue Wagner, Nursing: R.N., High Point Memorial Hospital School of Nursing; B.S.N., University of North Carolina-Chapel Hill; M.S.N., Duke University

Terry L. Waheed, Criminal Justice: B.A., Berea College; M.S., University of Alabama at Birmingham

Carolyn S. Watson, Information Systems: B.S., UNC Chapel Hill; M.S., NC State University; M.B.A., UNC Pembroke

Dennis Watts, ACA Instructor: B.A., M.A.Ed., Pembroke State University; M.A., University of North Carolina at Pembroke

Roy D. West, Mathematics: B.S., North Carolina State University, M.A., University of North Carolina at Pembroke

ADULT AND CONTINUING EDUCATION

Occupational Extension
New and Expanding Industry
Focused Industrial Training
Small Business Center
Emergency Services Education
Community Services Education
Basic Skills Education
Human Resources Development

REGISTRATION CALENDAR 2001-2002

BASIC SKILLS EDUCATION

FALL SEMESTER 2001
August 13-December 14, 2001

SPRING SEMESTER 2002
January 2-May 10, 2002

SUMMER SEMESTER 2002
May 13-August 9, 2002

COMMENCEMENT (AHS)
June 20, 2002

OCCUPATIONAL EXTENSION

FALL SEMESTER 2001
September 10-December 14, 2001

SPRING SEMESTER 2002
January 7-March 29, 2002 (Session 1)
April 1-June 28, 2002 (Session 2)

SUMMER SEMESTER 2002
July 1-August 30, 2002

General Information

Robeson Community College is dedicated to providing a broad range of educational opportunities through its Division of Adult and Continuing Education. It offers students an opportunity to further their education, to improve their individual proficiency, and to upgrade and improve present job skills. The program is highly flexible and attempts to meet the group and individual needs of the community. Courses are designed to assist adults in earning a high school diploma, a high school equivalency certificate, basic education, learning occupational skills, and enriching their lives in general.

Training is also offered in special areas, such as firefighting, law enforcement, rescue work, and management development. The division offers customized training programs for new and expanding industries, and provides upgrading and management courses to meet specialized needs.

Class Schedules and Enrollment

Classes are scheduled on weekdays, evenings, and weekends on campus, and at various times and locations throughout Robeson County. Classes usually meet once or twice per week, from two to four hours each session. Registration for all courses is completed at the first class meeting. Classes are publicized by various means prior to the beginning of each quarter. Other courses are organized on a basis of need, interest, and availability of suitable facilities and qualified instructors.

Admission

The open door policy is observed regarding requirements for admission to continuing education courses. Any person who is a high school graduate or at least 18 years of age, not currently attending a public school, and has the ability to benefit from the program is eligible to apply. A person who does not have a high school diploma can enroll in basic skills classes.

Fees and Insurance

Most Occupational Extension courses have a registration fee of $50-$65, and Community Services Education courses range from $0-$65, with the most common being $30. Recreational classes are required to be self-supporting and are priced accordingly. All fees are payable at the first class meeting. There is no registration fee for any of the basic skills courses.

Registration fees are waived for North Carolina Senior Citizens 65 years of age and older, and prison inmates. Also volunteer rescue personnel, lifesaving department personnel, firefighters, and law enforcement officers are exempt from registration fees when enrolled in courses to improve proficiencies in their respective vocations. Fees are also exempt for public and private school teachers when enrolled in CPR and first aid courses.

In some courses, students are expected to provide the materials, supplies, tools, and books that they will need.

Students are encouraged to purchase student insurance, which is offered for a nominal fee.

Attendance

Regular attendance and participation are essential to effective teaching and learning. Adult students are expected to be regular and punctual in attendance. A minimum of 80 percent is required to receive a certificate.

Certificates

College credit is not given for completion of courses in the Division of Adult and Continuing Education; however, certificates are awarded for completion of some of the courses. Licenses, diplomas, or other forms of recognition are awarded by certain agencies outside the college upon successful completion of specially designed courses.

Continuing Education Units (CEU's)

Continuing Education Units will be awarded to those persons satisfactorily completing many of the courses in the Continuing Education Division. One CEU is defined as being 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. A permanent record of each person's CEU's will be maintained by the College. Individuals, firms, and professional organizations may use compilations of CEU's to provide measures of recognition for non-credit educational achievement.

Additional Courses

If 12 or more people want to learn about a subject which is not currently offered, the college will make every effort to find a qualified instructor and offer the course anywhere in Robeson County where suitable space is available. Requests may be made by calling the Adult and Continuing Education Division at 618-5680, extension 124.

Occupational Extension

Occupational Extension courses are designed to provide training in a specific area. These courses may teach a new skill or upgrade present skills, leading perhaps to promotion, supplemental income or employment. All extension courses are non-credit. Students earn Continuing Education Units (CEU's). Traditionally, occupational extension courses have been extremely popular with both employers and employees.

Student Population

Thousands of people enroll in occupational extension courses, many to make sure their skills are as modern as the locations where they work. Others enroll to learn a new skill in hopes of finding gainful employment. Many times, students consist of employees of an individual business or industry. In these situations, the course is offered at the company's request for training.

Types of Courses Offered

Courses offered cover a wide range of occupational areas. Many are vocational or technical in nature, including: Blueprint Reading; Measurements; Quality Control; Electronics; and other courses dealing with Licensing, Preparations and business skills. Below are some examples of the available licensing courses. If requested, special courses can also be developed to meet specific needs.

Course Length, Cost and Location

Occupational extension courses vary in length and can be taught almost anywhere. Some courses meet once or twice a week, day or evening, up to 21 weeks.

Occupational extension courses are offered as a service to the business and industrial community and are supported in part by tax receipts. Therefore, the cost to the students has been traditionally low. Presently, the direct cost is $50-$65 registration fee. Some courses require a textbook which can be purchased at the college bookstore.

Course locations are as varied as course length. Generally, courses are held on campus. However, many times courses are held at an individual business, industry, or service organization. The deciding factors when determining course location are the needs of the students.

Licensing Preparation Courses

Licensing preparation courses are offered by Robeson Community College Occupational Extension Department for real estate, insurance, notary public, and vehicle inspection. The following courses are among the licensing preparation courses offered by the college.

Notary Public Education **6 Hours**

Persons interested in becoming a notary must complete this course of study approved by the Secretary of State. Upon completion participants will be prepared to take and certify the knowledge of proof and execution or signing of any instrument or writing; take affidavits or depositions; administer oaths and affirmations. .6 CEU's

Real Estate Fundamentals **78 Hours**

This course is designed for those preparing for the salesman's examination. It consists of instruction in fundamental real estate principles and practices, including real estate law, financing, brokerage, valuation and taxation. Also included is North Carolina Real Estate license law and rules and regulation of the North Carolina Real Estate Licensing Board. 7.8 CEU's

Sign Language I & II **30 Hours**

You can talk with the deaf? People who can hear are often unaware of the communication gaps encountered by the deaf. You'll learn basic conversational sign vocabulary. It's recommended for future interpreters, teachers, co-workers, friends, family, and medical personnel. 3.0 CEU's

Vehicle Safety Inspection **8 Hours**

This eight (8) hour course covers the rules and regulations for safety inspection of automobile vehicles. It is required of all mechanics prior to licensing to inspect vehicles. .8 CEU's

Substance Abuse Counselor Certification

The Substance Abuse Counselor Certification program provides courses and workshops that meet the training component requirements for North Carolina substance abuse counselors certification. Among the recommended potential students are substance abuse counselors, general counseling professionals, school counselors, people who are seeking entry

into the field of substance abuse counseling, people in recovery, family members of those in recovery, clergy, and other persons who work with adolescents or "at risk" populations in a variety of settings

Medical Office Assistant Training

Medical Office Procedures

When you go into a medical office, who is the first person you see? The medical office assistant. That person's demeanor and professionalism can create a lasting impression for good or bad and will influence your opinion of the physician's care. This course is an overview of basic administrative procedures in a medical office: telephone procedures, appointment, records management, billing principles, insurance, financial records and much more.

Medical Terminology

This course is an introduction to the study of the structure of medical words and terms. Emphasis is placed on spelling and defining commonly used prefixes, suffixes, root words, and their combining forms. Program content covers the basic human anatomy and physiology for all systems, elements of medical terms, and names of major diseases.

Computer Education

Introduction to PC's

This course is intended for people who have no or very limited experience with computers. The beginner will get an introduction to the computer that includes the following: parts of a computer, memory, keyboard practice, an introduction to Windows, word processing, and spreadsheets.

Introduction to the Internet

Surf the Internet! See what everyone is talking about. This course will give you the bare survival skills you need to begin using the Internet. This course is great for educators. There will be some emphasis on finding and using educational resources.

Windows 2000

Learn essentials of the latest version of Windows. Learn commands, features, menus, toolbars, and functions of Windows 98. You'll be introduced to true multi-tasking, built in networking capabilities, longer file names, and other applications.

Microsoft Excel I

This course will provide you with the essential information needed to develop spreadsheet skills. You will be introduced to worksheet formulas, data sorting, linking, formatting, previewing and printing. You will learn to use the standard toolbar, along with displaying, hiding, and customizing all toolbars. Emphasis will be on building spreadsheets to fit your needs in the workplace. Basic typing skills are required.

Online Computer Class

We are now offering online classes in Continuing Education. All that is required is access to the Internet and an email address. Visit our Website at *www.ed2go.com/robesoncc*

PC Troubleshooting

Learn how to put an end to those nagging system glitches, interpret error codes and messages, detect and eliminate conflicts, replace drivers, and perform basic preventative maintenance.

Introduction to Microsoft Access

Learn how to use this powerful and award-winning database to store, locate, print, and automate access to just about any type of important information.

Creating Web Pages

Learn how to design, create, and post your very own site on the Internet's World Wide Web. Discover low-cost web marketing strategies.

Paralegal Certificate Program

This online course consists of 6 certificate courses. The courses run for six weeks each.

A+ Certification Series

A+ certification is an internationally recognized validation of knowledge and technical skills required of an entry-level computer service technician. There are three required courses and one suggested course in this series. Each course runs for six weeks and is taught online.

New and Expanding Industry Training

Training for New and Expanding Industry is a program designed to train the production employees required by a new or expanding manufacturing company. The program has no standard courses. Since the needs of each new or expanding company are different, a complete customized training package is tailored to each individual company's particular needs.

Program Design

Each training program for New and Expanding Industry is administered by Robeson Community College and is financed solely by the state of North Carolina. There are no federal funds involved.

The final program design is the result of joint planning by company personnel, one or more industrial training specialist from the college, and the Industry Services Division of the N.C. Department of Community Colleges. Industrial training specialists are available to visit the existing operations of a company and study the job skills, work schedules, production processes, and

any other variables pertinent to preparing a training proposal suited specifically to that company's particular needs.

The versatility of North Carolina's industrial training service is virtually unlimited. Because of its inherent flexibility, this service can accommodate almost any type of production job. Any job that can be defined, can be arranged into a logical learning sequence.

Program Length and Location

The nature of the job and the level of skill needed by the workers determine the length of training. There are no arbitrary minimum or maximum limits. A realistic training period, whether it's six days or six months, is negotiated by our industrial training specialists and company personnel.

Most often classes are conducted on campus or at the company's plant. If neither of these alternatives is practical, state funds may be used to lease adequate training space in the community.

Student Population

Selection of students for training under New and Expanding Industry is left completely to the company. The college can provide training in either a post-employment or a pre-employment situation, depending on the preference of the company. As a result, students may or may not be receiving wages during the training period. In either instance, the state does not pay the wages of the trainees.

Cost to Industry

The basic purpose of the training service is to encourage companies to create more jobs in the college's service area. Therefore, there are no direct charges to companies during training.

Focused Industrial Training

Robeson Community College is one of 38 of North Carolina's 58 community colleges and technical institutes to receive a Focused Industrial Training Program. Focused Industrial Training funds are the result of a special appropriation by the General Assembly. The primary purpose of Focused Industrial Training is to provide skills training to manufacturing industries in the face of changing technology. As a result of this program, Robeson Community college has the capabilities to upgrade the skill levels of workers presently employed by local manufacturers.

The Focused Industrial Training is a cooperative effort between RCC and local industry. Whenever industry determines a training need, the College is prepared to step in and meet that need with quality instruction.

Scope of Training Offered

The scope of Focused Industrial Training is directly related to local industrial needs. The College is prepared to do as much as possible to provide manufacturing workers with the skills they need to be efficient and productive employees. Training may be done in workshops, seminars, or complete courses. It may be accomplished in a classroom setting or may be better achieved in a laboratory environment utilizing hands-on experiences. Where college staff are not available or are lacking in the necessary expertise in a given subject, technical experts can be brought in to provide instruction. Through cooperative efforts, new courses and methods of quality instruction can be developed to meet existing needs.

Students and Class Size

The student population of Focused Industrial Training programs consist exclusively of manufacturing employees. Courses, seminars, workshops, etc., are designed specifically with the needs of local industry in mind. Training may be done for employees of a group of industries or for an individual industry. The training conducted depends on the specific needs of the manufacturers.

One component, inherent exclusively to Focused Industrial Training, is that there is no restriction on class size. Generally, courses must have a minimum of 12 students. However, with Focused Industrial Training there is no minimum number of students. When there is an identifiable need, training can be done for any size class.

Cost to Industry

The majority of the costs of Focused Industrial Training is supported by the state. Therefore, direct costs to students are kept at a minimum. The cost for a non-credit workshop or course is $50-$65 per student, depending on the length of training.

The only other costs would be for texts, where applicable. Other training materials and supplies are provided by the College.

Where Can I Get More Information

Information can be obtained by contacting:
Director of Economic and Industrial Development
Robeson Community College
Post Office Box 1420
Lumberton, NC 28359
Or call (910) 618-5680 Ext. 122

Small Business Center

The Small Business Center provides assistance to small business owners and prospective owners through a variety of services. Training and educational programs designed to meet specific needs of small business entrepreneurs are offered on a regular basis. Counseling and referral services are available, as well as business related information through federal, state, and local networking with government agencies, universities and colleges, and private enterprise.

What is a "small business?" The U.S. Small Business Administration defines it as "... a business that is independently owned and operated for profit and not dominant in its field." Small business plays a vital role in our economy with more than 97 percent of all North Carolina businesses employing less than 100 people. In Robeson County 55 percent of all businesses have less than five employees.

Workshops, Seminars and Courses

Quality programs are designed for personal development and immediate application to business activities. Courses are specifically geared to managing a small business and will assist you in keeping your business practices current.

Counseling/Referral

The Center provides limited analysis and evaluation to determine immediate needs. Referral relationships exist with SBA (Small Business Administration), SBTDC (Small Business Technological Development Center) or other individuals qualified for in-depth counseling in specific areas.

Resources Library

Publications, materials and forms furnished by the U.S. Small Business Administration and video tapes are available. A computer and applicable computer software are available for use on campus.

Co-sponsorship

Workshops, seminars and courses are co-sponsored with other agencies such as the Small Business Administration and Robeson County Chamber of Commerce.

Continuing Education

If you, as a small business owner or prospective owner, have specific training needs or business concerns, please contact the Small Business Center and share them with us. The center offers programs that are short, informative, and held during hours that will fit into the demanding schedule of the small business owner and his/her employees. Classes are designed for individual development and are not tested or graded.

Seminars and programs offered by the Small Business Center include, but are not limited to:

Starting a Small Business

Pre-business sessions with emphasis on planning in areas of financing, marketing, business plans, licensing and regulations, and insurance.

Recordkeeping

Understanding the importance of maintaining complete records, developing an accurate recordkeeping system and support system for decision making based on financial statements, payroll and daily cash reports.

Marketing and Advertising

Defining your market and understanding consumer needs, assessing the most effective advertising media for your business, effective advertising techniques and promotions, and how to plan your advertising budget.

Labor Laws and Regulations

Update for business on Equal Employment Opportunity laws, affirmative action requirements, wage garnishment, right to work and wage and hour laws.

Credit and Collections

Understanding commercial credit, credit policy, detecting bad checks and bad debts, collection policies and procedures, small claims and civil court action.

Money Management

Understanding the objectives of financial planning, risk management, reducing tax burdens and how to put your dollars to work to maximize profit.

Inventory Control

Identifying the key elements of an effective inventory management system, establishing guidelines for inventory levels, and identifying inventory losses through theft and ineffective handling.

Buying and Selling a Small Business

Comparison of initial expenditures between starting or buying a business, determining of price and the value of the business, and advantages and disadvantages of franchise businesses.

Employee Motivation

Strengthening skills of employers in motivating employees with emphasis on job application techniques. Also, recognizing and dealing with job dissatisfaction or problem employees.

Customer Relations

Satisfying customers and keep them coming back, dealing with the angry customer, company image and developing employee appreciation for the customer.

Other Small Business Management Courses

Topics include time management strategies, communication skills, coping with stress, increasing effectiveness at work and home, problem identification and decision making.

Continuing Professional Education for CPA's

Approved courses are designed to increase professional competency in one of the six fields of study recognized by the Board of CPA examiners - accounting and auditing, advisory services, management, personal development, specialized knowledge and applications, and taxation.

Continuing Legal Education For Attorneys

These approved programs are live teleconferences or video replays from the NC Bar Foundation to provide CLE for attorneys.

REAL

REAL stands for "Rural Entrepreneurship through Action Learning." NC REAL Enterprises is a non-profit organization based in Durham that works with selected rural community colleges to provide adults of all ages with the opportunity to become entrepreneurs. REAL classes are designed to assist and empower a person with entrepreneurial interest and abilities to plan and start a business. Prior business experience and/or courses are not required. If you would like to create a business from skill, hobby, or idea you have, and you're willing to work to make it a reality, the REAL program is for you. Classes begin in the Fall each year.

Where can I Get More Information

Information can be obtained by contacting
Director of Small Business Center
Robeson Community College
Post Office Box 1420
Lumberton, North Carolina 28359
Or call (910) 618-5680, Ext. 211

Emergency Services Education

Health Related Training

Robeson Community College offers special courses in nursing and other health related occupations to the local community. Many of these special programs are administered in cooperation with the area health institutions and agencies. Course offerings have included:

- Activity Coordinator Training
- CPR (Cardiopulmonary Resuscitation)
- First Aid
- Nurses Assistant I
- Mobile Intern. Care Nursing
- Stress Management
- Nurses Assistant Refresher
- Pediatric Advanced Life Support (PALS)
- Pre-Hospital Trauma Life Support (PHTLS)
- Advanced Cardiac Life Support (ACLS)
- Basic Trauma Life Support (BTLS)
- Basic Cardiac Life Support (CPR) Instructor
- Phlebotomy
- Medical Responder

Emergency Medical Technician

This program is designed primarily for ambulance attendants, rescue squad personnel, firefighters, and law enforcement officers, but is offered to other interested persons, such as teachers, coaches, industrial safety brigade, and the general public. The program is offered in cooperation with the North Carolina Office of Emergency Medical Services and meets all state and national standards.

The basic Emergency Medical Technician course consists of training in the following areas: roles and responsibilities of the EMT; airway obstruction and pulmonary arrest; mechanical aids to breathing; cardiac arrest; bleeding, shock, airway care, pulmonary resuscitation, and cardiopulmonary resuscitation; wounds, fractures of the lower and upper extremities; injuries to the face, head, neck, and spine; injuries to the eye, chest, abdomen, pelvis, and genitalia; emergency childbirth; lifting and moving patients; environmental emergencies; and, operating an emergency vehicle. The basic Emergency Medical Technician course is offered twice yearly on the campus of RCC. If demand necessitates, these courses can be taught more often and may be taught at various locations throughout the county. Rescue squads, fire departments, law enforcement agencies, and industries may offer the emergency medical programs at their permanent location. The EMT-I and EMT-D programs are available to state certified EMT's working for the ambulance service and to EMT's on the rescue squads and Lumberton Fire Department, and other EMS agencies.

EMT-Paramedic Course

This course is designed to train a basic EMT to the highest level of advanced prehospital care. Areas of study will be medications, advanced airway maintenance, EKG recognition, and other advanced level patient care. At completion of this course you will be eligible to take the state exam for certification.

Fire Service Training

Robeson Community College offers fire training to both volunteer and career firefighters. This training, taken directly to the local fire departments, allows the firefighters to be trained as an organized group utilizing equipment ordinarily used in controlling fire. Highly specialized training such as Arson Investigations is offered at a central location but is open to firefighters from all departments.

Instruction offered by the Fire Service Training program covers nearly every phase of firemanship. Courses are designed not only to develop necessary skills, but also to develop the firefighter's initiative and judgment, safe habits, and correct situation experiences. Materials and texts used are those approved by the International Fire Service Training Association.

Recently, Robeson Community College began offering the North Carolina Firefighter Level I and Level II certification programs on campus and at fire departments throughout Robeson County. This certification program is based on the National Fire Protection Association 1001 standards as modified by the North Carolina Fire Commission. These programs are available to all paid and volunteer firefighters.

Courses that are included in the Firefighter I and II Certification program:

- Emergency Medical Care
- Forcible Entry
- Rope Practices
- Portable Fire Extinguishers
- Ladder Practices
- Fire Hose, Appliances, & Streams
- Salvage Practices
- Foam, Fire Stream Practices
- Ventilation
- Rescue Practices
- Personal Protective Equipment
- Sprinklers
- Fire Alarm and Communications
- Fire Behavior
- Fire Department Orientation & Safety
- Water Supply
- Fire Control
- Overhaul
- Response to Hazardous Materials
- Fire Prevention, Public Fire Education & Fire Cause Determination
- Building Construction

In addition to the standard training listed above, the following specialized courses are offered:

Arson Investigation
Arson Detection
Fire Brigade Training for Industry
Driver Operator Certification
Bombing and Bomb Threats
Care of Burns
CPR
Introduction to Firefighting
Fire Apparatus Practices
LP Gas Emergencies
Advanced Forensic Fire Investigation
Civil Disorder
Hospital Fire Safety
Officer Training
Fire Safety
Southeast Fire/Rescue College
Radio Communication
First Responder
Instructor Certification (Fire & EMS)
Bloodborne Pathogens
National Fire Academy Classes

Emergency Rescue Technician Certification Training

This training replaces Basic Rescue Technician and Advanced Rescue Technician training previously being offered across North Carolina. Training can be directly taken to rescue squads throughout Robeson County or offered at the Emergency Services Training Center. These courses are available to all paid and volunteer emergency service personnel.

Courses that are included in the Emergency Rescue Technician Certification program:

- General
- Communications
- Incident Command
- Fire Extinguishers
- Lifts, Carries, Drags & Stretchers
- Maintenance for Rescue Equipment
- Vehicle Extrication: Hand Tools
- Ropes & Knots
- Low & High Angle Rescue
- Rappelling & Ascending a Fixed Line
- Ladders Procedures, Maintenance & Inspection
- Rescue Rigging
- Self Contained Breathing Apparatus
- Specialized Rescue Operations
- Water Rescue
- Land Search Rescue
- Air Transportation
- Hazardous Materials: Operations
- Safety
- Vehicle Extrication: Power Tools
- Telpher Systems
- Ladder Rigging

Driver Operations Training

This training is offered to all paid and volunteer emergency services personnel for certification:

Driver/Operator
- Telpher Systems
- Emergency Vehicle Driver

Pump Operations
- Introduction to Pumps
- Basic Pump Operations
- Pump Maintenance
- Sprinklers & Standpipe
- Pump Hydraulics
- Service Testing of Pumps
- Water Supply for Pumps

Aerial Operations
- Introduction to Aerial Operations
- Basic Aerial Operations
- Aerial Maintenance
- Aerial Testing Procedures

Hazardous Materials Certifications

- Hazardous Materials Level I - Awareness
- Hazardous Materials Level II - Operations
- Hazardous Materials Level III - Technician

Basic Law Enforcement Training

Robeson Community College offers basic, in-service and advanced law enforcement training to personnel of law enforcement agencies. The goal is to promote and provide adequate training and education courses in legal and technological fields that will keep law enforcement officers abreast of advancements in law enforcement techniques.

North Carolina State Law requires that new law enforcement officers complete the Basic Law Enforcement Training Course. Municipal police officers must complete the BLET prior to being sworn in as officers. Sheriff's deputies have one year from the date they are sworn in to begin the BLET.

Robeson Community College is certified to conduct the Basic Law Enforcement Training Course which is normally offered four times per year, three times during the day and one class at night.

Other courses are offered periodically or upon request from an individual department. These courses are designed to provide specialized training to the certified law enforcement officer.

Some of the courses available are listed; however, other law enforcement courses are available upon request.

Accident Investigation
Bomb Threats
CPR
Civil Liability
Community Relations
Criminal Investigation
Defensive Tactics
Drivers Training
Emergency Medical Technician
Fingerprinting
Firearms Recertification
Unarmed Self Defense
First Responder
ASP Training
Homicide Investigations
Telecommunicator Certification
FTO (Field Training Officer)
Criminal Drug Interdiction
Hostage Negotiations
Interview Techniques
Law Enforcement Instructor
Laws of Arrest, Search & Seizure
Radar Operator School
Riot Control and Civil Disturbance
Supervision for Law Enforcement Officers
Bloodborne Pathogens
Report Writing
Peppermace Training
Officer Survival

Detention Officer (Jailer) Certification Course

This course is required for jailer personnel and those wishing to become employed as jailers. It is designed to provide the student with the skills and knowledge necessary to perform those tasks considered essential to the administration and operation of a confinement facility. Students entering this course will have to meet the requirements and standards set forth by the State of North Carolina for certification.

Other specialized courses are hosted by Robeson Community College each year. These courses will be announced individually as they are scheduled.

Community Services Education

The Community Services Education Program is designed to meet community needs and to assist adults in the development of new skills or the upgrading of existing ones. The Program is divided into two areas: 1. Avocational courses provide practical training for persons pursuing additional skills which are not considered their major or primary vocation or focus on an individual's personal or leisure needs rather than their occupation, profession or employment. 2. Cultural and civic activities focus on quality events that are of general interest to the public.

Any adult 18 years of age or older who can profit from instruction may enroll in classes on campus, or at other specified areas in the county. Some of the more popular community services courses offered are listed below. Cost of these range from $0-$65.

Auto Body Repair
Cake Decorating
Cabinet Making
Ceramics
Crafts
Drawing and Oil Painting
Porcelain Dolls
Pottery

Community Services Education Course Descriptions

Auto Body Repair

You can learn a broad range of auto body work techniques. Students become familiar with the terminology, tools, and techniques of auto body repair, and have "hands-on" experience in repair, sanding, painting, and finishing. Students have an opportunity to repair and paint their own vehicles during the class.

Cake Decorating

There's more to cake decorating than just icing the cake. Designed for beginners and advanced students, this course will cover all decoration basics, including baking and icing. Learn from an expert how to master borders, flowers, string work, lattice work, writing, and figure piping.

Cabinet Making

This will be a basic introductory class in woodworking. It will include instruction of the various machines and tools for woodworking shop, the various uses of these machines, tools and proper safety procedures to follow. Instruction in the use and selection of various materials, as well as other topics, will be included.

Ceramics

Students complete projects cast in molds using a variety of techniques and using several kinds of glazes. Using step-by step methods, persons with little artistic ability or pottery experience can learn to make quality products.

Crafts

Make unique crafts and seasonal gifts at little or no expense using common household and natural items.

Drawing and Oil Painting

You can learn to draw and paint! Pick your medium - drawing or oil painting. Whether you're just starting or want to continue to sharpen your skills, you'll find your place in this course. You'll receive individual help as you tap these artistic worlds.

Porcelain Dolls

Make your own porcelain doll. Beginning students learn to pour, clean, and paint the porcelain sections of the doll, and to construct and fill the body (cloth). Advanced students can produce jointed dolls, insert glass eyes, teeth, and wigs. This course is designed for the beginning and intermediate student with step-by step instructions in reproducing porcelain dolls.

Pottery

Experience the thrill of creating with clay! Imagine the thrill you'll have as you build your unique pieces. Your imagination will help you learn the basics of clay building as you delve in on hand building and glazing. The various uses of color will also be explored. You'll find this course straightforward and enjoyable.

Basic Skills

General Overview

The Basic Education Department has the responsibility of administering Robeson Community College's Basic Skills Education programs which include Adult Basic Education, Adult High School, Compensatory Education Development, General Educational Development, English as a Second Language, and Basic Skills Special projects. The purpose of these programs is to identify, enroll, and guide eligible adults toward satisfying literacy needs and hopefully achieving a high school diploma or its equivalent. Students having a high school diploma or its equivalent and self-report competencies needed are eligible to enroll in the program.

The 1990 Census indicated there are in Robeson County approximately 30,500 persons 16 years and older who do not have a high school diploma. Also, 55.6% of those 25 years and older are functionally illiterate. All adults 18 years or older who have not completed high school are eligible to enroll in our basic education program. Minors, 16-17 years of age, under special circumstances, may enroll with permission from the public school superintendent and college president.

All Basic Skills programs are free to participation students. Textbooks and other instructional materials are supplied by RCC.

Each enrolled student is evaluated to determine educational needs and periodically tested to assess progress toward fulfilling goals. Upon completion of goals, students are either advised to further educational endeavors or referred to programs toward developing technical and occupational skills.

Classes usually meet for a four-hour session three times a week for nineteen weeks. Both daytime and evening classes are held in various communities of the county for the convenience of students. Class sites include RCC facilities, public schools, churches, community buildings, industrial sites, Sheltered Workshop, Mental Health, rest homes, and the Robeson Community College Extension Centers in Pembroke and Lumberton. Partnerships are created with various community, state and federal agencies or institutions to enhance efforts toward eliminating functional illiteracy.

Adult Basic Education (ABE)

Adult Basic Education is a program designed to improve a person's skills in speaking, reading, writing, and arithmetic. These skills are not developed as isolated bits of knowledge, but are related to practical situations adults deal with in everyday life. The materials used are designed to prepare students to perform daily literacy activities, improve employability, and prepare for entering the adult high school or GED programs.

Classes are organized on the following levels:

Level One: Nonreaders through grade five; basic reading, writing, arithmetic.

Level Two: Grades six through eight; reading improvement, writing, mathematics.

Registration is free for all adults who have not completed high school. Textbooks are provided by the college and instructional materials used have been prepared with emphasis on individual needs and interests.

Compensatory Education (CED)

Compensatory Education is a program of study of less than high school level for mentally disabled adults. Classes can be established within immured groups if students are diagnosed as mentally disabled by a medical doctor, psychologist, psychiatrist. Classes include study in language, math, social science, consumer education, community living, health, and vocational education. RCC's Compensatory Education program cooperates and joins with other agencies to provide these services to eligible students.

Parents and guardians of MR adults, 18 years or older, are encouraged to contact the Basic Skills Education Department for information about classes or the establishment of new classes in unserved areas.

English As a Second Language (ESL)

The ESL Program is designed for persons who have limited English proficiency. Conversational English will be stressed, as well as vocabulary, spelling, and reading as it relates to everyday life. In addition instruction in citizenship will be provided for those adults wishing to seek U. S. Citizenship. Materials are designed with these adults in mind, and are related to practical situations adults deal with in everyday life. Registration is free.

Adult High School Program (AHS)

The Adult High School Diploma Program provides a student the opportunity to earn the Adult High School Diploma. Classes are organized whenever and wherever there is a justifiable demand and funds are available.

Registration is free for those adults who have not graduated from high school or who have not passed the GED test.

The entrance level of each student applying for admission to the Adult High School Diploma Program shall be determined in one of the following manners:

1. An assessment of academic skill by standardized tests administered upon enrollment.
2. A certified transcript from a state or regionally accredited secondary school showing courses and years of work completed. Copies of these transcripts should be forwarded to the Educational Coordinator of AHS/GED Robeson Community College. A personal reference letter from the former school may be required for transfer acceptance.

An Adult High School Diploma is awarded when test scores indicate that required achievement level has been attained, when minimum competency objectives have been met as determined by the North Carolina Competency Testing program, and when required subject matter has been satisfactorily completed. This subject matter includes reading, English expression, mathematics, science, and social studies. The diploma is awarded by Robeson Community College in agreement with the Public Schools of Robeson County. The Adult Diploma program is approved by the State Board of Education, and meets the requirements for entrance to four-year colleges and other institutions of higher learning.

High School Equivalency Diploma (GED)

Another program for the adult who has not completed high school is the High School Equivalency program. A $7.50 fee is required prior to testing. Under this plan, individuals may take a series of tests called the General Educational Development tests (GED). Those receiving an acceptable passing score of 225 points with no single test score below 40 and a combined average of 45 will be awarded a High School Equivalency Diploma. This equivalency diploma is generally accepted on a basis equal to a high school diploma for employment, promotion, or further education.

The GED test covers five broad areas: Writing Skills, Social Studies, Science, Interpreting Literature and the Arts and Mathematics, and is administered at the college.

The following requirements must be met before taking the GED test: (1) minimum age 18; (2) is a resident of the State (a resident is defined as a person currently residing in the state, including assignment to a military base in the state; (3) file application of a special form, which is available in the Learning Lab Center on campus or Pembroke Extension Center; (4) have a valid vocational, educational, or other purpose in applying.

The college, through the Learning Center/Adult High School/ GED class, offers the individual the opportunity to prepare for the GED Test.

All applicants for GED testing shall be referred to the Learning Lab Center or Pembroke Extension Center. Applicants shall complete the following steps:

1. Complete an application for admission
2. Fill out request for transfer of GED test scores if previously tested at another testing center.

The Chief Testing Officer will:

1. Arrange an agreeable time for testing with the Assistant Vice President of Basic Skills Education.
2. Notify all applicants of testing time and site.
3. Administer and score the GED tests.
4. Refer all scores to the State GED Coordinator for determination whether or not the scores are acceptable for awarding of the equivalency diploma.
5. Maintain all GED records of tested applicants.

Only in emergencies or special cases will the test be given at a time different from regularly scheduled times set by the Assistant Vice President of Basic Skills Education and the testing officer.

Eligible veterans are approved for 726 clock hours in GED preparation, and 1500 clock hours in all other Basic Skills Education Programs.

The Learning Center

The Learning Center is an approach to education with the use of commercially and locally designed programmed instructional materials, teaching machines, and traditional materials. A person's progress is limited primarily by his/her ambition, motivation, and ability.

Any person 18 years of age with the ability to benefit from the program can enroll in the Learning Center to prepare for the high school equivalence examinations (GED), to pursue the Adult High School diploma, or to improve themselves academically.

The lead instructor serves as the facilitator in the learning process. The lead instructor is trained in programmed and traditional materials, and is capable of making educational decisions and directing students through their assignments. The lead instructor interviews, counsels and tests the prospective enrollee. The student begins study at his/her predetermined educational level and advances through the materials at his/her own pace.

The Learning Center is open from 8:30 a.m. until 9:00 p.m. Monday through Thursday, and 8:30 a.m. until 3:00 p.m. on Friday. Classes are scheduled in the mornings, afternoons and evenings. To receive credit for the semester, a student must attend 75 percent of the classes as well as successfully complete all course requirements and pass the North Carolina Competency Test.

Industrial/Business/Community Linkages

Contacts are made to all industries and businesses employing eligible adults for the literacy program. Recruiters and other designated staff meet with personnel to further explain the program and to develop partnerships.

Community organizations are also used to advocate the literacy efforts among the workforce and young dropouts. These groups are asked to assist in funding for transportation and childcare, speaking in churches and other group settings, soliciting friends, relatives and associates of illiterates to encourage enrollment in literacy classes, and providing referrals and direction to the class sites or program headquarters.

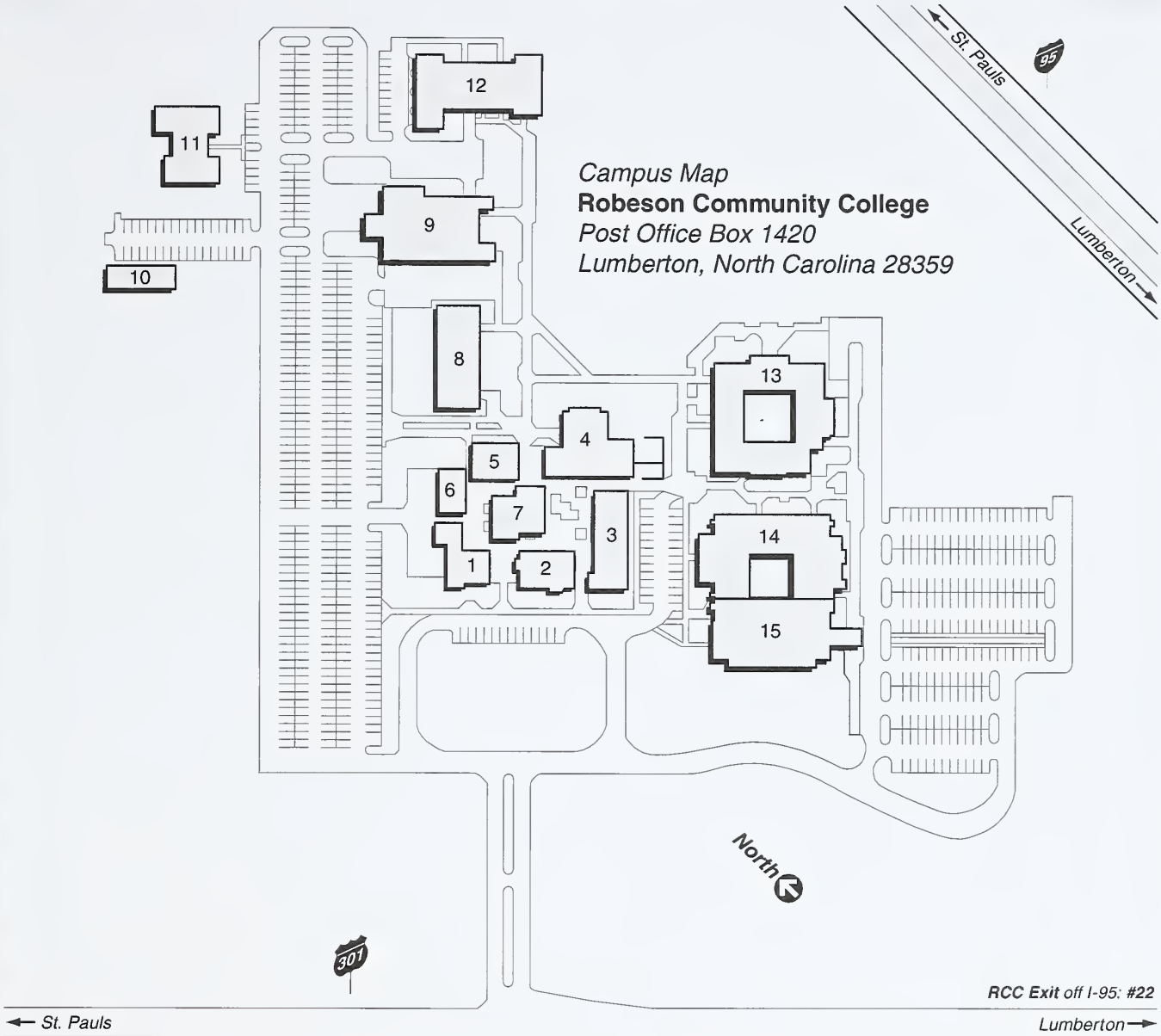
For further information contact the Basic Education Department, Extension 130.

Human Resources Development

The Human Resources Development program is designed to help the unemployed and the underemployed adult to develop the skills necessary to obtain and maintain employment. Through group discussions, group activities, and group interactions, students develop: (1) more confidence in themselves and their abilities; (2) attitudes necessary to get along with the work force and skills in completing job applications, writing resumes, and job interviews. The classroom activities and setting are geared to meet the needs of the students with special emphasis on employers' expectations of employees.

Counseling either personal or job related, is provided from the beginning of class according to individual needs. Student referrals to other special programs or supportive services may be necessary. Follow-up is done on each participant to monitor individual job performance and academic success, or to assist with problems should they occur.

Classes are scheduled on a regular basis and generally last for one month. For additional information, contact the Director of the HRD program at Robeson Community College.



Building 1: Electrical/electronics, welding, faculty offices

Building 2: Administration, business office

Building 3: Adult & continuing education, literacy education, cosmetology, faculty offices

Building 4: Library, faculty offices

Building 5: Curriculum administration, general classroom, evening faculty offices

Building 6: Custodial & maintenance department

Building 7: Science labs, general classrooms

Building 8: Nursing, respiratory care, labs, general classrooms, faculty offices

Building 9: Air conditioning, auto mechanics, carpentry, developmental studies, general classrooms, faculty offices

Building 10: Institutional storage facility

Building 11: ***Emergency services education:*** administration, classrooms for fire, BLET & emergency medical personnel, faculty offices

Building 12: Auto body repair, industrial maintenance, industrial labs, continuing education labs, general classrooms, criminal justice, faculty offices

Building 13: ***Student services:*** admissions, records, administrative computer center, counseling, financial aid, student government, cafeteria, lounge, bookstore

Building 14: ***First floor:*** business education programs, continuing education labs, resource services conference room, print shop, media center, information highway room, faculty offices

Second floor: business education programs, small business center, HRD, learning center, general classrooms, faculty offices

Building 15: A. D. Lewis Auditorium, board room

Note: Visitor parking located in front of Buildings 1 & 2, between Buildings 3 & 14, and in front of Building 13

ROBESON COMMUNITY COLLEGE

AFFIRMATIVE ACTION
EQUAL OPPORTUNITY INSTITUTION

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