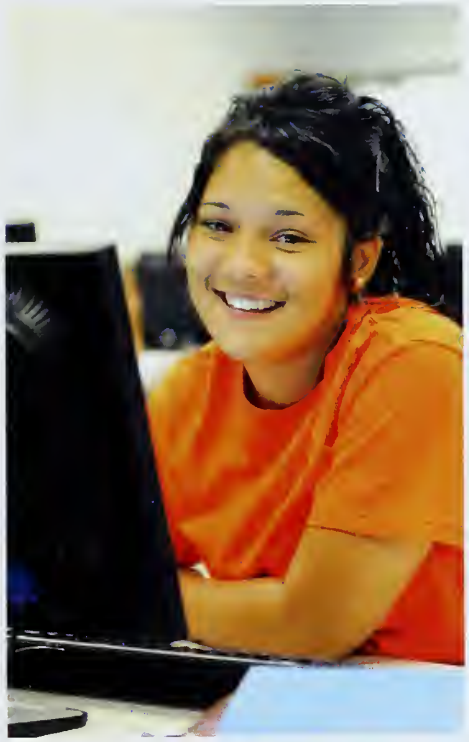
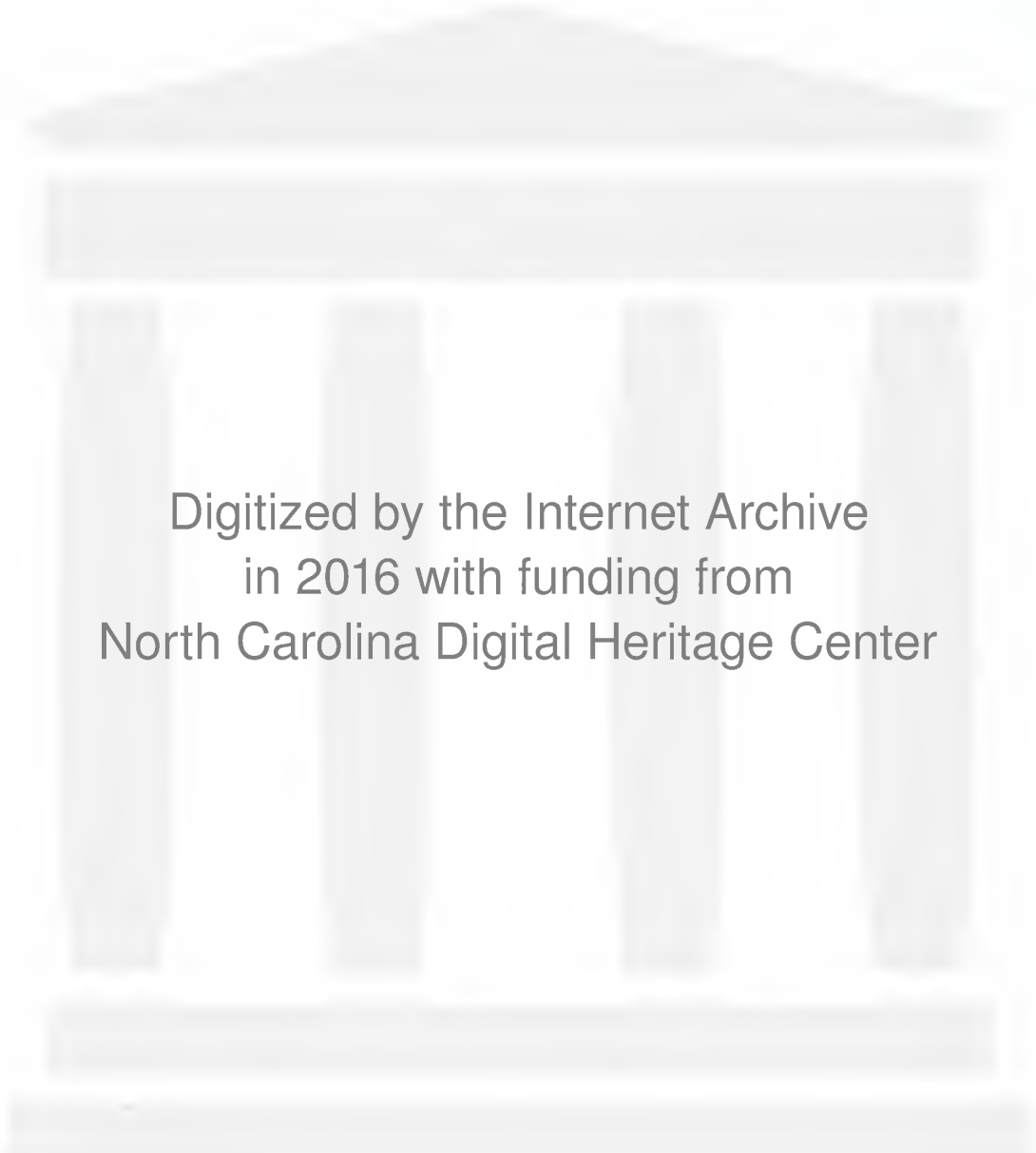
Catalog & Student Handbook



2012-2013

Robeson Community College



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ROBESON COMMUNITY COLLEGE

5160 Fayetteville Road
Post Office Box 1420
Lumberton, North Carolina 28359
Phone: (910) 272-3700 • Fax: (910) 272-3328
Web Address: www.robeson.edu

Catalog & Student Handbook
2012-2013
Volume XLIII

Robeson Community College is a tax-assisted, two-year public institution. Robeson Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Robeson Community College. 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 Health Science Education Programs, the Commission on Accreditation for Respiratory Care, Accreditation Review Committee on Education in Surgical Technology, and 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

It is with a great deal of pleasure that I bring you greetings on behalf of the Board of Trustees, administrators, faculty and staff. Robeson Community College is a great place to continue your post-high school education, and this publication has been prepared to display many of the options offered by RCC. The professional staff know as an education consumer, that you are looking for an institution that can help you achieve your goals at an affordable price close to home. We also know you want to attend an institution that makes learning fun yet challenging and worthwhile. In my opinion, RCC can do this as well as any institution around.

Robeson Community College is a growing institution that is easily accessible from Interstate 95 and is providing some of the highest quality postsecondary education in North Carolina. RCC repeatedly receives very high ratings on the performance measures established by the North Carolina General Assembly, and enrollment is growing in both credit and non-credit programs. The College is accredited by the Southern Association of Colleges and Schools Commission on Colleges, and several programs hold additional national accreditations.

The College's faculty and staff have a superb record of being student oriented and strive to make sure you receive the best support possible as you pursue your education goals. The College offers a variety of classes at convenient times in traditional, blended, and on-line formats. A staff of professionals is available in the Fred G. Williams Student Center to answer your questions about career opportunities, financial aid, class offerings, graduate performance and placement. They also coordinate a variety of student support services to make sure your experience at RCC is just what you want.

This publication will get you started. The next step is yours. The staff and I would consider it a privilege to be of service to you.

Charles V. Chrestman, Ed.D.
President

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, Admissions
Business Operations	Vice President, Business Services
Career Services	Director, Counseling and Career Services
Continuing Education	Vice President, Continuing Education
Counseling	Director, Counseling and Career Services
Curriculum Programs	Assistant Vice President, Educational Services
Financial Aid	Director, Financial Aid
General Matters	President
Services for Students with Disabilities	Counselor, Counseling and Career Services
Job Placement	Director, Counseling and Career Services
Resource Services	Director, Learning Resources
Student Activities	SGA Advisor
Student Transcripts	Registrar
Testing	Counselor, Counseling and Career Services
Veterans Affairs	Director, Financial Aid

Address inquires to: Robeson Community College • Post Office Box 1420 • Lumberton, North Carolina 28359
Phone: (910) 272-3700 • Fax No.: (910) 272-3328 • Web Address: www.robeson.edu

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BUILDING DIRECTORY

Building 1: Biology Lab, Faculty Offices, Welding, General Classroom

Building 2: Administration, Business Office, Institutional Services, Instruction & Support Services

Building 3: College and Career Readiness, Cosmetology, Faculty Offices, Basic Skills Education

Building 4: Faculty Offices, Library, Media Services, Open Computer Lab

Building 5: Curriculum Administration, Faculty Offices

Building 6: Physical Plant Operations

Building 7: General Classrooms, Science Labs

Building 8: General Classrooms, Early Childhood, Early Childhood Lab, Early College Liaision Office, Faculty Offices

Building 9: AC, Heating & Refrigeration, Adult High School, Bookstore, Electrical/Electronics, Faculty Offices, General Classrooms, Tiered Lecture/Demo Room

Building 10: Institutional Storage Facility

Building 11: Basic Law Enforcement Training, Faculty Offices, General Classrooms

Building 12: Adult Basic Education, Compensatory Education, Continuing Education Labs, Faculty Offices, General Classrooms, Industrial Labs, Industrial Systems Technology

Building 13: Fred G. Williams Jr. Student Center, Admissions, Vending, Computer Services, Counseling, Disability Services, Executive Dining Room, Financial Aid, Records & Registration, Student Government, Studen Lounge, Testing Center, Tutorial Services

Building 14: **1st Floor:**
Business Programs, Culinary Arts Dining Room, Culinary Technology, Faculty Offices, General Classrooms, Information Highway Room, Pottery, Print Shop, RCC Foundation, Inc.

2nd Floor:
Business Programs, Faculty Offices, General Classrooms, TRIO, The Learning Center (TLC)

Building 15: Auditorium, Board Room

Building 17: **1st Floor**
Conference Room, Emergency Medical Personnel, Emergency Services Education, Faculty Offices, General Classrooms, Lecture Room, Open Computer Lab, Radiography, Respiratory Therapy

2nd Floor
Emergency Medical Science, Faculty Offices, General Classrooms, Nursing, Nursing Assistant, Surgical Technology

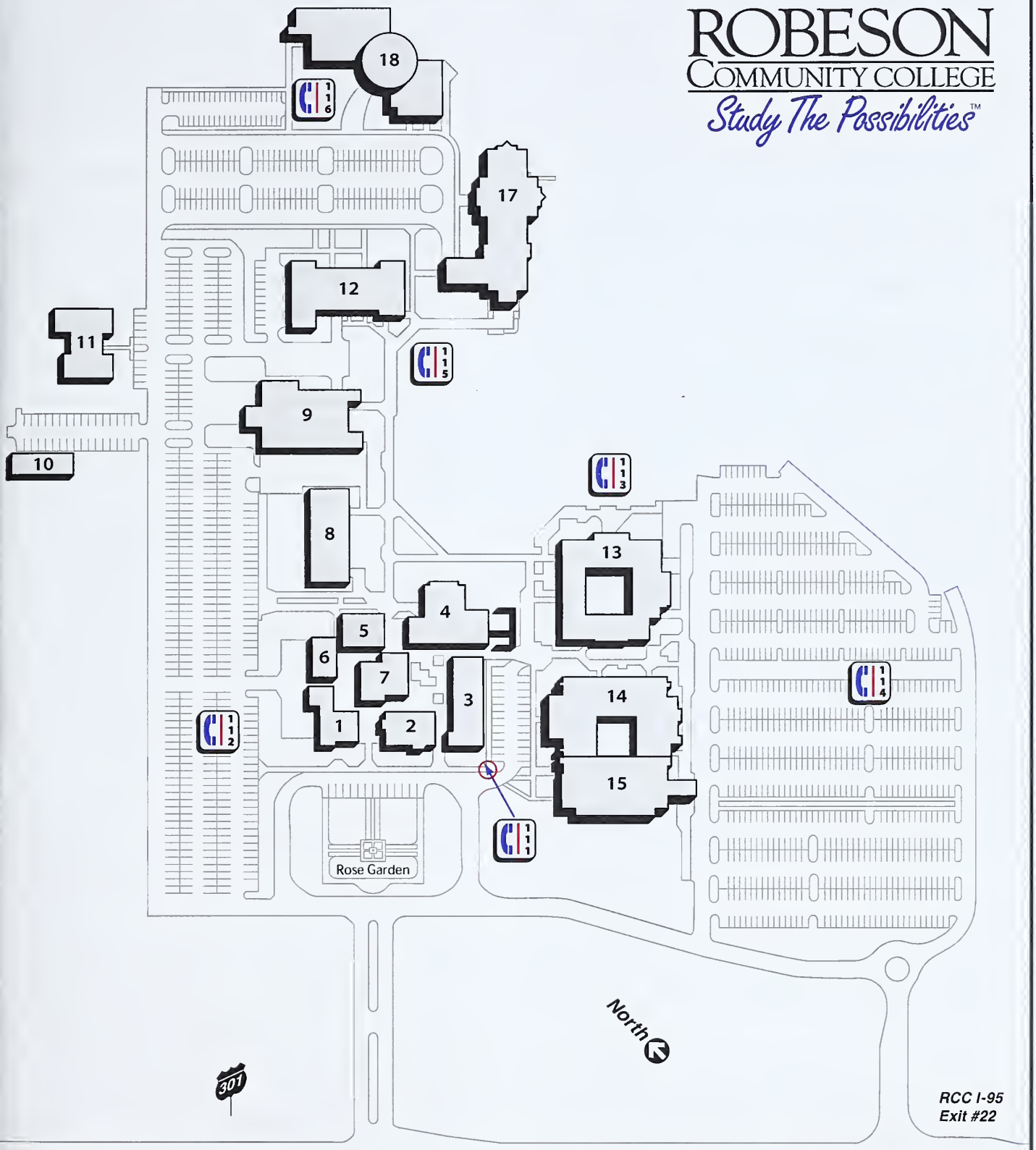
Building 18: Advanced Manufacturing Grant, BioAg Center, CE Administration, Conference Rooms, GATE (Growing America Through Entrepreneurship), General Classrooms, Human Resources Development, Industry Services, Occupational Extension/ Community Services, SCORE Office, Small Business Center

Note: Visitor parking located in front of buildings 1 & 2, between buildings 3 & 14 and in front of building 17

Callboxes are located throughout the campus in the event of an emergency.

ROBESON COMMUNITY COLLEGE

Study The Possibilities™



- Handicapped parking spaces in all lots
- Emergency call boxes placed at strategic locations around campus
- Video security surveillance
- Visitor parking located in front of buildings 1 & 2, between buildings 3 & 14, in front of building 17

CAMPUS DIRECTORY

AC/Heating & Refrigeration ..... Building 9
A.D. Lewis Auditorium ..... Building 15
Advanced Manufacturing Grant ..... Building 18
Administration ..... Building 2
Computer Services ..... Building 13
Admissions ..... Building 13
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Business Programs ..... Building 14, 1st & 2nd Floor
Business Office ..... Building 2
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Conference Room ..... Building 17, 1st Floor
Continuing Education Labs ..... Building 12
Cosmetology ..... Building 3
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Institutional Storage Facility ..... Building 10
Instruction & Support Services ..... Building 2
The Learning Center ..... Building 14, 2nd Floo
Lecture Room ..... Building 17, 1st Floo
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Metzger Conference Room ..... Building 18
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Nursing Assistant ..... Building 17, 2nd Floo
Open Computer Lab ..... Library, Building 4
Open Computer Lab ..... Building 17, 1st Floo
Physical Plant Operations ..... Building 6
Pottery ..... Building 14, 1st Floo
Print Shop ..... Building 14, 1st Floo
Public Relations ..... Building 17
Radiography ..... Building 17, 1st Floo
Records & Registration ..... Building 13
Respiratory Therapy ..... Building 17, 1st Floo
Science Labs ..... Buildings 1, 7
SCORE Office ..... Building 18
Small Business Center ..... Building 18
Student Government ..... Building 13
Student Lounge ..... Building 13
Surgical Technology ..... Building 17, 2nd Floo
Testing Center ..... Building 13
Tiered Lecture/Demo Room ..... Building 9
The Learning Center (TLC) ..... Building 14, 2nd Floo
TRIO ..... Building 14, 2nd Floo
Tutorial Services ..... Building 13
Welding ..... Building 1
Workforce Development Center ..... Building 18

Note: Visitor parking located in front of buildings 1 & 2, between buildings 3 & 14 and in front of building 17

GENERAL INFORMATION

The Campus

Robeson Community College is located at the intersection of US 301 and Interstate 95 (Exit 22) 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 127 acre campus. The College also has a 20-acre Emergency Services Training Center located southeast of Lumberton on Highway 72, at the Progress Energy Weatherspoon Power Plant. Campus facilities occupy more than 227,665 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 at 910-272-3356.

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 188,662 square-foot facility, which now houses over $2 million in equipment and 23 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 supports the disciplines of law enforcement, rescue, and firefighting. It is a state-of-the-art facility which allows 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 1997, opening up many more educational opportunities for RCC students who choose to further their education through one of the state's universities.

In 2004, the College completed its Continuing Education facility at COMtech. This 18,000 square foot facility houses various continuing education programs including Adult High School, Adult Basic Education, Compensatory Education, occupational extension, and business and industry training courses.

In 2005, renovations were completed to Building 9 on the College's main campus. State-of-the-art labs were completed to support the College's Electrical/Electronics Program as well as upgrades to various parts of the building. A new bookstore was completed and is located in the renovated facility.

In the spring of 2006, a new state-of-the-art Health Science Building was completed. This 39,013 square foot facility houses the College's Health Science programs and medical programs operated through the College's Continuing Education division. With the addition of this facility, this brings the College's total facility square footage at its main campus to 227,665.

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 190 carefully selected full-time RCC employees who now serve RCC, which represents a figure 30 times as many as when the College first opened its doors in 1965 with six full-time employees. Another 370 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. Robeson Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Robeson Community College. 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 Health Science Education Programs, the Commission on Accreditation for

Respiratory Care, Accreditation Review Committee on Education in Surgical Technology, and the North Carolina Board of Cosmetic Arts and Redken Laboratories in New York, New York.

Mission Statement

Robeson Community College is an open door, comprehensive, public community college committed to promoting lifelong learning opportunities to the diverse population of Robeson County and the surrounding region by offering associate degrees, diplomas, and certificates. As a member of the North Carolina Community College System, Robeson Community College values excellence in teaching and learning. Offering affordable, accessible, and quality academic and student support programs, Robeson Community College accomplishes its mission through:

- Transfer programs that prepare students for admission to four-year institutions in pursuit of a baccalaureate degree.
- Workforce programs that prepare students for employment in a career and assist in the development of a skilled regional workforce.
- Pre-College courses that develop academic skills for students in preparation for their selected course of study.
- College and career readiness programs that advance literacy and life management skills.
- Adult and continuing education programs and services that foster personal, professional, and economic development.
- Academic and student support services designed to assist students in achieving their education goals and career objectives.
- Community outreach activities that contribute to the region's social, economic, and public service opportunities.

Institutional Goals

Policy: It is the policy of Robeson Community College that a set of approved Institutional Goals be established by the Board of Trustees to guide the President and all employees in carrying out the mission of the College.

Comments/Clarifications:

The following constitute the Institutional Goals upon adoption of this policy:

1. **Organization and Administration**–The College will make available contemporary, competent management necessary to bring together its various resources and allocate them effectively to accomplish its institutional goals.
2. **Fiscal Responsibility**–The College will effect fiscal responsibly by maintaining a financial management system that adheres to generally accepted accounting practices, is audited as prescribed by the state and accrediting entities, and provides financial stability necessary to the successful operation of the institution.
3. **College Facilities**–The College will provide facilities that a safe, clean, accessible, neat and organized in a manner th is appealing to students, supportive of the teaching-learni process, contribute to an atmosphere for effective learnin and easily accessible for business related functions.
4. **Educational Programs**–The College will strive to offer hi quality education programs and services that are direct related to the purpose and goals of the institution, to th ability and preparation of the students admitted, and to th financial and instructional resources of the institution.
5. **Educational Support Services**–The College will provide variety of support services that include library; instruction support services; student development services; comput services; and those services that complement th educational, cultural, and social development of the studer
6. **Life-Long Learning**–The College will strive to offer a varie of programs to support life-long learning in such areas as th adult high school; adult basic education; continuing educatio public and community service; workforce development ar training; and human resource development.
7. **Faculty and Staff**–The College will endeavor to recru retain and develop high performance faculty and sta needed to achieve the education and training objectives the institution in a professional and ethical manner.
8. **Technology**–The College will encourage and support faculi and staff in the effective and efficient use of instructiona technology and administrative computing systems.
9. **Institutional Advancement**–The College will pursue program of institutional advancement which may inclu development and fund raising, institutional/public relation and alumni affairs.
10. **Institutional Effectiveness**–The College will strive t continually document institutional effectiveness using system of planning and performance evaluation, institution research and data analysis.
11. **Community Service**–The College will serve as a resourc to promote the personal, professional, social, and cultura development of people and communities throughout th service area.

ROBESON COMMUNITY COLLEGE
"CRITICAL SUCCESS FACTORS"
2012 REPORT/RESULTS

Performance Measures and Standards

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 was 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. In 2007 the North Carolina General Assembly approved modifications to the measures as adopted by the State Board of Community Colleges on March 16th, 2007. As a result of this action, the number of performance measures were reduced to eight (8).

The 2012 report on Performance Measures/Standards and Accountability was released in July of this year. All scores are presented in the table that follows. Robeson Community College fell short of achieving the "Exceptional Performance" rating for 2012, having met only six of the seven required performance standards. Full data on each Robeson Community College score, along with other individual college performance scores can be found in the "2012 Critical Success Factors Report", which may be viewed at:
http://www.nccommunitycolleges.edu/Publications/docs/Publications/csf2012.pdf.

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 revised eight measures annually, in its electronic catalog or on the Internet, and in its printed catalog each time the catalog is reprinted.

Source: NCCCS Memo July 2012
Campus Cruiser

Robeson Community College
Performance Measures & Standards
2012 Report Card

North Carolina Community College System "2012 Critical Success Factors Report"			
PERFORMANCE MEASURES	**NCCCS STANDARD**	**RCC'S PERFORMANCE**	**MET STANDARD**
1 Progress of Basic Skills Students	Removed this year due to reporting inaccuracies		
2 Passing Rates on Licensure/Certification Exams for First-Time Test Takers	Aggregate 80% Min/Exam 70%	Agg = 71% Min/Exam = 0 < 70%	NO
3 Performance of College Transfer Students	83%	86%	YES
4 Passing Rates in Developmental Courses	75%	79%	YES
5 Success Rate of Developmental Students in Subsequent College Level Courses	80%	85%	YES
6 Student Satisfaction of Completers & Non-Completer	90%	93%	YES
7 Curriculum Students Retention, Graduation & Transfer	65%	68%	YES
8 Client Satisfaction with Customized Training	90%	98%	YES

RCC Performance: 2012 CSF Report

All Measures Required for Bonus Performance Funding, & Recognition of "Exceptional Performance"	**NCCCS STANDARD**	**STANDARDS MET or SI**	**RATING**
• Performance **Funding Measures** met.	Required = 7	6	NO
• All six **Accountability Measures** were met.			

GENERAL POLICIES

eneral

obeson Community College publishes this catalog and udent handbook in order to provide students and others with formation about the College and its programs. The provisions of is publication are not to be regarded as an irrevocable contract etween student and RCC. The College reserves the right to nange any provisions, requirements or schedules at any time to add or withdraw courses or program offerings. Every effort ill be made to minimize the inconvenience such changes might reate for students.

rivacy Rights Act of Parents and Students

ublic Law 93-380

obeson Community College adheres to the guidelines developed y the Department of Education regarding the Privacy Rights of arents and Students.

he College provides students and parents of dependent students ccess to official records directly related to them and limits issemination of personally identifiable information without the tudent's consent. Students enrolled at Robeson Community ollege may review guidelines and procedures regarding Public aw 93-380 in this publication and in the Office of Records and egistration.

ondiscrimination Policy

obeson Community College's Board of Trustees and staff ecognize the importance of equal opportunity in all phases of he College's operations and has officially adopted a position of ondiscrimination on the basis of race, color, sex, age, religion, isability, national origin, or other non-relevant factors. This policy pplies to both students and employees at all levels of the College's perations.

rugs and Alcohol Policy

he use and abuse of drugs and alcohol are subjects of immediate oncerns in our society. These problems are extremely complex nd ones for which there are no easy solutions. From a safety erspective, the users and/or abusers of drugs or alcohol may impair he well-being of all employees, students, and the public at large, nd may result in property damage to the College. Therefore, in ompliance with the Federal Drug-Free Workplace and Drug-Free chools and Campuses Regulations, it is the policy of Robeson ommunity College that the unlawful use, possession, distribution, nanufacture, or dispensation of a controlled substance or alcohol, s prohibited while on College premises, the College workplace, or s part of any College sponsored activity. Any employee or student iolating this policy will be subject to disciplinary action up to and ncluding termination or expulsion and referred for prosecution. he specifics of this policy may be found in the RCC Library and ounseling 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 (272-3335). 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 this publication.

INTERNET AND COMPUTER NETWORK ACCEPTABLE USE POLICY

Network Mission

The network, and its extension, the Internet, offer an abundance of educational material as well as opportunities for collaboration and the exchange of ideas and information. Robeson Community College recognizes the educational value of the Internet, and strongly encourages the responsible use of the network by all students and employees. Successful operation mandates that all users view the network as a shared resource, and work together to maintain its integrity by behaving in a responsible, conscientious manner.

This policy describes the types of network applications that are contrary to our network mission and which are therefore prohibited. These are guidelines only and are not meant to be an exhaustive list of prohibited activities.

Definition of User

A user is defined as any person who is not Information Technology Services Personnel who has been assigned a valid network logon by the network administrator. Such logons (or accounts) should be used only by the owner of the account in a legal and ethical fashion.

Privacy Rights and Security

Student and employee's data files, email, and electronic storage areas are considered the property of Robeson Community College, subject to Robeson Community College's control and inspection. The system administrator may access all such files and communications to ensure system integrity and user compliance with the requirements of this policy and any associated regulations. Students and employees should not expect that information stored on the network will be private.

Users are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts. Under no conditions should a user provide his or her password to another person. Users will immediately notify the Information Technology Services if they have identified a possible security problem relating to misappropriated passwords.

Robeson Community College takes all necessary steps to ensure your privacy. The institution does not collect nor share any personal information that could identify you, unless you affirmatively choose to make personal information available to us. Robeson Community College does not share any personal information provided by visitors such as email addresses or information submitted via online forms. This information is solely used to assist visitors as necessary. If the college cannot initially assist visitors, then we will redirect them to someone within the institution who is better suited to provide a resolution.

Prohibited Use

A. *Illegal or Destructive Activities*

Users may not use the network for any purpose that violates the law- or threatens the integrity of the network or individual workstations. Prohibited activities include, but are not limited to:

1. Attempting to gain unauthorized access to the network, or going beyond their authorized access. This includes attempting to log on through another person's account or accessing another person's files, attempting to obtain passwords, or attempting to remove any existing network security functions. Users will not actively search for security problems, as this will be construed as an illegal attempt to gain access.
2. Intentionally developing or using programs to harass other users or attempting to violate the security or alter software components of any other network, service or system. Examples of such activities include hacking, cracking into, monitoring or using systems without authorization, scanning ports, conducting denial-of-service attacks and distributing viruses or other harmful software.
3. Attempting to damage hardware, software or data belonging to the college or other users. This includes adding, altering or deleting files or programs on local or network hard drives and removing or damaging equipment such as mice, motherboards, speakers or printers.
4. Fraudulent use of credit card numbers to purchase online merchandise.
5. Distributing or downloading licensed software or installing software such as games or music in violation of software license agreements (piracy). This includes any peer-to-peer file sharing.

B. *Inappropriate Material*

Users will not use the network to access or distribute materi that is obscene, pornographic, indecent or hateful, that advocate illegal acts or that advocates violence or discrimination towa other people. This includes but is not restricted to distributio through email, newsgroups or web pages. Exceptions may b made if the purpose of such access is to conduct research wi approval from a faculty member.

C. *Respect for Other Users*

Restrictions against inappropriate language or images apply personal email, newsgroup postings and material posted on we pages. Users will not use obscene, profane, vulgar, inflammator threatening, cyber-bullying, or disrespectful language. Users w not post false, defamatory, or derogatory information about person or organization or information that, if acted upon, cou cause damage to individuals or property.

Users will not harass other persons through the network. Suc harassment includes, but is not limited to, distribution of unsolicite advertising, chain letters, or email spamming (sending an annoyir or unnecessary message to a large number of people). If a use is told by a person to stop sending that person messages, th user must stop. Users will not post personal contact informatio about other people, including addresses, telephone number, hom address, work address, etc. Users will not forward messages sen to them privately without permission of the persons who sent th messages. Users must not send email that does not accurate identify the sender, the sender's return email address, and th email address of origin.

D. *Resource Limits*

No software shall be downloaded from the Internet or email on workstation without prior permission from Information Technolog personnel. Software installed by any user other than IT personne is considered a violation of policy. If authorized, users will downloa files at a time when the network is not being heavily used an immediately remove the file from the network server to the workstation. Users have a right to temporary use of disk storag space and are responsible for keeping their disk usage belo the maximum size allocated. Extremely large files, if left on th network for an extended period, may be removed at the discretio of the Chief Information Officer.

Users will check their email frequently, delete unwanted message promptly, and stay within their email quota. Where applicable, user will comply with state and federal statutes governing public recor retention. Users will subscribe only to discussion group mail list that advance and are relevant to their education or professiona career development. Users will unsubscribe to discussion group before any vacation, break, or other extended absence from th college.

Users are to utilize the college email only for the purposes relate to the college and performance of their jobs. Use of colleg technology, including email accounts, is limited to purposes relate

t the college and employees' job performance. Use of college chnology for private financial gain, advertising, solicitation, proselytization or fund-raising for any non-college purpose will be nsidered a violation of this policy.

E Theft of Intellectual Property

Users must respect the legal protection provided by copyright law ed license agreements related to content, text, music, computer ftware and any other protected materials. Users will not giarize works that they find on the Internet. Plagiarism is taking e ideas or writings of others and presenting them as if they ere original to the user. Users will respect the rights of copyright ners. Copyright infringement occurs when an individual appropriately reproduces a work that is protected by a copyright. a work contains language that specifies acceptable use of that rk, the user shall follow the expressed requirements. If the user unsure whether or not they can use a work, they should request rmission from the copyright owner. Unauthorized distribution of pyrighted material such as through peer-to-peer networks, may bject users to civil and criminal penalties.

ersonal Safety of Users

order to better protect Robeson Community College users from fensive, obscene, or dangerous material, access to the Internet rough the Robeson Community College's computer equipment subject to the following restrictions:

irus Protection

maintain a secure and reliable computing environment within r campus, Robeson Community College requires all computers nnected to the network, or that could be connected to the twork, to have a reliable and updated anti-virus scan program each computer. This program must be updated and scans must e performed on a regular basis. The Information Technology ervices shall maintain network-level anti-virus protection. Any erson who knowingly introduces a virus, worm, or Trojan horse rograms onto any computer or server is subject to disciplinary tion, including restitution.

ecurity Awareness

l users who have access to computers, email, or other forms of ectronic data must acknowledge that they have read and agree to mply with all Robeson Community College Policies and network curity procedures adopted by Information Technology Services.

sername and Password

obeson Community College requires all employees to be properly entified and authenticated before being allowed to access e college network. Users are responsible for safeguarding eir passwords and are responsible for all transactions using eir passwords. No individual may assign his or her account password to any other person. Any person who deliberately akes their account available to an unauthorized user will incur rmination of their account. Similarly, any person who fraudulently ains access to another person's password or account will incur sciplinary action.

Network Security

Any and all actions that jeopardize the integrity and stability of the network by violating the network security standards outlined in the Acceptable Use Policy or other college policy is subject to disciplinary action commensurate to the level of risk or damage incurred.

Access

Employees and students who are given written authorization may connect to the college network for college activities through a wired or wireless connection after demonstrating compliance with security procedures established by the Information Technology Services.

This policy prohibits wired or wireless connections of privately owned computing devices to the private college network. Privately owned computing devices are allowed to access the open non-secure college wireless network. The Chief Information Officer must approve any deviation to this.

Students must be in good academic standing in order to have active accounts.

Remote Access

This policy refers to connection to the college computing network from outside of the Robeson Community College network, such as from an employee's home.

The computer systems, networks and data repositories of the college's network are critical resources and must be protected against unauthorized access, malicious access, and disruption of service. Authorized users of the college's computer systems, networks and data repositories may be permitted to remotely connect to those systems, networks and data repositories for the conduct of college related business only through secure, authenticated and carefully managed access methods.

Remote access (VPN) accounts will only be given in certain circumstances and must be approved by the Chief Information Officer.

Technology Hardware and Software Procurement

To maintain high levels of reliability, cost effectiveness, and interoperability of communications and data technology within the college, Robeson Community College requires all technology purchases, with the exception of toner/ink cartridges, to be approved by the Information Technology Services. All hardware and software that is nonstandard in nature must be approved through Information Technology Services.

Purchases of software must be approved through Information Technology Services.

Student Information System

Robeson Community College maintains a computerized database system (Datatel) for a wide variety of information management purposes. Much of the information is personal information on students, faculty, employees, alumni and friends of the college.

Robeson Community College considers the security of this information to be one of the college's most serious responsibilities, and accordingly, access to these databases is limited to persons who have a legitimate need to use the information to advance the academic and administrative goals of the college. Persons who are given passwords and have legitimate access to the information have a strict responsibility to ensure that this information is used appropriately, and that the privacy of persons identified through this information is strictly protected. This responsibility extends both to information available on computer screens as well as information available in print media, including all printouts, manual dossiers, correspondence files, directories, and similar forms of information banks.

Telephone System and Voice-Mail

Robeson Community College provides telephone and voice mail access for all faculty and employees. Full-time faculty and employees receive phone numbers and voice mailboxes when they begin employment at Robeson Community College. The same policies and expectations that govern e-mail also govern voice mail and telephone usage.

Any use of Robeson Community College telephones for any fraudulent or illegal purpose will incur severe penalties, including the possible involvement of law enforcement authorities as well as disciplinary action by Robeson Community College.

Telephone misconduct includes misuse of telephone credit cards, misuse of long-distance, theft of telephone instruments, and any related misconduct.

Blogs, Online Journals and Social Networking Sites

Robeson Community College recognizes the broad array of communications and networking tools available in the online environment. Robeson Community College is not responsible for any blogs, online journals, social networking sites or other communications and information tools except those that the college chooses to maintain officially on its website or in other locations. Only Robeson Community College's officially maintained and approved website and other locations may use Robeson Community College's logo, domain name and symbols.

Robeson Community College has no official relationship, nor does Robeson Community College approve, any communications or references that occur on other websites, blogs, social networking sites or other Internet locations.

Robeson Community College accepts no responsibility for materials that appear or communications or representations that occur on such external websites, including but not limited to, myspace.com, facebook.com, livejournal.com, friendster.com, craigslist.com and similar sites.

Robeson Community College reminds all students, faculty and employees that all communications and representations must be truthful in accord with Robeson Community College's Honor System, regardless of the place where the communications occur. Additionally, Robeson Community College reserves the right to take appropriate disciplinary action whenever Robes Community College discovers dishonest, defamatory or illeg conduct online, even if the conduct occurs through an exterr website. Such conduct might include, but is not limited to, eviden of drug use or underage drinking, harassment or slander, ch pornography and criminal activity of any kind.

Library Systems

The Robeson Community College Library maintains an onli catalog. The Library also has access to other databases ar information resources. Policies governing the use of the Libra systems and resources are available through the Library. Users a reminded that the "acceptable use" statement and other polici contained in this guide also apply to the use of library resources

Robeson Community College Logo

Robeson Community College owns its name, its seal, logo ar images, and no one may use the name, seal, logo or images Robeson Community College on print or electronic communicatior without explicit permission (permission is implied for uses relate to work at Robeson Community College; examples distinguishir such uses: using letterhead is permitted for official correspondenc but not for personal letters, and in the same way in cyberspac using the college name and logo generally would be permitte for official web pages but not for personal web pages. Similarl while the name "Robeson Community College" might appear c individual addresses or resumes for identification purposes, th official name of the college may not be used in ways that imp endorsement, oversight or ownership without explicit agreemer with the college.) Robeson Community College owns the domai name robeson.edu, and no one may use this domain addres other than persons authorized by Robeson Community College.

Violation of this Policy

In the event there is an allegation that a student or employee ha violated the Acceptable-Use Policy and Agreement, the studer or employee will be provided with a written notice of the allege violation and an opportunity to present an explanation before a administrator. Disciplinary actions will be tailored to meet specifi concerns related to the violation and to assist the student c employee in gaining the self-discipline necessary to behav appropriately on a computer network. The Chief Information Office has authority to disable any account where there is a violation c this policy.

The college may at its sole discretion determine whether a use c the network is a violation of this policy. Violations of this policy ma result in a demand for immediate removal of offending materia blocked access, suspension or termination of the users accoun or other action appropriate to the violation. The college reserve the right to act without notice when necessary, as determined b the administration. The college may involve, and will cooperate witl law enforcement officials if criminal activity is suspected. Violator may also be subject to civil or criminal liability under applicable law

ACADEMIC CALENDAR 2012-2013

FALL SEMESTER 2012

Wednesday, April 11-
Monday, April 30 ..... Fall Early Registration (Returning Students)

Tuesday, August 14-
Wednesday, August 15 ..... Drop/Add/Late Registration

Monday, August 20 ..... Classes Begin
First Mini Semester Begins

Monday, August 20-
Tuesday, August 21 ..... Section Changes

Monday, September 3 ..... Labor Day Holiday

Monday, September 24 ..... Last Day to Drop a Class Without Penalty for the First Mini Semester

Monday, October 1 ..... Deadline to Finish Summer Session Incompletes

Monday, October 8-
Tuesday, October 9 ..... Fall Break and/or Make-up Days

Wednesday, October 17 ..... Classes End, First Mini Semester

Thursday, October 18 ..... Classes Begin For Second Mini Semester

Wednesday, October 31 ..... Last Day to Drop a Class Without Penalty for Fall Semester

Monday, November 5-
Wednesday, November 21 ..... Academic Advising Spring Semester 2013

Wednesday, November 21 ..... Last Day to Drop a Class Without Penalty for the Second Mini Semester

Thursday, November 22-
Friday, November 23 ..... Thanksgiving Holidays (Classes end at 3 p.m. on November 21)

Monday, November 26 ..... Classes Resume

Monday, December 3-
Friday, December 14 ..... Spring Semester Early Registration Payment Period

Monday, December 10 ..... Day and Evening Classes End

Tuesday, December 11-
Friday, December 14 ..... Final Examinations Day and Evening Classes

SPRING SEMESTER 2013

Monday, November 5-
Wednesday, November 21 ..... Spring Semester Registration

Thursday, January 3 ..... Drop/Add/Late Registration

Monday, January 7 ..... Classes Begin
First Mini Semester Begins

Monday, January 7-
Tuesday, January 8 ..... Section Changes

Monday, January 21 ..... Martin Luther King, Jr. Holiday

Monday, February 11 ..... Last Day to Drop a Class Without Penalty for the First Mini Semester

Monday, February 18 ..... Last Day to Complete Fall Semester Incompletes

Monday, March 4 ..... Classes End, First Mini Semester

Tuesday, March 5 ..... Classes Begin, Second Mini Semester

Monday, March 18 ..... Last Day to Drop a Class Without Penalty for Spring Semester

Monday, April 1-
Tuesday, April 2 ..... Easter Holidays for Faculty, Staff and Students

Monday, April 1-
Friday, April 5 ..... Spring Break and/or Make Up Days

Wednesday, April 10-
Friday, April 26 ..... Academic Advising for Fall and Summer Semester

Monday, April 15 ..... Last Day to Drop a Class Without Penalty for Second Mini Semester

Tuesday, April 30 ..... Day and Evening Classes End

Wednesday, May 1-
Wednesday, May 8 ..... Summer Semester Early Payment Period

Wednesday, May 1-
Monday, May 6 ..... Final Examinations Day and Evening Classes

Thursday, May 9 ..... Rehearsal

Thursday, May 9 ..... Commencement (11:00 a.m.) A.D. Lewis Auditorium

SUMMER SESSION 2013

Monday, May 20 ..... Late Registration/Drop/Add

Tuesday, May 21 ..... Classes Begin (Regular, First Mini, and 8-Week Session Begins)

Monday, May 27 ..... Memorial Day Holiday

Thursday, June 6 ..... Last Day to Drop a Class Without Penalty for the First Mini Session

Tuesday, June 18 ..... First Mini Session Ends

Wednesday, June 19 ..... Second Mini Session Begins

Tuesday, June 25 ..... Last Day to Drop 8-Week Session Without Penalty

Tuesday, July 2 ..... Last Day to Complete Spring Session Incompletes

Thursday, July 4 ..... Independence Day Holiday

Monday, July 8 ..... Last Day to Drop a Class Without Penalty for the Second Mini Session

Wednesday, July 17 ..... Second Mini Session Ends

Wednesday, July 17 ..... Regular Session Ends

Thursday, August 2 ..... Commencement (11:00 a.m.) A.D. Lewis Auditorium

Note: Courses in the sumer session are offered in the following formats: 8-week and 4-week sessions.

BOARD OF TRUSTEES

George D. Regan ..... Chair
Lucille Evans ..... Vice Chair
Dr. Charles V. Chrestman ..... Secretary

Appointed by Robeson County Board of Commissioners	Expiration of Term
Sammy Cox	June 30, 2015
Lillie C. McKoy	June 30, 2016
Noah Woods	June 30, 2013
Lucille Evans	June 30, 2014

Appointed by Robeson County Board of Education

George D. Regan ..... June 30, 2015
Emma L. Locklear ..... June 30, 2016
Shirley H. Stockton ..... June 30, 2013
George McPhaul ..... June 30, 2014

Appointed by Governor of North Carolina

Tommy Wellington ..... June 30, 2015
Sue C. Wester ..... June 30, 2016
Bonnie T. Sanders ..... June 30, 2014

ADMINISTRATION AND STAFF

President

Dr. Charles V. Chrestman

President's Staff

Rose Avant ..... Executive Assistant
Rebekah R. Lowry ..... Director of Foundation
Regina Branch ..... Secretary to the Foundation
Vacant ..... Public Information Officer

Business Services Staff

Tami B. George ..... Vice President
Nickie Blanton ..... Executive Assistant
Mary Estelle Wiggins ..... Equipment Officer
Jason Levister ..... Purchasing Specialist
Kelsey Conner ..... Accounts Receivable Officer
Tammy J. Flowers ..... Payroll Specialist
Vacant ..... Accounts Payable Clerk
Vanessa Singletary ..... Accounta
Lettie Navarrete ..... Accounta
Ibreta Jackson ..... Grants Accounta
Pam Romano ..... Personnel Services Speciali
Sally Carr ..... Business Services Cle
James Tagliareni ..... Assistant Vice President-Computer Service
Dustin Long ..... Systems Administrat
Clifton Oxendine ..... PC Technicia
Cyd Burgwyn ..... PC Technicia
Pauline Oxendine ..... Shipping/Receiving Cle

Institutional Services

Alphonzo McRae, Jr. ..... Vice Presider
Christy L. Musselwhite ..... Executive Assista
Lisa O. Hunt ..... Director, Grants and Sponsored Program
Patricia B. Clark ..... Coordinator of Facilities/Securit
Maryellen Clarke ..... Director of Learning Resource Service
Shamella Cromartie ..... Evening Librari
Margaret L. Honeycutt ..... Library Technical Assistar
Glenda S. Durden ..... Library Secretar
Jimmy L. Reese ..... Graphic Arts Coordinato
Michelle H. Oxendine ..... Secretar

Instruction & Support Services Staff

Dr. Mark O. Kinlaw ..... Vice Presider
Sybil Boone ..... Executive Assistar
Melissa Oxendine ..... Coordinator for Technolog Enhanced Instructio
Toni Sacry ..... Coordinator for Assessmer
Sheila Regan ..... Assistant Vice President College Transfer and Health Science Program
James Bass ..... Director of The Learning Center (TLC
Angela McNeill ..... Instructional Specialist (TLC
Robin Blue ..... Secretar
Regina Ransome ..... Secretar
Felecia Oxendine ..... Secretar
Melba Hester ..... Secretar
William Locklear ..... Assistant Vice President/Publi Service and Applied Technology Program
Ada Evans ..... Educational Award Coordinato

ngeline McGirt ..... Professional Development Coordinator
herita Stanley ..... Secretary
arbara Sampson ..... Secretary
ill Mauney ..... Assistant Vice President/Student Services
udith A. Revels ..... Director of Admissions
atricia Locklear ..... Recruiting Specialist
nda G. Lowry ..... Admissions Specialist
herry Barnes ..... Admissions Secretary
anford Groves ..... Director of Counseling & Career Services
onnie Sampson ..... Counselor
onita Bell ..... Counselor
im Jacobs ..... Counseling & Career Secretary
ynthia Quintero ..... Disabilities Services
atherine Gable ..... Sign Language Interpreter/Student Services Specialist
eth Carmical ..... Director of Records and Registrar
etty D. McIntyre ..... Assistant Registrar
arla Locklear ..... Records Secretary
ela Lambert ..... Financial Aid Specialist
usan Chavis ..... Financial Aid Specialist
acant ..... Financial Aid Specialist
rian Nolley ..... Financial Aid Specialist
aVerna Emanuel ..... Financial Aid Specialist
ngelena Hall ..... Financial Aid Direct Loan Specialist
eresa Tubbs ..... Director of Financial Aid
ennifer B. McLean ..... Director of Student Support Services
usan Mangum Moore ..... Counselor
aron Mabe ..... Tutorial Coordinator
elicia Hunt ..... Assistant Vice President/College and Career Readiness
usan Barton ..... Assistant Assessment/Retention Specialist
ynn Davis ..... Secretary/College and Career Readiness
endy Hardwick ..... Assistant Assessment/Retention Specialist
erry Jackson ..... Transition Coordinator
olette Locklear ..... Secretary/College and Career Readiness
ocky Peterkin ..... Educational Coordinator/ABE/AHS/CED/ESL/GED/Fam Lit
ori Sellers ..... College and Career Readiness Assessment/Retention Specialist/GED Examiner
ettie Brockington ..... Instructor/CED
Tammy Chavis ..... Instructor/ABE
Vanessa Chavis ..... Instructor/AHS
Nancy Freeman ..... Instructor/GED
F. Denise Hunt ..... Instructor/AHS
Severeo Kerns ..... Instructor/AHS & GED
Gloria Locklear ..... Instructor/CED
David Long ..... Instructor/ABE
Dorothy Lowery ..... Instructor/CED
Banessa W. McCormick ..... Instructor/CED
Chris Richardson ..... Instructor/GED
Artando Roberson ..... Instructor/ABE, AHS &Family Lit
Erol Tinling ..... Instructor/ABE
Rafael Villalobos ..... Instructor/ESL
Demetrice Watkins ..... Instructor/AHS

Adult & Continuing Education Faculty and Staff

R. Channing Jones ..... Vice President/Adult and Continuing Education
Sheila Smith ..... Program Director/Nursing Assistant
Johnny Baker ..... Fire Services
Jane Perry ..... Executive Assistant & Cont. Ed Registrar
Timothy Sampson ..... HRD & Occ.Ext. Secretary
Jo Ann Oxendine ..... Director/Industry Services
Jennifer Lowery ..... Director/Occupational Extension/Community Services
Robert Moore ..... Director/Small Business Center
Angela Locklear ..... Coordinator/HRD
Nancy Blue ..... Instructor/HRD
Jeffrey McPherson ..... Instructor/Horticulture
Barbara Sampson ..... Compliance Officer/Law Enforcement
Melinda Chavis ..... Secretary/Law Enforcement
Flora Lowry-Williams ..... Coordinator/Instructor Emergency Services
Melba Hester ..... Secretary/Emergency Services
Tammy Bozeman ..... Secretary/Emergency Services Training Center
Leslie Lowry ..... Manager/BioAg
Jennifer Hickman ..... Administrative Assistant/BioAg
Edward Hunt ..... Coordinator/BioAg

Bookstore

Paula Sampson ..... Manager

ACADEMIC PROGRAMS OFFERED

Associate in Arts Degree

Transfer Core Diploma-Arts

Associate in Science Degree

Transfer Core Diploma-Science

Associate Degree in Applied Science

Associate Degree Nursing
Business Administration
Computer Information Technology
Criminal Justice Technology
Culinary Arts
Early Childhood Associate
Electrical/Electronics Technology
General Occupational Technology
Industrial Systems Technology
Medical Office Administration
Office Administration
Radiography
Respiratory Therapy

Diploma Programs

Air Conditioning, Heating, and Refrigeration Technology
Cosmetology
Electrical/Electronics Technology
Industrial Systems Technology
Practical Nursing
Surgical Technology

Certificate Programs

Air Conditioning Installation and Maintenance
Basic Law Enforcement Training
Electrical/Electronics Technology
Electrical Contractor Preparation
Industrial Systems Technology
Machine Shop-CNC Operator
Lateral Entry Teacher Certificate
Nursing Assistant

Specialized Studies

Developmental Studies

The following programs are offered as online programs.

Associate in Arts Degree
Business Administration
Early Childhood
Criminal Justice

Career and College Promise Programs

Core 44 College Transfer Certificate Pathways

Business and Economics, Engineering and Mathematics, Humanities and Social Science, and Life and Health Sciences

Career and Technical Education Certificate Pathways

Air Conditioning, Heating and Refrigeration, Business Administration, Computer Information Technology, Criminal Justice Technology, Culinary Arts, Early Childhood, Electrical/Electronics Technology, and Industrial Systems Technology and Nursing Assistan

Adult & Continuing Education Programs

Barbering
BioAg Education
Community Services Education
Emergency Medical Technician
Emergency Services Education
Fire Service Training
Health Related Training
Human Resources Development
Industrial Maintenance
Law Enforcement Training
New and Expanding Industry Training
Occupational Extension
Small Business Center

College & Career Readiness

Adult Basic Education
Adult High School Diploma
Compensatory Education
English as a Second Language
Family Literacy
General Educational Development

EDUCATIONAL PROGRAMS

General Education Competencies

Each academic program at Robeson Community College (RCC) includes a core of courses that introduce content and skills students have in common, regardless of their major or degree program. In addition to discipline specific content, this core of courses introduces general intellectual skills, such as critical thinking, writing, speaking, problem solving, quantitative reasoning, and information literacy. The core satisfies the General Education component of degree programs. For associate in applied science degree programs, the core encompasses 15 semester hours in the following areas: English, humanities/fine arts, social/behavioral sciences, natural sciences/mathematics. For the associate in Arts and Associate in Science programs, the core encompasses 44 semester hours.

Student competencies in general intellectual skills are introduced and assessed in the core; however, curriculum major courses also teach these skills embedded in program specific content. It is the reinforcement of these competencies across disciplines and in program specific courses that advance qualified students. Therefore, RCC will assess the extent to which students have obtained these competencies (SACS CS 3.5.1).The General Education Student Learning Outcomes (GESLO) are defined as follows:

Written Communication

Students will be able to communicate effectively following the conventions of standard written English in areas such as mechanics, organization, language, and support.

Critical Thinking

Students will be able to use cognitive skills necessary in application, analysis, synthesis and evaluation to solve problems in academic and real world situations.

Quantitative Reasoning

Students will be able to use mathematical skills necessary for calculation, analysis and problem solving.

The North Carolina Comprehensive Articulation Agreement

There are two articulation agreements that facilitate the transfer of students between the North Carolina Community College System and the four year institutions in North Carolina. The Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between North Carolina community colleges and public universities. The CAA is applicable to the North Carolina community college students who have completed the 44-hour general education core or graduated with an Associate in Arts (AA) or Associate in Science (AS) degree and transfer to a constituent institution of the University of North Carolina. The Independent Comprehensive Agreement (ICAA), the second agreement, establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a signatory institution of the North Carolina Independent Colleges and Universities. The CAA and ICAA applies to students who are pursuing an Associate in Arts or an Associate in Science degree and provides guidance to those who are pursuing an Associate in Fine Arts degree. The main difference between the Associate in Arts and the Associate in Sciences degrees is that the Associate in Science degree requires a stronger background in math and science. Both degrees consist of a general education core of at least 44 semester hours and 20-21 semester hours of electives. The core provides opportunities for students to know the philosophy, literature, institutions, and art of their own culture and other cultures; to understand math and science; to communicate with others and develop a sense of community. The core also helps students achieve competencies in the following: reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers. The electives provide opportunities for students to explore other areas of interest.

While general education courses may be used as electives, electives may not be used to fulfill general education requirements. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, before or after transfer to the senior institution. Only 65 semester hours are guaranteed to transfer.

To receive maximum benefit from the CAA and ICAA, students may transfer as juniors if they follow these guidelines:

- Earn an Associate in Arts Degree or an Associate in Science Degree.
- Earn a grade of "C" or better in all CAA and ICAA courses.
- Earn an overall grade-point average of a "C" or a 2.0 at the time of transfer (course repeats will be included in the calculation).
- Obtain acceptance at the UNC institution.

If students elect not to obtain an associate degree, they may still transfer their general education core (44 semester hours) provided that they have earned a "C" in each CAA and ICAA course, earned an overall grade-point average of a "C," and obtained acceptance.

If students do not complete an associate degree (64 semester hours) or the general education core (44 semester hours), receiving institutions will evaluate the transfer credits on a course-by-course basis; and students will come under the basic studies requirements of the receiving institution.

Under the CAA and ICAA, no student is guaranteed admission to the UNC institution or to any specific program or professional school in the institution. Admission is a competitive process.

COLLEGE/UNIVERSITY TRANSFER PROGRAMS

Associate in Arts & Associate in Science

Degree Programs

The College/University Transfer degree programs are designed for the person who wishes to transfer to a four-year institution. The programs consist of a 44-hour general education core with courses in English composition, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics that lead to an Associate in Arts degree (AA) or an Associate in Science degree (AS). The general education core is transferable to all UNC institutions as a block, whether or not the student has completed the AA or AS degree, provided the student has earned a grade of "C" or better in all the courses. These courses parallel those required during the first two years of study at four-year colleges and universities.

The Associate in Arts Program concentrates heavily on the humanities and social sciences and is recommended for those who plan to continue a Bachelor of Arts degree program. Students in the AA program are required to take the general education core courses in English composition, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. In addition to this core, students must take additional college transfer courses based on their specialized interests and needs for a total of 65 semester hour credits. As an additional option for students, the Associate in Arts program is offered as an online degree program.

The Associate in Science Program concentrates heavily on the natural sciences and mathematics and is recommended for those who plan to continue a Bachelor of Science degree program. Students in the AS program are required to take the general education core courses in English composition, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. In addition to this core, students must take additional natural sciences/mathematics college transfer courses based on their specialized interests and needs for a total of 65 semester hour credits.

Students in both programs are responsible for examining the requirements of the four-year college or university to which they plan to transfer for completion of their degree. Counselors and academic advisors are available to assist students in planning their programs accordingly.

Diploma Programs

The College/University Transfer Diploma program is designed for the student who desires transfer to a four-year institution, but does not intend to complete the AA (65 credit hours) or AS (65 credit hours) degree program. The diploma program consists of 44 hours of general education courses that include: English composition, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. The general education core is transferable to all UNC institutions as a block, whether or not the student has completed the AA or AS degree, provided the student has earned a grade of "C" or better in all the courses. The transcripts of students who transfer before completing the gener education core will be evaluated on a course-by-course basis b the receiving institution.

Students who complete the 44-hour general education core the Associate in Arts program will be awarded a diploma. Als students who complete the 44-hour general education core in th Associate in Science program will be awarded a diploma.

ASSOCIATE IN ARTS DEGREE A10100

College Transfer

Curriculum Description

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Cred 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
+ BIO 111	General Biology I	3	3	0	0	4
+	Humanities/Fine Arts Elective	3	0	0	0	3
ACA 122	College Transfer Success	1	0	0	0	1
		15	5	0	0	17
Second Semester (Spring)						
ENG 112	Argument-Based Research	3	0	0	0	3
+ BIO 140	Environmental Biology and	3	0	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	0	1
(OR)						
BIO 112	General Biology II	3	3	0	0	4
+ HIS 131	American History I	3	0	0	0	3
(OR)						
+ HIS 121	Western Civilization I	3	0	0	0	3
+ MAT 151	Statistics I	3	0	0	0	3
(OR)						
+ MAT 161	College Algebra	3	0	0	0	3
+	Social/Behavioral Science Elective	3	0	0	0	3
		18	6	0	0	16
Third Semester (Fall)						
	Literature Elective	3	0	0	0	3
+	Social/Behavioral Science Elective	3	0	0	0	3
+	Humanities/Fine Arts Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
	Physical Education Elective	0	2	0	0	1
		15	2	0	0	16
Fourth Semester (Spring)						
+	Social/Behavioral Science Elective	3	0	0	0	3
+	Humanities/Fine Arts Elective	3	0	0	0	3
	Physical Education Elective	0	2	0	0	1
	General Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
		15	2	0	0	6
						Total 65

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

ASSOCIATE IN ARTS CAA APPROVED COURSES THAT MEET THE GENERAL EDUCATION CORE

Humanities/Fine Arts:

Four (4) courses required from at least three (3) of the following discipline areas: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. One course must be a literature course.

Course	Title	Credit Hrs.
ART 111	Art Appreciation	3
ART 117	Non-Western Art History	3
COM 231	Public Speaking	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HUM 110	Technology and Society	3
HUM 130	Myth in Human Culture	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
REL 110	World Religions	3
REL 211	Introduction to the Old Testament	3
REL 212	Introduction to the New Testament	3
REL 221	Religion in America	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 211	Intermediate Spanish I	3
SPA 212	Intermediate Spanish II	3

Literature:

Course	Title	Credit Hrs.
ENG 131	Introduction to Literature	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 261	World Literature I	3

Social/Behavioral Sciences:

Four (4) courses required from at least three (3) of the following discipline areas: anthropology, economics, geography, history, political science, psychology and sociology. One course must be a history course.

Course	Title	Credit Hrs.
ANT 210	General Anthropology	3
ANT 220	Cultural Anthropology	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
HIS 122	Western Civilization II	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3

Natural Sciences and Mathematics:

Course	Title	Credit Hrs.
AST 151	General Astronomy I	3
AST 152	General Astronomy II	3
BIO 120	Introductory Botany	4
BIO 130	Introductory Zoology	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
PHY 151	College Physics I	4
PHY 152	College Physics II	4
MAT 151	Statistics I	3
MAT 161	College Algebra	3
MAT 171	Precalculus Algebra	3
MAT 171A	Precalculus Algebra Lab	1
MAT 172	Precalculus Trigonometry	3
MAT 172A	Precalculus Trigonometry Lab	1
MAT 271	Calculus I	4
MAT 272	Calculus II	4

General Electives

Associate in Arts CAA approved courses that serve as premajor or general electives. (These courses do not meet the General Education core).

Course	Title	Credit Hrs.
ACA 122	College Transfer Success	1
ACC 120	Prin of Financial Accounting	4
ACC 121	Prin of Managerial Accounting	4
BUS 110	Introduction to Business	3
BUS 115	Business Law	3
BUS 137	Principles of Management	3
BUS 228	Business Statistics	3
BIO 168	Human Anatomy and Physiology I	4
BIO 169	Human Anatomy and Physiology II	4
BIO 275	Microbiology	4
BIO 280	Biotechnology	3
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
CIS 115	Intro to Programming and Logic	3
EDU 146	Child Guidance	3
ENG 272	Southern Literature	3
ENG 273	African American Literature	3
ENG 274	Literature by Women	3
ENG 275	Science Fiction	3
HIS 226	The Civil War	3
HIS 228	History of the South	3
HIS 236	North Carolina History	3
HEA 112	First Aid & CPR	2
JOU 110	Introduction to Journalism	3
MUS 131	Chorus I	1
MUS 132	Chorus II	1
PED 110	Fit and Well for Life	2
PED 120	Walking for Fitness	1
PED 130	Tennis-Beginning	1
PED 131	Tennis-Intermediate	1
PED 143	Volleyball-Beginning	1
SPA 141	Culture and Civilization	3

TRANSFER CORE DIPLOMA (Arts- D10100)

General Education Core Requirements
44 Semester Hours

English Composition (6 semester hrs / 2 courses)
ENG 111 and ENG 112

Humanities/Fine Arts (12 semester hrs / 4 courses)
Select four courses from at least three of the following discipline areas. At least one course must be a literature course.

Art (ART 111 or ART 117)

Foreign Language (SPA 111, SPA 112)

Literature (ENG 131, ENG 231, ENG 232, ENG 241, ENG 242 or ENG 261)

Music (MUS 110)

Religion (REL 110, REL 211 or REL 212)

Social/Behavioral Sciences (12 semester hrs / 4 courses)
Select four courses from at least three of the following discipline areas. At least one course must be a history course.

Anthropology (ANT 210 or ANT 220)

Economics (ECO 251 or ECO 252)

History (HIS 121, HIS 122, HIS 131, or HIS 132)

Political Science (POL 120)

Psychology (PSY 150 or PSY 241)

Sociology (SOC 210, SOC 213 or SOC 220)

Natural Science / Mathematics
Natural Science (8 semester hrs / 2 courses)
Select two courses, including accompanying laboratory work, from the biological and physical sciences.

Biology (BIO 111 or BIO 140/ BIO 140A)
or
Chemistry (CHM 151 and CHM 152)

Mathematics (6 semester hrs / 2 courses)
Select at least two courses in introductory mathematics.

Mathematics (MAT 140 and MAT 151 or MAT 161)

ASSOCIATE IN SCIENCE DEGREE A10400

College Transfer

Curriculum Description

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 171	Precalculus Algebra	3	0	0	0	3
+ MAT 171A	Precalculus Algebra Lab	0	2	0	0	1
+ CIS 110	Introduction to Computers	2	2	0	0	3
+ BIO 111	General Biology I	3	3	0	0	4
(OR)						
+ CHM 151	General Chemistry I	3	3	0	0	4
	Humanities/Fine Arts Elective	3	0	0	0	3
ACA 122	College Transfer Success	1	0	0	0	1
		15	10	0	0	18
Second Semester (Spring)						
ENG 112	Argument-Based Research	3	0	0	0	3
BIO 112	General Biology II	3	3	0	0	4
(OR)						
CHM 152	General Chemistry II	3	3	0	0	4
+ HIS 131	American History I	3	0	0	0	3
+ HIS 121	Western Civilization I					
MAT 172	Precalculus Trigonometry	3	0	0	0	
MAT 172A	Trigonometry Lab	0	2	0	0	
+	Social/Behavioral Science Elective	3	0	0	0	
		15	5	0	0	
Third Semester (Fall)						
Literature Elective		3	0	0	0	
+ Social/Behavioral Science Elective		3	0	0	0	
Mathematics/Natural Science/ Computer Science Elective		3	3	0	0	
Mathematics/Natural Science/ Computer Science Elective		3	2	0	0	
Physical Education Elective		3	0	0	0	
		15	5	0	0	1
Fourth Semester (Spring)						
+ Humanities/Fine Arts Elective		3	0	0	0	
General Elective		3	0	0	0	
Mathematics/Natural Science/ Computer Science Elective		3	3	0	0	
Mathematics/Natural Science/ Computer Science Elective		3	2	0	0	
Physical Education Elective		2	0	0	0	
		14	5	0	0	
						Total

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

ASSOCIATE IN SCIENCE CAA APPROVED COURSES THAT MEET THE GENERAL EDUCATION CORE

Humanities/Fine Arts:
Three (3) courses required from at least two (2) of the following discipline are music, art, drama, dance, foreign languages, interdisciplinary humaniti literature, philosophy, and religion. One course must be a literature course.

Course	Title	Credit Hrs.
ART 111	Art Appreciation	3
ART 117	Non-Western Art History	3
COM 231	Public Speaking	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3
HUM 110	Technology and Society	3
HUM 130	Myth in Human Culture	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
REL 110	World Religions	3
REL 211	Introduction to the Old Testament	3
REL 212	Introduction to the New Testament	3
REL 221	Religion in America	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 211	Intermediate Spanish I	3
SPA 212	Intermediate Spanish II	3

Literature:

Course	Title	Credit Hrs.
ENG 131	Introduction to Literature	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 261	World Literature I	3

ocial/Behavioral Sciences:
hree (3) courses required from at least two (2) of the following discipline areas: thropology, economics, geography, history, political science, psychology, and ciology. One course must be a history course.

Course	Title	Credit Hrs.
ANT 210	General Anthropology	3
ANT 220	Cultural Anthropology	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
HIS 122	Western Civilization II	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3

athematics, Natural Sciences, and Computer Science:
the other 20-21 SHC required, a minimum of 14 SHC is required in athematics, natural sciences, or computer science.

Course	Title	Credit Hrs.
AST 151	General Astronomy I	3
AST 152	General Astronomy II	3
BIO 120	Introductory Botany	4
BIO 130	Introductory Zoology	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
PHY 151	College Physics I	4
PHY 152	College Physics II	4
MAT 151	Statistics I	3
MAT 263	Brief Calculus	3
MAT 271	Calculus I	4
MAT 272	Calculus II	4

eneral Electives
ssociate in Science CAA approved courses that serve as premajor or general ectives. (These courses do not meet the General Education core).

Course	Title	Credit Hrs.
ACA 122	College Transfer Success	1
ACC 120	Prin of Financial Accounting	4
ACC 121	Prin of Managerial Accounting	4
BUS 110	Introduction to Business	3
BUS 115	Business Law	3
BUS 137	Principles of Management	3
BUS 228	Business Statistics	3
BIO 168	Human Anatomy & Physiology I	4
BIO 169	Human Anatomy & Physiology II	4
BIO 275	Microbiology	4
BIO 280	Biotechnology	3
CIS 115	Intro to Programming and Logic	3
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
EDU 146	Child Guidance	3
ENG 272	Southern Literature	3
ENG 273	African American Literature	3
ENG 274	Literature by Women	3
ENG 275	Science Fiction	3
HIS 226	The Civil War	3
HIS 228	History of the South	3
HIS 236	North Carolina History	3
HEA 112	First Aid & CPR	2
JOU 110	Introduction to Journalism	3
MUS 131	Chorus I	1
MUS 132	Chorus II	1
PED 110	Fit and Well for Life	2
PED 120	Walking for Fitness	1
PED 130	Tennis-Beginning	1
PED 131	Tennis-Intermediate	1
PED 143	Volleyball-Beginning	1
SPA 141	Culture and Civilization	3

TRANSFER CORE DIPLOMA (Science-D10400)

General Education Core Requirements

44 Semester Hours

English Composition (6 semester hrs / 2 courses)
+ENG 111 and ENG 112

Humanities/Fine Arts (9 semester hrs / 3 courses)
Select three courses from at least three of the following discipline areas. At least one course must be a literature course.

Art (ART 111 or ART 117)

Foreign Language (SPA 111, SPA 112)

Literature (ENG 131, ENG 231, ENG 232, ENG 241, ENG 242 or ENG 261)

Music (MUS 110)

Religion (REL 110, REL 211 or REL 212)

Social/Behavioral Sciences (9 semester hrs / 3 courses)
Select three courses from at least three of the following discipline areas. At least one course must be a history course.

Anthropology (ANT 210 or ANT 220)

Economics (ECO 251 or ECO 252)

History (HIS 121, HIS 122, HIS 131, or HIS 132)

Political Science (POL 120)

Psychology (PSY 150 or PSY 241)

Sociology (SOC 210, SOC 213 or SOC 220)

Natural Science / Mathematics

Natural Science (8 semester hrs / 2 courses)
Select two courses, including accompanying laboratory work, from the biological and physical sciences.

Biology (BIO 111 or BIO 112)
or
Chemistry (CHM 151 or CHM 152)

Mathematics (6 semester hrs / 2 courses)
Select at least two courses in introductory mathematics (college algebra, trigonometry, calculus, etc.); the other unit may be selected from among other quantitative subjects, such as computer science.

Mathematics (MAT 171/ MAT 171A and MAT 172/ MAT 172A)

Six additional semester hours must be selected from either natural sciences or mathematics.

ASSOCIATE IN APPLIED SCIENCE ELECTIVES CAN BE TAKEN FROM THE FOLLOWING LIST:

Humanities/Fine Arts:

Course	Title	Credit Hrs.
ART 111	Art Appreciation	3
HUM 110	Technology and Society	3
HUM 130	Myth in Human Culture	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
REL 110	World Religions	3
REL 211	Introduction to the Old Testament	3
REL 212	Introduction to the New Testament	3
REL 221	Religion in America	3
ENG 131	Introduction to Literature	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 261	World Literature I	3

Social/Behavioral Science:

Course	Title	Credit Hrs.
ANT 210	General Anthropology	3
ANT 220	Cultural Anthropology	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3

ASSOCIATE DEGREE NURSING A45110

Associate in Applied Science Degree

Curriculum Description

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
NUR 111	Intro to Health Concepts	4	6	6	0	8
+ ENG 111	Expository Writing	3	0	0	0	3
		10	9	6	0	15
Second Semester (Spring)						
BIO 275	Microbiology	3	3	0	0	
NUR 112	Health-Illness Concepts	3	0	6	0	
NUR 114	Holistic Health Concepts	3	0	6	0	
+ PSY 150	General Psychology	3	0	0	0	
		12	3	12	0	
Third Semester (Summer)						
NUR 113	Family Health Concepts	3	0	6	0	
ENG 112	Argument-Based Research	3	0	0	0	
OR						
ENG 114	Professional Research & Reporting	3	0	0	0	
		6	0	6	0	
Fourth Semester (Fall)						
NUR 211	Health Care Concepts	3	0	6	0	
NUR 212	Health System Concepts	3	0	6	0	
PSY 241	Developmental Psychology	3	0	0	0	
		9	0	12	0	1
Fifth Semester (Spring)						
NUR 213	Complex Health Concepts	4	3	15	0	1
+++	Humanities/Fine Arts Elective	3	0	0	0	
		7	3	15	0	1

* This includes program prerequisites. **Total 7**

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

++ Associate in Applied Science electives are listed on page 18.

+++ Literature Elective strongly recommended for students interested in transferring to a 4 year institution to earn a Bachelor of Science in Nursing;

Program Prerequisites: Students admitted to the Nursing Program must successfully complete the following courses prior to enrolling in the first nursing class:

- Must have credit for CIS 110 Introduction to Computers with a "C" or higher;
- Must have credit for BIO 168 Human Anatomy & Physiology I with a "C" higher;
- Must have a current listing as a Nurse Aid I without substantiated finding

BUSINESS ADMINISTRATION A25120

Associate in Applied Science Degree

Curriculum Description

he Business Administration curriculum is designed to introduce students to e various aspects of the free enterprise system. Students will be provided th a fundamental knowledge of business functions, processes, and an derstanding of business organizations in today's global economy.

ourse work includes business concepts such as accounting, business law, conomics, management, and marketing. Skills related to the application of ese concepts are developed through the study of computer applications, mmunication, team building, and decision making.

hrough these skills, students will have a sound business education base r lifelong learning. Graduates are prepared for employment opportunities government agencies, financial institutions, and large to small business or dustry. As an additional option for students, the Business Administration ogram is offered as an online degree program.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
rst Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
CIS 110	Introduction to Computers	2	2	0	0	3
BUS 137	Prin of Management	3	0	0	0	3
ACC 120	Prin of Financial Accounting	3	2	0	0	4
BUS 121	Business Math	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
		14	6	0	0	17
econd Semester (Spring)						
ENG 111	Expository Writing	3	0	0	0	3
MAT 161	College Algebra	3	0	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
ACC 150	Accounting Software Applications	1	2	0	0	2
BUS 115	Business Law I	3	0	0	0	3
MKT 120	Principles of Marketing	3	0	0	0	3
		15	5	0	0	17
hird Semester (Fall)						
-	Social/Behavioral Science Elective	3	0	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	0	3
ECO 251	Prin of Microeconomics	3	0	0	0	3
BUS 260	Business Communications	3	0	0	0	3
ACC 152	Advanced Software Applications	1	2	0	0	2
CTS 130	Spreadsheet	2	2	0	0	3
		15	4	0	0	17
ourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
CTS 230	Advanced Spreadsheet	2	2	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
ACC 121	Prin of Managerial Accounting	3	2	0	0	4
-	Humanities/Fine Arts Elective	3	0	0	0	3
		14	4	0	0	16

Total 67

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

- Associate in Applied Science electives are listed on page 18.

COMPUTER INFORMATION TECHNOLOGY A25260

Associate in Applied Science Degree

Curriculum Description

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

Course work will develop a student's ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, databases, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
+ CTS 115	Info Systems Business Concepts	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 161	College Algebra	3	0	0	0	3
++	Social/Behavioral Science Elective	3	0	0	0	3
		15	2	0	0	16
Second Semester (Spring)						
NET 110	Networking Concepts	2	2	0	0	3
NOS 110	Operating Systems	2	3	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	0	3
+ CIS 115	Intro to Prog and Logic	2	3	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
		13	13	0	0	18
Third Semester (Fall)						
NOS 120	Linux/Unix Single User	2	2	0	0	3
CTS 120	Hardware/Software Support	2	3	0	0	3
NOS 130	Windows Single User	2	2	0	0	3
DBA 115	Database Applications	2	2	0	0	3
CTS 285	Systems Analysis & Design	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
		13	11	0	0	18
Fourth Semester (Spring)						
CTS 220	Advanced Hard/Software Support	2	3	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
CTS 289	System Support Project	1	4	0	0	3
++	Humanities/Fine Arts Elective	3	0	0	0	3
CTS 230	Advanced Spreadsheet	2	2	0	0	3
SEC 110	Security Concepts	3	0	0	0	3
		13	11	0	0	18

Total 70

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

++ Associate in Applied Science electives are listed on page 18.

CRIMINAL JUSTICE TECHNOLOGY A55180

Associate in 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)						
ACA 111	College Student Success	1	0	0	0	1
+ 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
++	Social/Behavioral Science	3	0	0	0	3
	Elective					
		17	2	0	0	19
Second Semester (Spring)						
CJC 113	Juvenile Justice	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CJC 132	Court Procedure & Evidence	3	0	0	0	3
++	Social/Behavioral Science Elective	3	0	0	0	3
CJC 151	Introduction to Loss Prevention	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 221	Investigative Principles	3	2	0	0	4
CJC 233	Correctional Law	3	0	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	0	3
+ MAT 140	Survey of Mathematics	3	0	0	0	3
CJC 214	Victimology	3	0	0	0	3
		18	2	0	0	19
Fourth Semester (Spring)						
CJC 222	Criminalistics	3	0	0	0	3
CJC 231	Constitutional Law	3	0	0	0	3
CJC 232	Civil Liability	3	0	0	0	3
+ BIO 111	General Biology	3	3	0	0	4
++	Humanities/Fine Arts Elective	3	0	0	0	3
CJC 225	Crisis Intervention	3	0	0	0	3
		18	3	0	0	19

Total 75

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

++ Associate in Applied Science electives are listed on page 18.

NOTE: Students have the option of an articulation agreement with University of North Carolina at Pembroke or a dual enrollment comple program with Fayetteville State University in Criminal Justice. Students may able to earn a B.S. and A.A.S. simultaneously in Criminal Justice through articulation agreement with Fayetteville State University.

NOTE: Students successfully completing a Basic Law Enforcement Train course accredited by the North Carolina Criminal Justice Education and Train Standards Commission and the North Carolina Sheriffs' Education and Train Standards Commission will receive credit for:

CJC 131 – Criminal Law (3 credit hours)

CJC 132 – Court Procedures and Evidence (3 credit hours)

CJC 221 – Investigative Principles (4 credit hours)

CJC 225 – Crisis Intervention (3 credit hours)

CJC 231 – Constitutional Law (3 credit hours)

toward the Associate of Applied Science degree in Criminal Justice Technolo Students must have completed Basic Law Enforcement Training since 2000.

CULINARY ARTS A55150

Associate in Applied Science Degree

Curriculum Description

This curriculum provides specific training required to prepare students assume positions as trained culinary professionals in a variety of foodserv settings including full service restaurants, hotels, resorts, clubs, cateri operations, contract foodservice and health care facilities.

Students will be provided theoretical knowledge/practical applications th provide critical competencies to meet industry demands, including environmen stewardship, operational efficiencies and professionalism. Courses inclu sanitation/safety, baking, garde manger, culinary fundamentals/producti skills, nutrition, customer service, purchasing/cost control, and human resour management.

Graduates should qualify for entry-level opportunities including prep cook, li cook, and station chef. American Culinary Federation certification may available to graduates. With experience, graduates may advance to positio including sous chef, pastry chef, executive chef, or foodservice manager.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Cred Hrs
First Semester (Fall)						
+ ENG 111	Expository Writing	3	0	0	0	3
CUL 110	Sanitation and Safety	2	0	0	0	2
CUL 110A	Sanitation and Safety Lab	0	2	0	0	1
CUL 140	Culinary Skills I	2	6	0	0	5
NUT 110	Nutrition	3	0	0	0	3
+ MAT 115	Mathematical Models	2	2	0	0	3
ACA 111	College Student Success	1	0	0	0	1
		13	10	0	0	18
Second Semester (Spring)						
CUL 150	Food Science	1	2	0	0	2
CUL 240	Culinary Skills II	1	8	0	0	5
+ CIS 110	Introduction to Computers	2	2	0	0	3
CUL 135	Food & Beverage Service	2	0	0	0	2
ENG 114	Prof Research & Reporting	3	0	0	0	3
		9	12	0	0	15
Summer Session						
CUL 160	Baking I	1	4	0	0	3
HRM 215	Restaurant Management	3	0	0	0	3
		4	4	0	0	6

hird Semester (Fall)						
CUL 230	Global Cuisines	1	8	0	0	5
HRM 245	Human Resource Management Hospitality	3	0	0	0	3
COE 111	Co-op Work Experience I	0	0	0	10	1
	Humanities/Fine Arts Elective	3	0	0	0	3
		7	8	0	10	12
ourth Semester (Spring)						
CUL 170	Garde-Manager I	1	4	0	0	3
CUL 250	Classical Cuisine	1	8	0	0	5
COE 121	Co-op Work Experience II	0	0	0	10	1
CUL 120	Purchasing	2	0	0	0	2
	Social/Behavioral Science	3	0	0	0	3
		7	12	0	10	14

Total 65

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

Associate in Applied Science electives are listed on page 18.

OTE: Students are required to complete 18 credit hours in Culinary before ey are available for Co-op Work Experience designation.

EARLY CHILDHOOD ASSOCIATE A55220

Associate in Applied Science Degree

Curriculum Description

he Early Childhood Education curriculum prepares individuals to work with hildren from birth through eight in diverse learning environments. Students will ombine learned theories with practice in actual settings with young children nder the supervision of qualified teachers.

ourse work includes child growth and development; physical/nutritional eeds of children; care and guidance of children; and communication skills ith families and children. Students will foster the cognitive/language, physical/ otor, social/emotional and creative development of young children.

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
rst Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
CIS 110	Introduction to Computers	2	2	0	0	3
EDU 119	Intro to Early Childhood Ed.	4	0	0	0	4
EDU 131	Child, Family, & Community	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
ENG 111	Expository Writing	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
		19	2	0	0	20
econd Semester (Spring)						
EDU 153	Health, Safety, and Nutrition	3	0	0	0	3
EDU 235	School-Age Dev & Program	3	0	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	0	3
MAT 140	Survey of Mathematics	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
PSY 244	Child Development I	3	0	0	0	3
EDU 234	Infants, Toddlers & Twos	3	0	0	0	3
		21	0	0	0	21

Third Semester (Fall)						
*** HEA112	First Aid & CPR	1	2	0	0	2
+ EDU 271	Educational Technology	2	2	0	0	3
**+ EDU261	Early Childhood Administration I	3	0	0	0	3
++	Humanities/Fine Arts Elective	3	0	0	0	3
++	Social/Behavioral Science Elective	3	0	0	0	3
PSY 245	Child Development II	3	0	0	0	3
+ EDU 259	Curriculum Planning	3	0	0	0	3
		18	4	0	0	20
Fourth Semester (Spring)						
***+SOC 213	Sociology of the Family	3	0	0	0	3
**+ EDU 262	Early Childhood Administration II	3	0	0	0	3
+ EDU 280	Language & Literacy	3	0	0	0	3
***+EDU 250	Praxis I Preparation	1	0	0	0	1
+ EDU 221	Children with Exceptionalities	3	0	0	0	3
+ EDU 284	Early Child Capstone Practicum	1	9	0	0	4
		14	9	0	0	17

Total 66

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

++ Associate in Applied Science electives are listed on page 18.

Effective Fall 2009, "New" Early Childhood students will choose from the following tracks:

A. *Early Childhood Generalist Track-prepares individuals to work in child care, preschool settings, public and private schools, recreational centers, Head Start programs, and school age programs. Students will complete the following courses in this track: EDU 234 and EDU 235.

B. **Early Childhood Administration Track- prepares individuals to work in administrative positions in child care to include owner/operator, director or assistant director. Students will complete the following courses in this track: EDU 261 and EDU 262.

C. *** Early Childhood Articulation Track- prepares individuals to transfer to the University of North Carolina at Pembroke in their Birth – Kindergarten program. Students will complete the following courses in this track: EDU 250, SOC 213 and HEA 112.

ELECTRICAL/ELECTRONICS TECHNOLOGY A35220

Associate in 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.

Course work, 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)						
ACA 111	College Student Success	1	0	0	0	1
+ MAT 121	Algebra/Trigonometry I	2	2	0	0	3
+ CIS 110	Introduction to Computers	2	2	0	0	3
ELC 118	National Electrical Code	1	2	0	0	2
ELC 112	DC/AC Electrical	3	6	0	0	5
ELC 113	Basic Wiring I	2	6	0	0	4
		10	18	0	0	18
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	3	3	0	0	4
ELC 115	Industrial Wiring	2	6	0	0	4
	(OR)					
ELC 114	Basic Wiring II	2	6	0	0	4
ELC 117	Motors & Controls	2	6	0	0	4
		12	17	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
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
		10	12	0	0	14
Fourth Semester (Spring)						
++	Social/Behavioral Science Elective	3	0	0	0	3
ELN 275	Troubleshooting	1	3	0	0	2
ELN 233	Microprocessor Systems	3	3	0	0	4
++	Humanities/Fine Arts Elective	3	0	0	0	3
ELC 229	Applications Project	1	3	0	0	2
		11	9	0	0	14
						Total 73

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

++ Associate in Applied Science electives are listed on page 18.

INDUSTRIAL SYSTEMS TECHNOLOGY A50240

Associate in Applied Science Degree

Curriculum Description

The Industrial Systems Technology curriculum is designed to prepare upgrade individuals to service, maintain, repair, or install equipment for a w range of industries. Instruction includes theory and skill training needed inspecting, testing, troubleshooting, and diagnosing industrial equipment physical facilities.

Students will learn technical skills in blueprint reading, motors and contr hydraulics/pneumatics, machining, PLCs, welding, and various maintena procedures. Practical application in these industrial systems will be emphas and additional advanced course work may be offered.

Upon completion of any of the various levels of this curriculum, gradua should gain the necessary practical skills and related technical informat to qualify for employment or advancement in the various areas of Indust Systems Technology.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Cre Hr
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
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
MNT 110	Intro to Maintenance	1	3	0	0	2
		10	18	0	0	18
Second Semester (Spring)						
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
MAT 122	Algebra/Trigonometry II	2	2	0	0	3
+ ENG 111	Expository Writing	3	0	0	0	3
ELN 229	Industrial Electronics	3	3	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
		12	14	0	0	17
Summer Session						
MEC 110	Introduction to CAD/CAM	1	2	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
ELC 128	Introduction to PLC	2	3	0	0	3
ISC 110	Work Place Safety	1	0	0	0	1
		5	9	0	0	9
Third Semester (Fall)						
BPR 115	ELC/Fluid Power Diagrams	1	2	0	0	2
ENG 114	Prof Research & Reporting	3	0	0	0	3
ELC 228	PLC Applications	2	6	0	0	4
AHR 120	HVACR Maintenance	1	3	0	0	2
WLD 212	Inert Gas Welding	1	3	0	0	2
		8	14	0	0	13
Fourth Semester (Spring)						
++	Social/Behavioral Science Elective	3	0	0	0	3
PLU 111	Intro. to Basic Plumbing	1	3	0	0	2
MNT 263	Electro-Pneu Components	2	4	0	0	4
MEC 288	Mfg. Eng. R & D Project	0	2	0	0	1
++	Humanities/Fine Arts Elective	3	0	0	0	3
		9	9	0	0	13

\+ Placement test scores may indicate developmental courses are needed in preparation for these courses. **Total 70**

++ Associate in Applied Science electives are listed on page 18.

MEDICAL OFFICE ADMINISTRATION A25310

Associate in Applied Science Degree

Curriculum Description

his curriculum prepares individuals for employment in medical and other alth-care related offices.

ourse work will include medical terminology; information systems; office anagement; medical coding; billing and insurance; legal and ethical issues; d formatting and word processing. Students will learn administrative and pport functions and develop skills applicable in medical environments.

nployment opportunities are available in medical and dental offices, hospitals, surance companies, laboratories, medical supply companies, and other alth-care related organizations.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
rst Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
ENG 111	Expository Writing	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
OST 131	Keyboarding	1	2	0	0	2
OST 141	Med Terms I-Med Office	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
		13	4	0	0	15
econd Semester (Spring)						
ENG 114	Prof Research & Reporting	3	0	0	0	3
MAT 115	Mathematical Models	3	0	0	0	3
WEB 110	Internet/Web Fund	2	2	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
OST 134	Text Entry & Formatting	2	2	0	0	3
OST 142	Med Terms II-Med Office	3	0	0	0	3
		15	7	0	0	18
ird Semester (Fall)						
ACC 120	Prin of Financial Accounting	3	2	0	0	4
BUS 260	Business Communications	3	0	0	0	3
OST 148	Medical Coding, Billing & Insu	3	0	0	0	3
OST 164	Text Editing Applications	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
		16	6	0	0	19
urth Semester (Spring)						
ACC 150	Accounting Software Applications	1	2	0	0	2
BUS 270	Professional Development	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
	Social/Behavioral Science Elective	3	0	0	0	3
OST 289	Administrative Office Mgt	2	2	0	0	3
OST 243	Med Office Simulation	2	2	0	0	3
		14	6	0	0	17

Total 69

- Placement test scores may indicate developmental courses are needed in preparation for these courses.
- Associate in Applied Science electives are listed on page 18.

OFFICE ADMINISTRATION A25370

Associate in Applied Science Degree

Curriculum Description

The Office Administration 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)						
ACA 111	College Student Success	1	0	0	0	1
+ 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	Prin of Financial Accounting	3	2	0	0	4
		12	8	0	0	16
Second Semester (Spring)						
+ ENG 111	Expository Writing	3	0	0	0	3
+ MAT 115	Mathematical Models	3	0	0	0	3
ACC 150	Accounting Software Applications	1	2	0	0	2
OST 134	Text Entry & Formatting	2	2	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
OST 132	Keyboard Skill Building	1	2	0	0	2
		12	9	0	0	16
Third Semester (Fall)						
BUS 260	Business Communications	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
CTS 130	Spreadsheet	2	2	0	0	2
OST 164	Text Editing Applications	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
		15	6	0	0	18
Fourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
OST 223	Admin Office Transcript I	2	2	0	0	3
OST 224	Admin Office Transcript II	1	2	0	0	2
OST 289	Administrative Office Mgt	2	2	0	0	3
CTS 230	Advanced Spreadsheet	2	2	0	0	3
++	Humanities/Fine Arts Elective	3	0	0	0	3
++	Social/Behavioral Science Elective	3	0	0	0	3
		16	8	0	0	20

Total 70

OST 223 & OST 224 will be offered in mini semesters.

OST 223 First 8 Weeks

OST 224 Second 8 Weeks

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

++ Associate in Applied Science electives are listed on page 18.

RADIOGRAPHY A45700

Associate in Applied Science Degree

Curriculum Description

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body. Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology. Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ BIO 168	Anatomy and Physiology I	3	3	0	0	4
+ ENG 111	Expository Writing	3	0	0	0	3
+ MAT 161	College Algebra	3	0	0	0	3
RAD 110	RAD Introduction & Patient Care	2	3	0	0	3
RAD 111	RAD Procedures I	3	3	0	0	4
RAD 151	RAD Clinical Ed I	0	0	6	0	2
		13	11	6	0	19
Second Semester (Spring)						
BIO 169	Anatomy and Physiology II	3	3	0	0	4
ENG 114	Prof Research & Reporting	3	0	0	0	3
RAD 112	RAD Procedures II	3	3	0	0	4
RAD 121	Radiographic Imaging I	2	3	0	0	3
RAD 161	RAD Clinical Ed II	0	0	15	0	5
		11	9	15	0	19
Third Semester (Summer)						
RAD 122	Radiographic Imaging II	1	3	0	0	2
RAD 131	Radiographic Physics I	1	3	0	0	2
RAD 171	RAD Clinical Ed III	0	0	12	0	4
		2	6	12	0	8
Fourth Semester (Fall)						
++	Social/Behavioral Science Elective	3	0	0	0	3
RAD 211	RAD Procedures III	2	3	0	0	3
RAD 231	Radiographic Physics II	1	3	0	0	2
RAD 241	Radiation Protection	2	0	0	0	2
RAD 251	RAD Clinical Ed IV	0	0	21	0	7
		8	6	21	0	17
Fifth Semester (Spring)						
RAD 245	Image Analysis	1	3	0	0	2
RAD 261	RAD Clinical Ed V	0	0	21	0	7
RAD 271	Radiography Capstone	0	3	0	0	1
++	Humanities/Fine Arts Elective	3	0	0	0	3
		4	6	21	0	13

Total 76

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

++ Associate in Applied Science electives are listed on page 18.

RESPIRATORY THERAPY A45720

Associate in Applied Science Degree

Curriculum Description

The Respiratory Therapy curriculum prepares individuals to function Registered Respiratory Therapists and/or Certified Respiratory Therapists. these roles, individuals perform diagnostic testing, treatments, and manageme of patients with heart and lung diseases. Students will master skills in pati assessment and treatment of cardiopulmonary diseases. These skills inclu life support, monitoring drug administration, and treatment of patients of all ag in a variety of settings. Graduates of accredited programs are eligible to ta entry level and advanced examinations from the National Board of Respirat Care. Graduates may be employed in hospitals, clinics, education, industry, a home care.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Cre Hrs
First Semester (Fall)						
BIO 275	Microbiology	3	3	0	0	4
RCP 110	Intro to Respiratory Care	3	3	0	0	4
ENG 114	Prof Research & Reporting	3	0	0	0	3
++	Humanities/Fine Arts Elective	3	0	0	0	3
		12	6	0	0	14
Second Semester (Spring)						
RCP 111	Therapeutics/Diagnostics	4	3	0	0	5
RCP 114	C-P Anatomy & Physiology	3	0	0	0	3
RCP 133	RCP Clinical Practice I	0	0	9	0	3
++	Social/Behavioral Science Elective	3	0	0	0	3
		13	3	9	0	14
Summer Session						
RCP 210	Critical Care Concepts	3	3	0	0	4
RCP 115	C-P Pathophysiology	2	0	0	0	2
RCP 142	RCP Clinical Practice II	0	0	6	0	2
RCP 122	Special Practice Lab	0	2	0	0	1
		5	5	6	0	9
Third Semester (Fall)						
RCP 158	RCP Clinical Practice III	0	0	24	0	8
RCP 214	Neonatal/Ped's Rc	1	3	0	0	2
RCP 211	Adv Monitoring/Procedures	3	3	0	0	4
		4	3	27	0	14
Fourth Semester (Spring)						
RCP 238	RCP Clinical Practice IV	0	0	24	0	8
RCP 215	Career Prep-Adv Level	0	3	0	0	1
		0	3	27	0	9

* This includes program prerequisites. **Total 7**

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

++ Associate in Applied Science electives are listed on page 18.

Program Prerequisites: Students admitted to the Respiratory Thera must successfully complete the following courses prior to enrolling in the fi Respiratory Therapy class:

- Must have credit for BIO 168 Human Anatomy & Physiology I with a " or higher;
- Must have credit for BIO 169 Human Anatomy & Physiology II with a " or higher;
- Must have credit for MAT 161 College Algebra with a "C" or higher;
- Must have credit for ENG 111 Expository Writing with a "C" or higher

ASSOCIATE IN GENERAL EDUCATION A10300

Curriculum Description

ne Associate in General Education (AGE) curriculum is designed for individuals shing to broaden their education, with emphasis on personal interest, growth nd development. The two-year General Education program provides students pportunities to study English, literature, fine arts, philosophy, social science, ience and mathematics at the college level. All courses in the program are llege-level courses. Many of the courses are equivalent to college transfer urses; however, the program is not principally designed for college transfer.

ounselors are available to assist students in planning their programs. Programs ust be planned and approved by a counselor at least ten (10) working days ior to the start of classes.

GENERAL OCCUPATIONAL TECHNOLOGY A55280

Curriculum Description

ne General Occupational Technology curriculum provides individuals with an pportunity to upgrade skills and to earn an associate degree, diploma, and/ certificate by taking courses suited for individual occupational interests and/ needs.

ne curriculum content will be customized for students according to occupational terests and needs. A program of study for each student will be selected from ny non-developmental level courses (100-189 or 200-289) offered by the ollege.

raduates will become more effective workers, better qualified for advancements thin their field of employment, and become qualified for a wide range of entry-vel employment opportunities.

ounselors are available to assist students in planning their programs and ubmitting the proper documentation. Because this program has to be approved the chief academic officer or his designee prior to implementation, the ogram plan must be submitted at least ten (10) working days prior to the start classes.

AIR CONDITIONING, HEATING AND REFRIGERATION TECHNOLOGY D35100

Diploma Program

Curriculum Description

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

pics include mechanical refrigeration, heating and cooling theory, electricity, ntrols, and safety. The diploma program covers air conditioning, furnaces, eat pumps, tools and instruments.

ploma graduates should be able to assist in the start up, preventive aintenance, service, repair, and/or installation of residential and light mmercial systems.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
rst Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
ENG 102	Applied Communications II	3	0	0	0	3
CIS 110	Introduction to Computers	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
AHR 110	Introduction to Refrigeration	2	6	0	0	5
		12	16	0	0	21
Second Semester (Spring)						
+ MAT 101	Applied Mathematics I	2	2	0	0	3
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	15	0	0	16
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 46

+ 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 related businesses.

Required Core Courses:

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
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	16
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 48

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

ELECTRICAL/ELECTRONICS TECHNOLOGY D35220

Diploma Program

Curriculum Description

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.

Course work, most of which is hands-on, includes such topics as AC/DC theory, residential wiring, programmable logic controllers, industrial motor controls, the National Electric Code, as well as other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical/electronic 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)						
ACA 111	College Student Success	1	0	0	0	1
+ CIS 110	Introduction to Computers	2	2	0	0	3
ELC 112	DC/AC Electricity	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
		8	16	0	0	15
Second Semester (Spring)						
ELC 114	Basic Wiring II	2	6	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
+ ENG 102	Applied Communications II	3	0	0	0	3
ELC 115	Industrial Wiring	2	6	0	0	4
+ MAT 101	Applied Mathematics I	2	2	0	0	3
		11	20	0	0	18
Summer Session						
ELC 128	Introduction to PLC	2	3	0	0	3
DFT 119	Basic-CAD	1	2	0	0	2
		3	5	0	0	5
						Total 38

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

INDUSTRIAL SYSTEMS TECHNOLOGY D50240

Diploma Program

Curriculum Description

Industrial Systems Technology curriculum is designed to prepare or upgr individuals to service, maintain, repair or install equipment. Instructions incl theory and skills training needed for testing, troubleshooting, and diagnos industrial equipment.

Students will learn technical skills in blueprint reading, mechanical syste maintenance, motor and controls, hydraulics/pneumatics, PLCs, weldi machining or fabrication, and includes various diagnostic and repair procedu

Upon completion of any various levels of this curriculum, graduates should able to install, inspect, diagnose, repair, and maintain industrial processes a support equipment.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Cre Hr
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
+ CIS 110	Introduction to Computers	2	2	0	0	3
ELC 112	DC/AC Electricity	3	6	0	0	5
BPR 111	Blue Print Reading	1	2	0	0	2
MNT 110	Intro to Maintenance Procedures	1	3	0	0	2
WLD 112	Basic Welding Processes	1	3	0	0	2
		8	16	0	0	14
Second Semester (Spring)						
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
ELC 117	Motors and Controls	2	6	0	0	4
ELN 229	Industrial Electronics	2	4	0	0	4
+ ENG 102	Applied Communications II	3	0	0	0	3
+ MAT 101	Applied Mathematics I	2	2	0	0	3
		11	15	0	0	17
Summer Session						
ELC 128	Introduction to PLC	2	3	0	0	3
MEC 111	Machine Shop Processes	1	4	0	0	3
MEC 110	CAD/CAM (CNC)	1	2	0	0	2
ISC 110	Work Place Safety	1	0	0	0	1
		5	9	0	0	9
						Total 4

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

PRACTICAL NURSING D45660

Diploma Program

Curriculum Description

e Practical Nursing curriculum prepares individuals with the knowledge and ills to provide nursing care to children and adults. Students will participate in ssessment, planning, implementing, and evaluating nursing care. Graduates e eligible to apply to take the National Council Licensure Examination CLEX-PN), which is required for practice as a Licensed Practical Nurse. nployment opportunities include hospitals, rehabilitation/long term care/ me health facilities, clinics, and physicians' offices.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
rst Semester (Fall)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
ENG111	Expository Writing	3	0	0	0	3
NUR 101	Practical Nursing I	7	6	6	0	11
		13	9	6	0	18
cond Semester (Spring)						
NUR 102	Practical Nursing II	8	0	12	0	12
PSY 150	General Psychology	3	0	0	0	3
		11	0	12	0	15
mmer Session						
NUR 103	Practical Nursing III	6	0	12	0	10
		6	0	12	0	10

This includes program prerequisites: **Total 43***

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

ogram Prerequisites: Students admitted to the Practical Nursing program ust successfully complete the following courses prior to enrolling in the first rsing class:

- Must have credit for BIO 168 Human Anatomy & Physiology I with a "C" or higher;
- Must have a current listing as a Nurse Aid I without substantiated findings.

SURGICAL TECHNOLOGY D45740

Diploma Program

Curriculum Description

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team.

Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board on Certification in Surgical Technology and Surgical Assisting (NBSTSA) within a four week period prior to or after graduation.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ ENG 111	Expository Writing	3	0	0	0	3
BIO 169	Basic Anatomy & Physiology II	3	3	0	0	4
SUR 110	Intro to Surgical Tech	3	0	0	0	3
SUR 111	Periop Patient Care	5	6	0	0	7
		14	9	0	0	17
Second Semester (Spring)						
SUR 122	Surgical Procedures I	5	3	0	0	6
SUR 123	Surgical Clinical Practice I	0	0	21	0	7
+ PSY 150	General Psychology	3	0	0	0	3
		8	3	21	0	15
Summer						
SUR 134	Surgical Procedures II	5	0	0	0	5
SUR 135	Surgical Clinical Practice II	0	0	12	0	4
SUR 137	Prof Success Prep	1	0	0	0	1
		6	0	12	0	10

* This includes program prerequisites: **Total 48***

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

Program Prerequisites: Students admitted to the Surgical Technology program must successfully complete the following course prior to enrolling in the first Surgical Technology class:

- Must have credit for BIO 168 Human Anatomy & Physiology I with a "C" or higher.

AIR CONDITIONING INSTALLATION AND MAINTENANCE C35100IM

Certificate

Curriculum Description

This certificate program is designed to provide individuals with entry-level competencies in mechanical refrigeration, duct system, electricity, blueprint reading, and safety services.

Certificate graduates should be able to assist in installation, maintenance and repair of residential heating and air conditioning equipment.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
AHR 110	Intro to Refrigeration	2	6	0	0	5
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 151	HVAC Duct Systems I	1	3	0	0	2
BPR 130	Blueprint Reading	1	2	0	0	2
		6	13	0	0	12

Total 12

BASIC LAW ENFORCEMENT TRAINING C55120

Certificate

Curriculum Description

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

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

Students must successfully complete and pass all units of study which include the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CJC 100	Basic Law Enforcement Training	9	30	0	0	19

Total 19

Note: Students successfully completing a Basic Law Enforcement Training course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for:

CJC 131 – Criminal Law (3 credit hours)
CJC 132 – Court Procedures and Evidence (3 credit hours)
CJC 221 – Investigative Principles (4 credit hours)
CJC 225 – Crisis Intervention (3 credit hours)
CJC 231 – Constitutional Law (3 credit hours)

toward the Associate in Applied Science degree in Criminal Justice Technology. Students must have completed Basic Law Enforcement Training since 2000.

ELECTRICAL/ELECTRONICS TECHNOLOGY C35220ECI

Electrical Contractor Preparation

Certificate

Curriculum Description

This certificate program is designed to provide individuals with entry-le competencies in DC/AC electricity, basic wiring I and II, and National Electri Code.

Upon completion students should be qualified for a variety of jobs in t electrical/electronic field as an on-the-job trainee or with installation a maintenance of electrical/electronic systems.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Cred Hrs
ELC 112	DC/AC Electricity	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
ELC 114	Basic Wiring II	2	6	0	0	4
		8	20	0	0	15

Total 1

INDUSTRIAL SYSTEMS TECHNOLOGY C50240CNC

Machine Shop-CNC Operator

Certificate

Curriculum Description

This certificate program is designed to provide individuals with entry-le competencies in blueprint reading, maintenance procedures, vertical m lathes, CAD and basic CNC programming.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Cred Hrs
BPR 111	Blue Print Reading	1	2	0	0	2
MNT 110	Maintenance Procedures	1	3	0	0	2
MEC 110	CAD/CAM(CNC)	1	2	0	0	2
MEC 111	Machine Shop Processes	1	4	0	0	3
ISC 110	Work Place Safety	1	0	0	0	1
BPR 115	ELC/Fluid Power Diagrams (CAD)	1	2	0	0	2
		6	13	0	0	12

Total 1

LATERAL ENTRY TEACHER CERTIFICATE C55430

Certificate

Curriculum Description

The Lateral Entry curriculum, developed for teachers who hold lateral entry license, provides a course or study leading to the development of the general pedagogy competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

Course work includes human growth and development, learning theory, instructional technology, school policies and procedures, home, school, and community collaborations, and classroom organization and management to enhance learning. Courses offered by partnering senior institutions include instructional methods, literacy, and diversity.

Graduates should meet the general pedagogy competencies within the first three years of teaching, including a minimum of six semester hours per school year. Additional requirements, such as pre-service training and passing the PRAXIS, are required for licensure.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
EDU 271	Educational Technology	2	2	0	0	3
EDU 244	Human Growth/Development	3	0	0	0	3
(OR)						
PSY 241	Developmental Psych	3	0	0	0	3
EDU 131	Child, Family & Community	3	0	0	0	3
EDU 163	Classroom Mgt & Instruct	3	0	0	0	3
EDU 243	Learning Theory	3	0	0	0	3
EDU 245	Policies and Procedures	3	0	0	0	3

The courses listed below will be offered in partnership with UNC-Pembroke.

Literacy/Reading Methods	3	SHC
Instructional Methods	3	SHC
Meeting Special Learning Needs, Exceptionalities, and Diversity	3	SHC

Total 27

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. Graduates must pass the National Nurse Aid Assessment Program (NNAAP) examination in order to be licensed.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
NAS 101	Nursing Assistant I	3	4	3	0	6
NAS 102	Nursing Assistant II	3	2	6	0	6
NAS 103	Home Health Care	2	0	0	0	2
		8	6	9	0	14

Total 14

DEVELOPMENTAL STUDIES COURSES

Curriculum Description

The Developmental Studies courses are 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 must adhere to the exit criteria listed below:

Exit Criteria for All Developmental Courses

Students' grades must be "P" in the following courses to advance to the next developmental course and/or first curriculum course in English, reading, math and computer literacy:

ENG 080 Writing Foundations

ENG 085 Reading and Writing Foundations

ENG 085A Reading and Writing Foundations Lab

ENG 090 Composition Strategies

ENG 090A Composition Strategies Lab

ENG 095 Reading and Composition Strategies

ENG 095A Reading and Composition Strategies Lab

RED 080 Introduction to College Reading

RED 090 Improved College Reading

MAT 060 Essential Mathematics
Effective Academic Year 2012-2013:
Upon completion of MAT 060 with a grade of "P", the student will have mastered content equivalent to DMA 010, DMA 020 and DMA 030.

MAT 070 Introductory Algebra
Effective Academic Year 2012-2013:
Upon successful completion of prerequisites and with a grade of "P", in MAT 070, students will have mastered content equivalent to DMA 010, DMA 020, DMA 030, DMA 040 and DMA 050.

MAT 080 Intermediate Algebra
Effective Academic Year 2012-2013:
Upon successful completion of prerequisites and with a grade of "P" in MAT 080, students will have mastered content equivalent to DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070 and DMA 080.

OST 080 Keyboarding Literacy
Upon successful completion of OST 080 with a grade of "P", the student will have met the prerequisite for CIS 110 and OST 131.

Developmental Mathematics Modules Exit Criteria

Developmental mathematics (MAT 060, 070 and 080) will utilize the modularization concept. Students who demonstrate mastery of a module will advance to the next module, allowing students to work at a flexible pace.

Modules

1. Students who complete the modules required for a course before the end of the semester will have the option of beginning the next developmental math course during the same semester.
2. Students that are unable to successfully complete all modules for the course will receive a grade of "R" for the course. The "R" grade is considered a non-punitive grade and is not included in the computation of the GPA. However, for financial aid purposes, a grade of "R" means that a student has not made satisfactory academic progress. Financial aid will be affected by a grade of "R".
3. If you finish the course, before the semester ends, you have the option to begin the next developmental math course. If you withdraw from the course or you are dropped due to exceeding 15%, you will get credit for all completed work until: Assignments are modified or a new textbook is adopted for the course.

***NOTE:** The prerequisites for first level curriculum courses in English (ENG 102, ENG 111) and math (MAT 101, MAT 115, MAT 121, MAT 140, MAT 151, MAT 161, MAT 171/171A) also require completion of developmental reading courses or the appropriate COMPASS score(s) or SAT/ACT scores:

ENG 102 Applied Communications II
(ENG 080 and RED 080 or ENG 085/085A)

**Follow Diploma Course Placement Criteria*

ENG 111 Expository Writing
(ENG 090 and RED 090 or ENG 090/095A)

MAT 101 Applied Mathematics I
(MAT 060)

MAT 115 Mathematical Models
(MAT 070 and RED 080 or ENG 085/085A)

MAT 121 Algebra/Trigonometry I
(MAT 070 and RED 080 or ENG 085/085A)

MAT 140 Survey of Mathematics
(MAT 070 and RED 080 or ENG 085/085A)

MAT 151 Statistics I
(MAT 070 and RED 080 or ENG 085/085A)

MAT 161 College Algebra
(MAT 080 and RED 080 or ENG 085/085A)

MAT 171 Pre-Calculas Algebra
(MAT 080 and RED 080 or ENG 085/085A)

Course Description		Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Cre Hr
ENGLISH						
ENG 080	Writing Foundations	3	2	0	0	4
ENG 085	Reading and Writing Foundations	5	0	0	0	5
ENG 085A	Reading and Writing Foundations Lab	0	2	0	0	1
ENG 090	Composition Strategies	3	0	0	0	3
ENG 090A	Composition Strategies Lab	0	2	0	0	1
ENG 095	Reading and Composition Strategies	5	0	0	0	5
ENG 095A	Reading and 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
KEYBOARDING						
OST 080	Keyboarding Literacy	1	2	0	0	2

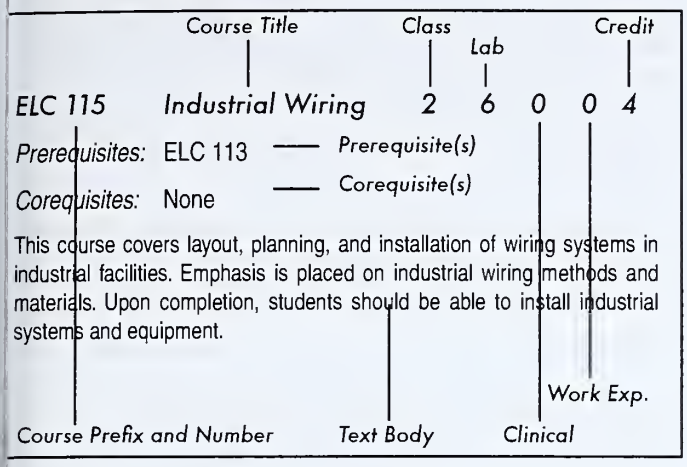
Developmental Studies Attendance Policy

In order to receive credit for a developmental studies course, th student must attend at least 85% of the required contact hour If the student misses hours in excess of 15%, the student will b dropped from the course by the instructor. In no case will a stude receive credit for a course if he/she has missed in excess 15% of the required contact hours. The grade provided will follo the guidelines outlined in the RCC Drop/Add Policy. Should th student so desire, he/she may continue to audit the course aft being dropped, but the grade will remain the same.

Absences are calculated with the first scheduled class eve though a student may register late. Based on contact hours, th number of hours that may be missed for a developmental cours is outlined below:

Developmental Courses	Contact Hours	10%	15%
ENG 080 and ENG 090/090A, RED 080 and RED 090	80 hours	8 hours	12 hours
ENG 085/085A and ENG 095/095A	112 hours	11.2 hours	16.8 hours
MAT 060, MAT 070 and MAT 080	80 hours	8 hours	12 hours
OST 080	48 hours	4.8 hours	7.2 hours

COURSE DESCRIPTIONS



CA-111 College Student Success 1 0 0 0 1

his course introduces the college's physical, academic, and social nvironment and promotes the personal development essential for uccess. Topics include campus facilities and resources; policies, rocedures, and programs; study skills; and life management sues such as health, self-esteem, motivation, goal-setting, versity, and communication. Upon completion, students should e able to function effectively within the college environment to eet their educational objectives.

linimum State Prerequisites: None
linimum State Corequisites: None
ocal Prerequisites: None
ollege Transfer: N/A

CA-122 College Transfer Success 1 0 0 0 1

his course provides information and strategies necessary develop clear academic and professional goals beyond e community college experience. Topics include the CAA, ollege culture, career exploration, gathering information on enior institutions, strategic planning, critical thinking, and ommunications skills for a successful academic transition. Upon ompletion, students should be able to develop an academic plan transition successfully to senior institutions.

linimum State Prerequisites: None
linimum State Corequisites: None
ocal Prerequisites: None
ollege Transfer: This course has been approved for transfer nder the CAA as a premajor and/or elective course requirement.

ACC-120 Prin of Financial Accounting 3 2 0 0 4

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: N/A

ACC-121 Prin of Managerial Accounting 3 2 0 0 4

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for externam and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems.

Minimum State Prerequisites: Take ACC-120
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ACC-150 Accounting Software Appl 1 2 0 0 2

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

Minimum State Prerequisites: Take One: ACC-115 or ACC-120
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ACC-152 Advanced Software Applications 1 2 0 0 2

This course provides continued exposure to commercial accounting software and the opportunity to refine skills developed in ACC 150. Emphasis is placed on advanced applications of software packages. Upon completion, students should be able to use commercial software to complete complex accounting tasks.

Minimum State Prerequisites: Take ACC-150
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

AHR-110 Intro to Refrigeration 2 6 0 0 5
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

AHR-111 HVACR Electricity 2 2 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

AHR-112 Heating Technology 2 4 0 0 4
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

AHR-113 Comfort Cooling 2 4 0 0 4
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

AHR-114 Heat Pump Technology 2 4 0 0
This course covers the principles of air source and water sour heat pumps. Emphasis is placed on safety, modes of operatio defrost systems, refrigerant charging, and system performanc Upon completion, students should be able to understand ar analyze system performance and perform routine servi procedures.

Minimum State Prerequisites: Take One: AHR-110 or AHR-113
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

AHR-120 HVACR Maintenance 1 3 0 0
This course introduces the basic principles of industrial a conditioning and heating systems. Emphasis is placed o preventive maintenance procedures for heating and coolir equipment and related components. Upon completion, studen should be able to perform routine preventive maintenance task maintain records, and assist in routine equipment repairs.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

AHR-130 HVAC Controls 2 2 0 0
This course covers the types of controls found in residenti and commercial comfort systems. Topics include electric and electronic controls, control schematics and diagrams, te instruments, and analyis and troubleshooting of electrical system Upon completion, students should be able to diagnose and repa common residential and commercial comfort system controls.

Minimum State Prerequisites: Take One: AHR-111 or ELC-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

AHR-133 HVAC Servicing 2 6 0 0
The course covers the maintenance and servicing of HVA equipment. Topics include testing, adjusting, maintaining, an troubleshooting HVAC equipment and record keeping. Upo completion, students should be able to adjust, maintain, an service HVAC equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: Take One: AHR-112 or AHR-113
Local Prerequisites: None
College Transfer: N/A

HR-140 All-Weather Systems 1 3 0 0 2
his course covers the principles of combination heating and ooling systems including gas-electric, all-electric, and oil-electric ystems. Topics include PTAC's and package and split-system nits. Upon completion, students should be able to understand ystems performance and perform routine maintenance rocedures.

linimum State Prerequisites: Take One: AHR-112 or AHR-113
linimum State Corequisites: None
ocal Prerequisites: None
ollege Transfer: N/A

HR-151 HVAC Duct Systems I 1 3 0 0 2
his course introduces the techniques used to lay out and fabricate uct work commonly found in HVAC systems. Emphasis is placed n the skills required to fabricate duct work. Upon completion, udents should be able to lay out and fabricate simple duct work.

linimum State Prerequisites: None
linimum State Corequisites: None
ocal Prerequisites: None
ollege Transfer: N/A

NT-210 General Anthropology 3 0 0 0 3
his course introduces the physical, archaeological, linguistic, nd ethnological fields of anthropology. Topics include human igins, genetic variations, archaeology, linguistics, primatology, nd contemporary cultures. Upon completion, students should be ble to demonstrate an understanding of the four major fields of nthropology.

linimum State Prerequisites: None
linimum State Corequisites: None
ocal Prerequisites: RED-090 or ENG-095/095A
ollege Transfer: This course has been approved for transfer nder the CAA as a general education course in Social/Behavioral ciences.

NT-220 Cultural Anthropology 3 0 0 0 3
his course introduces the nature of human culture. Emphasis is aced on cultural theory, methods of fieldwork, and cross-cultural mparisons in the areas of ethnology, language, and the cultural st. Upon completion, students should be able to demonstrate an nderstanding of basic cultural processes and how cultural data e collected and analyzed.

linimum State Prerequisites: None
linimum State Corequisites: None
ocal Prerequisites: RED-090 or ENG-095/095A
ollege Transfer: This course has been approved for transfer nder the CAA as a general education course in Social/Behavioral ciences.

ART-111 Art Appreciation 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

ART-117 Non-Western Art History 3 0 0 0 3
This course introduces non-Western cultural perspectives. Emphasis is placed on, but not limited to, African, Oriental, and Oceanic art forms throughout history. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of non-Western social and cultural development.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAAas a general education course in Humanities/Fine Arts.

AST-151 General Astronomy I 3 0 0 0 3
This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ENG-090/090A and RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

AST-152 General Astronomy II 3 0 0 0 3
This course is a continuation of AST 151 with primary emphasis beyond the solar system. Topics include the sun, stars, galaxies, and the larger universe, including cosmology. Upon completion, students should be able to demonstrate a working knowledge of astronomy.

Minimum State Prerequisites: Take AST-151
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

BIO-111 General Biology I 3 3 0 0 4
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ENG-090/090A and RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

BIO-112 General Biology II 3 3 0 0 4
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

Minimum State Prerequisites: Take BIO-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

BIO-120 Introductory Botany 3 3 0 0 4
This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants.

Minimum State Prerequisites: Take One: BIO-110 or BIO-111
Minimum State Corequisites: None
Local Prerequisites:
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

BIO-130 Introductory Zoology 3 3 0 0
This course provides an introduction to the classificatic relationships, structure, and function of major animal phyl Emphasis is placed on levels of organization, reproduction a development, comparative systems, and a survey of selecte phyla. Upon completion, students should be able to demonstra comprehension of animal form and function including comparati systems of selected groups.

Minimum State Prerequisites: Take One: BIO-110 or BIO-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transf under the CAA as a general education course in Natural Scienc

BIO-140 Environmental Biology 3 0 0 0
This course introduces environmental processes and tl influence of human activities upon them. Topics include ecologic concepts, population growth, natural resources, and a focus c current environmental problems from scientific, social, politica and economic perspectives. Upon completion, students shou be able to demonstrate an understanding of environment interrelationships and of contemporary environmental issues.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ENG-090/090A and RED-090 or EN 095/095A
Local Corequisite: BIO-140A
College Transfer: This course has been approved for transf under the CAA as a general education course in Natural Scienc

BIO-140A Environmental Biology Lab 0 3 0 0
This course provides a laboratory component to compleme BIO 140. Emphasis is placed on laboratory and field experienc Upon completion, students should be able to demonstrate practical understanding of environmental interrelationships and contemporary environmental issues.

Minimum State Prerequisites: None
Minimum State Corequisites: Take BIO-140
Local Prerequisites: None
College Transfer: This course has been approved for transf under the CAA as a general education course in Natural Scienc

IO-168 Anatomy and Physiology I 3 3 0 0 4

his course provides a comprehensive study of the anatomy and hysiology of the human body. Topics include body organization, omeostasis, cytology, histology, and the integumentary, skeletal, uscular, nervous, special senses, and endocrine systems. Upon ompletion, students should be able to demonstrate an in-depth nderstanding of principles of anatomy and physiology and their terrelationships.

linimum State Prerequisites: None
linimum State Corequisites: None
ocal Prerequisites: ENG-090/090A and RED-090 or ENG-95/095A
ollege Transfer: This course has been approved for transfer nder the CAA as a premajor and/or elective course requirement.

IO-169 Anatomy and Physiology II 3 3 0 0 4

his course provides a continuation of the comprehensive study the anatomy and physiology of the human body. Topics include e cardiovascular, lymphatic, respiratory, digestive, urinary, and productive systems as well as matabolism, nutrition, acid-base alance, and fluid and electrolyte balance. Upon completion, udents should be able to demonstrate an in-depth understanding principles of anatomy and physiology and their interrelationships.

linimum State Prerequisites: Take BIO-168
linimum State Corequisites: None
ocal Prerequisites: None
ollege Transfer: This course has been approved for transfer nder the CAA as a premajor and/or elective course requirement.

IO-275 Microbiology 3 3 0 0 4

his course covers principles of microbiology and the impact these rganisms have on man and the environment. Topics include the arious groups of microorganisms, their structure, physiology, enetics, microbial pathogenicity, infectious diseases, immunology, nd selected practical applications. Upon completion, students hould be able to demonstrate knowledge and skills including icroscopy, aseptic technique, staining, culture methods, and entification of microorganisms.

linimum State Prerequisites: Take One: BIO-110, BIO-111, BIO-63, BIO-165, or BIO-168
linimum State Corequisites: None
ocal Prerequisites: None
ollege Transfer: This course has been approved for transfer nder the CAA as a premajor and/or elective course requirement.

BIO-280 Biotechnology 2 3 0 0 3

This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify laboratory techniques and instrumentation in basic biotechnology.

Minimum State Prerequisites: Take One: BIO-111 or CHM-151
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

BPR-111 Blueprint Reading 1 2 0 0 2

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

BPR-115 ELC/Fluid Power Diagrams 1 2 0 0 2

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

BPR-130 Blueprint Reading/ Construction 1 2 0 0 2

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

BUS-110 Introduction to Business 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

BUS-115 Business Law I 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

BUS-121 Business Math 2 2 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

BUS-137 Principles of Management 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

BUS-228 Business Statistics 2 2 0 0
This course introduces the use of statistical methods and tools evaluating research data for business applications. Emphasis placed on basic probability, measures of spread and dispersio central tendency, sampling, regression analysis, and inducti inference. Upon completion, students should be able to app statistical problem solving to business.

Minimum State Prerequisites: Take One: MAT-115, MAT-140, MAT-161
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transf under the CAA as a premajor and/or elective course requiremer

BUS-230 Small Business Management 3 0 0 0
This course introduces the challenges of entrepreneursh including the startup and operation of a small business. Topi include market research techniques, feasibility studies, si analysis, financing alternatives, and managerial decision makin Upon completion, students should be able to develop a sm business plan.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

BUS-260 Business Communication 3 0 0 0
This course is designed to develop skills in writing busine communications. Emphasis is placed on business report correspondence, and professional presentations. Upc completion, students should be able to communicate effective in the work place.

Minimum State Prerequisites: Take ENG-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

BUS-270 Professional Development 3 0 0 0
This course provides basic knowledge of self-improveme techniques as related to success in the professional worl Topics include positive human relations, job-seeking skills, ar projecting positive self-image. Upon completion, students shou be able to demonstrate competent personal and professional skil necessary to get and keep a job.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

HM-151 General Chemistry I 3 3 0 0 4

his course covers fundamental principles and laws of chemistry. pics include measurement, atomic and molecular structure, eriodicity, chemical reactions, chemical bonding, stoichiometry, ermochemistry, gas laws, and solutions. Upon completion, udents should be able to demonstrate an understanding of ndamental chemical laws and concepts as needed in CHM-152.

inimum State Prerequisites: None
inimum State Corequisites: None
cal Prerequisites: ENG-090/090A, RED-090 or ENG-095/095A d MAT-070
ollege Transfer: This course has been approved for transfer nder the CAA as a general education course in Natural Science.

HM-152 General Chemistry II 3 3 0 0 4

his course provides a continuation of the study of the ndamental principles and laws of chemistry. Topics include netics, equilibrium, ionic and redox equations, acid-base theory, ectrochemistry, thermodynamics, introduction to nuclear and ganic chemistry, and complex ions. Upon completion, students ould be able to demonstrate an understanding of chemical ncepts as needed to pursue further study in chemistry and lated professional fields.

inimum State Prerequisites: Take CHM-151
inimum State Corequisites: None
cal Prerequisites: None
ollege Transfer: This course has been approved for transfer nder the CAA as a general education course in Natural Science.

S-110 Introduction to Computers 2 2 0 0 3

his course introduces computer concepts, including ndamental functions and operations of the computer. Topics clude identification of hardware components, basic computer erations, security issues, and use of software applications. on completion, students should be able to demonstrate an derstanding of the role and function of computers and use the mputer to solve problems.

inimum State Prerequisites: None
inimum State Corequisites: None
cal Prerequisites: OST-080
ollege Transfer: This course has been approved for transfer nder the CAA as a general education course in Mathematics Quantitative).

CIS-115 Intro to Prog & Logic 2 3 0 0 3

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.

Minimum State Prerequisites: Take One Set:
Set 1: MAT-060 and MAT-070
Set 2: MAT-060 and MAT-080
Set 3: MAT-060 and MAT-090
Set 4: MAT-095
Set 5: MAT-120
Set 6: MAT-121
Set 7: MAT-161
Set 8: MAT-171
Set 9: MAT-175
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

CJC-100 Basic Law Enforcement Training 9 30 0 0 19

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CJC-111 Intro to Criminal Justice 3 0 0 0 3

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

CJC-112 Criminology 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CJC-113 Juvenile Justice 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CJC-121 Law Enforcement Operations 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

CJC-131 Criminal Law 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CJC-132 Court Procedure & Evidence 3 0 0 0
This course covers judicial structure/process/procedure fr incident to disposition, kinds and degrees of evidence, and t rules governing admissibility of evidence in court. Topics inclu consideration of state and federal courts, arrest, search a seizure laws, exclusionary and statutory rules of evidence, a other related issues. Upon completion, students should be al to identify and discuss procedures necessary to establish a law arrest/search, proper judicial procedures, and the admissibility evidence.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CJC-141 Corrections 3 0 0 0
This course covers the history, major philosophies, componer and current pracices and problems of the field of corrections. Top include historical evolution, functions of the various componer alternatives to incarceration, treatment programs, inmate contr and other related topics. Upon completion, students should able to explain the various components, processes, and functio of the correctional system.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for trans under the CAA as a premajor and/or elective course requireme

CJC-151 Intro to Loss Prevention 3 0 0 0
This course introduces the concepts and methods related commercial and private security systems. Topics include t historical, philosophical, and legal basis of security, with empha on security surveys, risk analysis, and associated functio Upon completion, students should be able to demonstrate a understand security systems, risk management, and the la relative to loss prevention.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

JC-212 Ethics & Comm Relations 3 0 0 0 3
his course covers ethical considerations and accepted standards pplicable to criminal justice organizations and professionals. pics include ethical systems; social change, values, and norms; ltural diversity; citizen involvement in criminal justice issues; and ner related topics. Upon completion, students should be able t apply ethical considerations to the decision-making process in ntifiable criminal justice situations.

inimum State Prerequisites: None
inimum State Corequisites: None
ocal Prerequisites: None
ollege Transfer: N/A

IC-214 Victimology 3 0 0 0 3
his course introduces the study of victims. Emphasis is placed on es/characteristics of victims, victim interaction with the criminal stice system and society, current victim assistance programs, d other related topics. Upon completion, students should be le to discuss and identify victims, the uniqueness of victims' es, and current victim assistance programs.

inimum State Prerequisites: None
inimum State Corequisites: None
ocal Prerequisites: None
ollege Transfer: N/A

IC-221 Investigative Principles 3 2 0 0 4
is course introduces the theories and fundamentals of the vestigative process. Topics include crime scene/incident ocessing, information gathering techniques, collection/ servation of evidence, preparation of appropriate reports, urt presentations, and other related topics. Upon completion, dents should be able to identify, explain, and demonstrate the hniques of the investigative process, report preparation, and urtroom presentation.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

IC-222 Criminalistics 3 0 0 0 3
is course covers the functions of the forensic laboratory and its ationship to successful criminal investigations and prosecutions. pics include advanced crime scene processing, investigative hniques, current forensic technologies, and other related ics. Upon completion, students should be able to identify and llect relevant evidence at simulated crime scenes and request propriate laboratory analysis of submitted evidence.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

CJC-225 Crisis Intervention 3 0 0 0 3
This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CJC-231 Constitutional Law 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CJC-232 Civil Liability 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CJC-233 Correctional Law 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

COE-111 Co-Op Work Experience I 0 0 0 10 1
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: CUL-110, CUL-110A, CUL-120, CUL-140, CUL-150, CUL-160 and CUL-240
College Transfer: N/A

COE-121 Co-Op Work Experience II 0 0 0 10 1
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisite: CUL-110, CUL-110A, CUL-120, CUL-140, CUL-150, CUL-160 and CUL-240
College Transfer: N/A

COM-231 Public Speaking 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ENG-112 or ENG-114
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts (Substitute).

COS-111 Cosmetology Concepts I 4 0 0 0 4
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.

Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-112
Local Prerequisites: None
College Transfer: N/A

COS-112 Salon I 0 24 0 0
This course introduces basic salon services. Topics include sc treatments, shampooing, rinsing, hair color, design, haircutti permanent waving, pressing, relaxing, wigs, and other rela topics. Upon completion, students should be able to safely a competently demonstrate salon services.

Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-111
Local Prerequisites: None
College Transfer: N/A

COS-113 Cosmetology Concepts II 4 0 0 0
This course covers more comprehensive cosmetology concep Topics include safety, product knowledge, chemistry, manicuri chemical restructuring, and hair coloring. Upon completi students should be able to safely and competently apply the cosmetology concepts in the salon setting.

Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-114
Local Prerequisites: COS-111
College Transfer: N/A

COS-114 Salon II 0 24 0 0
This course provides experience in a simulated salon setti Topics include basic skin care, manicuring, nail application, sc treatments, shampooing, rinsing, hair color, design, haircutti chemical restructuring, pressing, wigs, and other relat topics. Upon completion, students should be able to safely a competently demonstrate these salon services.

Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-113
Local Prerequisites: COS-112
College Transfer: N/A

COS-115 Cosmetology Concepts III 4 0 0 0
This course covers more comprehensive cosmetology concep Topics include safety, product knowledge, salon manageme salesmanship, skin care, electricity/light therapy, wigs, therm hair styling, lash and brow tinting, superfluous hair removal, a other related topics. Upon completion, students should be able safely and competently apply these cosmetology concepts in t salon setting.

Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-116
Local Prerequisites: COS-111
College Transfer: N/A

OS-116 Salon III 0 12 0 0 4
his course provides comprehensive experience in a simulated slon setting. Emphasis is placed on intermediate-level of skin are, manicuring, scalp treatments, shampooing, hair color, esign, haircutting, chemical restructuring, pressing, and other lated topics. Upon completion, students should be able to safely ad competently demonstrate these salon services.

inimum State Prerequisites: None
inimum State Corequisites: Take COS-115
ocal Prerequisites: COS-112
ollege Transfer: N/A

OS-117 Cosmetology Concepts IV 2 0 0 0 2
his course covers advanced cosmetology concepts. Topics iclude chemistry and hair structure, advanced cutting and design, ad an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able t demonstrate an understanding of these cosmetology concepts ad meet program completion requirements.

inimum State Prerequisites: None
inimum State Corequisites: Take COS-118
ocal Prerequisites: COS-111, COS-113, and COS-115
ollege Transfer: N/A

OS-118 Salon IV 0 21 0 0 7
his course provides advanced experience in a simulated salon tting. Emphasis is placed on efficient and competent delivery all salon services in preparation for the licensing examination d employment. Upon completion, students should be able to monstrate competence in program requirements and the areas vered on the Cosmetology Licensing Examination and meet try-level employment requirements.

inimum State Prerequisites: None
inimum State Corequisites: Take COS-117
cal Prerequisites: COS-112, COS-114 and COS-116
ollege Transfer: N/A

TS-115 Info Sys Business Concepts 3 0 0 0 3
e course introduces the role of IT in managing business processes d the need for business process and IT alignment. Emphasis is aced on industry need for understanding business challenges d developing/managing information systems to contribute to e decision making process based on these challenges. Upon mpletion, students should be able to demonstrate knowledge the 'hybrid business manager' and the potential offered by new chnology and systems.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: RED-090 or ENG-095/095A
llege Transfer: This course has been approved for transfer der the CAA as a premajor and/or elective course requirement.

CTS-120 Hardware/Software Support 2 3 0 0 3
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

Minimum State Prerequisites: Take One: CIS-110 or CIS-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CTS-125 Presentation Graphics 2 2 0 0 3
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, graphics, audio and video. Upon completion, students should be able to design and demonstrate an effective presentation.

Minimum State Prerequisites: Take One: CIS-110 or CIS-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CTS-130 Spreadsheet 2 2 0 0 3
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.

Minimum State Prerequisites: Take One: CIS-110, CIS-111, or OST-137
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CTS-220 Adv Hard/Software Support 2 3 0 0 3
This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.

Minimum State Prerequisites: Take CTS-120
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CTS-230 Advanced Spreadsheet 2 2 0 0 3
This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.

Minimum State Prerequisites: Take CTS-130
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CTS-285 Systems Analysis & Design 3 0 0 0 3
This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

Minimum State Prerequisites: Take CIS-115
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CTS-289 System Support Project 1 4 0 0 3
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.

Minimum State Prerequisites: Take CTS-285
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CUL-110 Sanitation & Safety 2 0 0 0
This course introduces the basic principles of sanitation and safe relative to the hospitality industry. Topics include personal hygier sanitation and safety regulations, use and care of equipme the principles of food-borne illness, and other related topic Upon completion, students should be able to demonstrate understanding of the content necessary for successful completi of a nationally recognized food/safety/sanitation exam.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CUL-110A Sanitation & Safety Lab 0 2 0 0
This course provides a laboratory experience for enhanci student skills in the basic principles of sanitation and safe Emphasis is placed on personal hygiene, sanitation and safe regulations, use and care of equipment, the principles of foo borne illness, and other related topics. Upon completion, studer should be able to demonstrate practical applications of sanitati and safety procedures in the hospitality industry.

Minimum State Prerequisites: None
Minimum State Corequisites: Take CUL-110
Local Prerequisites: None
College Transfer: N/A

CUL-120 Purchasing 2 0 0 0
This course covers purchasing for foodservice operation Emphasis is placed on yield tests, procurement, negotiatin inventory control, product specification, purchasing ethic vendor relationships, food product specifications and softwa applications. Upon completion, students should be able to app effective purchasing techniques based on the end-use of t product.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CUL-135 Food & Beverage Service 2 0 0 0
This course is designed to cover the practical skills and knowled necessary for effective food and beverage service in a variety settings. Topics include greeting/service of guests, dining roo set-up, profitability, menu sales and merchandising, service styl and reservations. Upon completion, students should be at to demonstrate competence in human relations and the ski required in the service of foods and beverages.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CUL-140 Culinary Skills I 2 6 0 0 5

This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination that. Emphasis is placed on recipe conversion, measurements, minology, classical knife cuts, safe food/equipment handling, flvorings/seasonings, stocks/sauces/soups, and related topics. Lon completion, students should be able to exhibit the basic cpking skills used in the foodservice industry.

Minimum State Prerequisites: None
Minimum State Corequisites: Take CUL-110
Local Prerequisites: None
College Transfer: N/A

CUL-150 Food Science 1 2 0 0 2

This course covers the chemical and physical changes in foods t occur with cooking, handling, and processing. Emphasis is ced on practical application of heat transfer and its effect on or/flavor/texture, emulsification, protein coagulation, leavening ents, viscosity, and gel formation. Upon completion, students uld be able to demonstrate an understanding of these principles they apply to food preparation in an experimental setting.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CUL-160 Baking I 1 4 0 0 3

s course covers basic ingredients, techniques, weights and asures, baking terminology and formula calculations. Topics lude yeast/chemically leavened products, laminated doughs, stry dough batter, pies/tarts, meringue, custard, cakes and kies, icings, glazes and basic sauces. Upon completion, dents should be able to demonstrate proper scaling and asurement techniques, and prepare and evaluate a variety of kery products.

Minimum State Prerequisites: None
Minimum State Corequisites; Take CUL-110
Local Prerequisites: None
College Transfer: N/A

CUL-170 Garde Manger I 1 4 0 0 3

s course introduces basic cold food preparation techniques and ntry production. Topics include salads, sandwiches, appetizers, ssings, basic garnishes, cheeses, cold sauces, and related d items. Upon completion, students should be able to present a d food display and exhibit an understanding of the cold kitchen d its related terminology.

Minimum State Prerequisites: None
Minimum State Corequisites: Take CUL-110
Local Prerequisites: None
College Transfer: N/A

CUL-230 Global Cuisines 1 8 0 0 5

This course provides practical experience in the planning, preparation, and presentation of representative foods from a variety of world cuisines. Emphasis is placed on indigenous ingredients and customs, nutritional concerns, and cooking techniques. Upon completion, students should be able to research and execute a variety of international and domestic menus.

Minimum State Prerequisites: Take All: CUL-110 and CUL-140
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CUL-240 Advanced Culinary Skills 1 8 0 0 5

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.

Minimum State Prerequisites: Take CUL-140
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

CUL-250 Classical Cuisine 1 8 0 0 5

This course is designed to reinforce the classical culinary kitchen. Topics include the working Grand Brigade of the kitchen, signature dishes and classical banquets. Upon completion, students should be able to demonstrate competence in food preparation in a classical/upscale restaurant or banquet setting.

Minimum State Prerequisites: Take All: CUL-110, CUL-140, and CUL-240
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

DBA-110 Database Concepts 2 3 0 0 3

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

DBA-115 Database Applications 2 2 0 0 3
This course applies concepts learned in DBA 110 to a specific DBMS. 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.

Minimum State Prerequisites: Take DBA-110
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

DFT-119 Basic CAD 1 2 0 0 2
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

DMA-010 Operations with Integers 0.75 0.50 0 0 1
This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions. (This course is only available for DEI Pilot Colleges.)

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: MAT-0501
College Transfer: N/A

DMA-020 Fractions and Decimals 0.75 0.50 0 0 1
This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals. (This course is only available for DEI Pilot Colleges.)

Minimum State Prerequisites: DMA-010
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

DMA-030 Proportion/Ratio/Rate/Percent 0.75 0.50 0 0
This course provides a conceptual study of the problems t are represented by rates, ratios, percent, and proportions. To include rates, ratios, percent, proportion, conversion of Eng and metric units, and applications of the geometry of sim triangles. Upon completion, students should be able to use t understanding to solve conceptual application problems. (T course is only available for DEI Pilot Colleges.)

Minimum State Prerequisites: Take All: DMA-010 and DMA-0
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

DMA-040 Expressions/Linear Equations and Inequalities 0.75 0.50 0 0
This course provides a conceptual study of problems involv linear expressions, equations, and inequalities. Emphasis is plac on solving contextual application problems. Upon completi students should be able to distinguish between simplify expressions and solving equations and apply this knowledge problems involving linear expressions, equations, and inequaliti (This course is only available for DEI Pilot Colleges.)

Minimum State Prerequisites: Take All: DMA-010, DMA-020 a DMA-030
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

DMA-050 Graphs/Equations of Lines 0.75 0.50 0 0
This course provides a conceptual study of problems involv graphic and algebraic representations of lines. Topics inclu slope, equations of lines, interpretation of basic graphs, a linear modeling. Upon completion, students should be able solve contextual application problems and represent real-wo situations as linear equations in two variables. (This course is o available for DEI Pilot Colleges.)

Minimum State Prerequisites: Take All: DMA-010, DMA-0 DMA-030 and DMA-040
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

MA-060 Polynomial/Quadratic Applications 0.75 0.50 0 0 1

his course provides a conceptual study of problems involving aphic and algebraic representations of quadratics. Topics clude basic polynomial operations, factoring polynomials, d solving polynomial equations by means of factoring. Upon mpletion, students should be able to find algebraic solutions to ntextual problems with quadratic applications. (This course is ly available for DEI Pilot Colleges.)

nimum State Prerequisites: Take All: DMA-010, DMA-020, MA-03, DMA-040 and DMA-050
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

MA-070 Rational Expressions/ Equations 0.75 0.50 0 0 1

is course provides a conceptual study of problems involving aphic and algebraic representations of rational equations. pics include simplifying and performing operations with rational pressions and equations, understanding the domain, and termining the reasonableness of an answer. Upon completion, dents should be able to find algebraic solutions to contextual blems with rational applications. (This course is only available DEI Pilot Colleges.)

nimum State Prerequisites: Take All: DMA-010, DMA-020, MA-03, DMA-040, DMA-050 and DMA-060
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

MA-080 Radical Expressions/ Equations 0.75 0.50 0 0 1

is course provides a conceptual study of the manipulation of dicals and the application of radical equations to real-world blems. Topics include simplifying and performing operations h radical expressions and rational exponents, solving equations, d determining the reasonableness of an answer. Upon mpletion, students should be able to find algebraic solutions to ntextual problems with radical applications. (This course is only ailable for DEI Pilot Colleges.)

nimum State Prerequisites: Take All: DMA-010, DMA-020, MA-03, DMA-040, DMA-050, DMA-060, and DMA-070
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

ECO-251 Prin of Microeconomics 3 0 0 0 3

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: MAT-070 and RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

ECO-252 Prin of Macroeconomics 3 0 0 0 3

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: MAT-070 and RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

EDU-119 Intro to Early Child Education 4 0 0 0 4

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-131 Child, Family, & Community 3 0 0 0 3
This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-080 and RED-080
Set 2: ENG-085
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-146 Child Guidance 3 0 0 0 3
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-080 and RED-080
Set 2: ENG-085
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

EDU-151 Creative Activities 3 0 0 0 3
This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-080 and RED-080
Set 2: ENG-085
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-153 Health, Safety & Nutrition 3 0 0 0
This course covers promoting and maintaining the health
well-being of all children. Topics include health and nutriti
guidelines, common childhood illnesses, maintaining safe
healthy learning environments, recognition and reporting of ab
and neglect and state regulations. Upon completion, stud
should be able to demonstrate knowledge of health, safety,
nutritional needs, safe learning environments, and adhere to s
regulations.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-080 and RED-080
Set 2: ENG-085
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-163L Classroom Management & Instruction 3 0 0 0
This course covers management and instructional techniques
school-age populations. Topics include classroom managem
and organization, teaching strategies, individual student differen
and learning styles, and developmentally appropriate classro
guidance techniques. Upon completion, students should be a
to utilize developmentally appropriate behavior managem
and instructional strategies that enhance the teaching/learn
process and promote students' academic success.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-080 and RED-080
Set 2: ENG-085
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-221 Children with Exceptionalities 3 0 0 0 3

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.

Minimum State Prerequisites: Take one set:
Set 1: ENG-090, RED-090, EDU-144, and EDU-145
Set 2: ENG-090, RED-090, PSY-244, and PSY-245
Set 3: ENG-095, EDU-144, and EDU-145
Set 4: ENG-095, PSY-244, and PSY-245
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement at select institutions.

EDU-234 Infants, Toddlers, & Twos 3 0 0 0 3

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

Minimum State Prerequisites: Take one set:
Set 1: ENG-090, RED-090, and EDU-119
Set 2: ENG-095 and EDU-119
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-235 School-Age Development & Program 3 0 0 0 3

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.

Minimum State Prerequisites: Take one set:
Set 1: ENG-090 and RED-090
Set 2: ENG-095
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-243L Learning Theory 3 0 0 0 3

This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the seven types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-244L Human Growth/Development 3 0 0 0 3

This course introduces lateral entry teachers to theories and ages and stages related to human growth and development from birth through adolescence. Emphasis is placed on development through the stages of a child's life in the areas of physical, emotional, social, intellectual, and moral development. Upon completion, students should be able to identify and describe milestones of each stage in all areas of development and discuss factors that influence growth.

Minimum State Prerequisites: Take one set:
Set 1: ENG-090 and RED-090
Set 2: ENG-095
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-245L Policies and Procedures 3 0 0 0 3

This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.

Minimum State Prerequisites:Take one set:
Set 1: ENG-090 and RED-090
Set 2: ENG-095
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-250 Praxis I Preparation 1 0 0 0 1

This course is designed to prepare potential teachers for the PRAXIS I exam that is necessary to enter the field of education. Emphasis is placed on content specifications of the PRAXIS I exam, study skills and simulated examinations. Upon completion, students should be able demonstrate an understanding of the content necessary for successful completion of the PRAXIS I exam.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-090 and RED-090
Set 2: ENG-095
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-259 Curriculum Planning 3 0 0 0 3

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-090, RED-090, and EDU-119
Set 2: ENG-095 and EDU-119
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EDU-261 Early Childhood Administration I 3 0 0 (

This course introduces principles of basic programming, staffing, budgeting/financial management and marketing, rules and regulations of diverse early childhood programs. T include program structure and philosophy, standards of child care programs, finance, funding resources, and staff organizational management. Upon completion, students sh be able to develop components of program/personnel handb a program budget, and demonstrate knowledge of fundam marketing strategies and NC standards.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-090 and RED-090
Set 2: ENG-095
Minimum State Corequisites: Take EDU-119
Local Prerequisites: None
College Transfer: N/A

EDU-262 Early Childhood Administration II 3 0 0 0

This course focuses on advocacy/leadership, public relati community outreach and program quality/evaluation for div early childhood programs. Topics include program evaluat accreditation, involvement in early childhood professi organizations, leadership/mentoring, family, volunteer community involvement and early childhood advocacy. U completion, students should be able to define and evaluate components of early childhood programs, develop strategies advocacy and integrate community into programs.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-090, RED-090, and EDU-261
Set 2: ENG-095 and EDU-261
Minimum State Corequisites: Take EDU-119
Local Prerequisites: None
College Transfer: N/A

EDU-271 Educational Technology 2 2 0 0

This course introduces the use of technology to enhar teaching and learning in all educational settings. Topics inclu technology concepts, instructional strategies, materials a adaptive technology for children with exceptionalities, facilitati of assessment/evaluation, and ethical issues surrounding t use of technology. Upon completion, students should be able apply technology enhanced instructional strategies, use a varie of technology resources and demonstrate appropriate technolo skills in educational environments.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-090 and RED-090
Set 2: ENG-095
Minimum State Corequisites: None
Local Prerequisites: CIS-110
College Transfer: N/A

U-280 Language & Literacy Experiences 3 0 0 0 3

s course is designed to expand students' understanding children's language and literacy development and provides tategies for enhancing language/literacy experiences in an iched environment. Topics include selection of diverse rature and interactive media, the integration of literacy concepts ughout the curriculum, appropriate observations/assessments inclusive practices. Upon completion, students should be e to select, plan, implement and evaluate developmentally propriate and diverse language/literacy experiences.

imum State Prerequisites: Take One Set:
Set 1: ENG-090 and RED-090
Set 2: ENG-095
imum State Corequisites: None
al Prerequisites: None
llege Transfer: N/A

U-284 Early Child Capstone Practice 1 9 0 0 4

s course is designed to allow students to apply skills in a e star (minimum) or NAEYC accredited or equivalent, quality y childhood environment. Emphasis is placed on designing, lementing and evaluating developmentally appropriate ivities and environments for all children; supporting/involving ilies; and modeling reflective and professional practices. n completion, students should be able to demonstrate elopmentally appropriate plans/assessments, appropriate dance techniques and ethical/professional behaviors as cated by assignments and onsite faculty visits.

imum State Prerequisites: Take One Set:
Set 1: ENG-090, RED-090, EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151
Set 2: ENG-090, RED-090, EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151
Set 3: ENG-090, RED-090, EDU-119, PSY-245, EDU-144, EDU-146, and EDU-151
Set 4: ENG-090, RED-090, EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151
Set 5: ENG-095, EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151
Set 6: ENG-095, EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151
Set 7: ENG-095, EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151
Set 8: ENG-095, EDU-119, EDU-145, PSY-244, EDU-146, and EDU-151
imum State Corequisites: None
al Prerequisites: None
llege Transfer: N/A

ELC-112 DC/AC Electricity 3 6 0 0 5

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, troubleshoot, and repair DC/AC circuits.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ELC-113 Basic Wiring I 2 6 0 0 4

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ELC-114 Basic Wiring II 2 6 0 0 4

This course provides instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELC-113
College Transfer: N/A

ELC-115 Industrial Wiring 2 6 0 0 4

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELC-113
College Transfer: N/A

ELC-117 Motors and Controls 2 6 0 0 4

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.

Minimum State Prerequisites: Take One: ELC-112 or ELC-131
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ELC-118 National Electrical Code 1 2 0 0 2

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ELC-128 Intro to Programmable Logic Controllers 2 3 0 0 3

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ELC-228 Programmable Logic Controllers Applications Project 2 6 0 0 4

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELC-128
College Transfer: N/A

ELC-229 Applications Project 1 3 0 0 2

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELN-229, ELN-232, ELC-228 and ELC-11
College Transfer: N/A

ELN-133 Digital Electronics 3 3 0 0

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AD/DA conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ELN-229 Industrial Electronics 3 3 0 0

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELC-112, ELC-131 or ELC-140
College Transfer: N/A

ELN-231 Industrial Controls 2 3 0 0

This course introduces the fundamental concepts of 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 schematics and demonstrate an understanding of electromechanical and electronic control of rotating machinery.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELN-229
College Transfer: N/A

ELN-232 Intro to Microprocessors 3 3 0 0 4

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, 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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELN-133
College Transfer: N/A

ELN-233 Microprocessor Systems 3 3 0 0 4

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELN-232
College Transfer: N/A

ELN-275 Troubleshooting 1 2 0 0 2

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.

Minimum State Prerequisites: None
Minimum State Corequisites: Take One: ELN-133 or ELN-141
Local Prerequisites: ELN-229
College Transfer: N/A

ENG-080 Writing Foundations 3 2 0 0 4

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.

Minimum State Prerequisites: Take One: ENG-070 or ENG-075
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ENG-085 Reading & Writing Foundations 5 0 0 0 5

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-070 and RED-070
Set 2: ENG-075
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ENG-085A Reading & Writing Foundation Lab 0 2 0 0 1

This laboratory provides the opportunity to practice the skills introduced in ENG 085. Emphasis is placed on practical skills for applying analytical and critical reading skills to a variety of texts and on the writing process. Upon completion, students should be able to apply those skills in the production of effective paragraphs.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-070 and RED-070
Set 2: ENG-075
Minimum State Corequisites: Take ENG-085
Local Prerequisites: None
College Transfer: N/A

ENG-090 Composition Strategies 3 0 0 0 3

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.

Minimum State Prerequisites: Take One: ENG-080 or ENG-085
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ENG-090A Comp Strategies Lab 0 2 0 0 1

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.

Minimum State Prerequisites: Take One: ENG-080 or ENG-085
Minimum State Corequisites: Take ENG-090
Local Prerequisites: None
College Transfer: N/A

ENG-095 Reading & Composition Strategies 5 0 0 0 5

This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluate college texts and to compose essays in preparation for college writing

Minimum State Prerequisites: Take One Set:
Set 1: ENG-080 and RED-080
Set 2: ENG-085
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

ENG-095A Reading & Comp Strategies Lab 0 2 0 0 1

This laboratory provides the opportunity to practice the skills introduced in ENG 095. Emphasis is placed on practical skills for applying critical reading skills to narrative and expository texts and on the writing process. Upon completion, students should be able to apply those skills in the production of effective essays in preparation for college writing.

Minimum State Prerequisites: Take One Set:
Set 1: ENG-080 and RED-080
Set 2: ENG-085
Minimum State Corequisites: Take ENG-095
Local Prerequisites: None
College Transfer: N/A

ENG-102 Applied Communications II 3 0 0 0

This course is designed to enhance writing and speaking skills the workplace. Emphasis is placed on generating short writir such as job application documents, memoranda, and reports a developing interpersonal communication skills with employees a the public. Upon completion, students should be able to prep effective, short, and job-related written and oral communicatior

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-080 and ENG-080 or ENG-085
College Transfer: N/A

ENG-111 Expository Writing 3 0 0 0

This course is the required first course in a series of two design to develop the ability to produce clear expository prose. Empha is placed on the writing process including audience analysis, to selection, thesis support and development, editing, and revisi Upon completion, students should be able to produce unifi coherent, well-developed essays using standard written Englis

Minimum State Prerequisites: Take One Set:
Set 1: ENG-090 and RED-090
Set 2: ENG-095
Minimum State Corequisites: None
Local Prerequisites: OST 080 or appropriate OPAC score
College Transfer: This course has been approved for transfer unc the CAA as a general education course in English Composition

ENG-112 Argument-Based Research 3 0 0 0

This course, the second in a series of two, introduces resear techniques, documentation styles, and argumentative strategie Emphasis is placed on analyzing information and ideas a incorporating research findings into documented argumentati essays and research projects. Upon completion, students shou be able to summarize, paraphrase, interpret, and synthesi information from primary and secondary sources using standa research format and style.

Minimum State Prerequisites: Take ENG-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer unc the CAA as a general education course in English Composition

NG-114 Prof Research & Reporting 3 0 0 0 3

his course, the second in a series of two, is designed to teach ofessional communication skills. Emphasis is placed on research, tening, critical reading and thinking, analysis, interpretation, and sign used in oral and written presentations. Upon completion, udents should be able to work individually and collaboratively to oduce well-designed business and professional written and oral esentations.

inimum State Prerequisites: Take ENG-111
inimum State Corequisites: None
cal Prerequisites: None
ollege Transfer: This course has been approved for transfer under e CAA as a general education course in English Composition.

NG-131 Introduction to Literature 3 0 0 0 3

his course introduces the principal genres of literature. mphasis is placed on literary terminology, devices, structure, d interpretation. Upon completion, students should be able to alyze and respond to literature.

inimum State Prerequisites: Take ENG-111
inimum State Corequisites: Take One: ENG-112, ENG-113, or NG-114
cal Prerequisites: None
ollege Transfer: This course has been approved for transfer nder the CAA as a general education course in Humanities/Fine rts.

NG-231 American Literature I 3 0 0 0 3

his course covers selected works in American literature from its eginnings to 1865. Emphasis is placed on historical background, ltural context, and literary analysis of selected prose, poetry, d drama. Upon completion, students should be able to interpret, alyze, and respond to literary works in their historical and ltural contexts.

inimum State Prerequisites: Take One: ENG-112, ENG-113, or NG-114
inimum State Corequisites: None
cal Prerequisites: None
ollege Transfer: This course has been approved for transfer nder the CAA as a general education course in Humanities/Fine rts.

ENG-232 American Literature II 3 0 0 0 3

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

ENG-241 British Literature I 3 0 0 0 3

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

Minimum State Prerequisites: Take ENG-112, ENG-113, or ENG-114
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

ENG-242 British Literature II 3 0 0 0 3

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

ENG-261 World Literature I 3 0 0 0 3

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.

Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Minimum State Corequisites: None

Local Prerequisites: None

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

ENG-272 Southern Literature 3 0 0 0 3

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Minimum State Corequisites: None

Local Prerequisites: None

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ENG-273 African-American Literature 3 0 0 0 3

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts.

Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Minimum State Corequisites: None

Local Prerequisites: None

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ENG-274 Literature by Women 3 0 0 0 3

This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Minimum State Corequisites: None

Local Prerequisites: None

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ENG-275 Science Fiction 3 0 0 0 3

This course covers the relationships between science and literature through analysis of short stories and novels. Emphasis is placed on scientific discoveries that shaped Western culture and our changing view of the universe as reflected in science fiction literature. Upon completion, students should be able to trace major themes and ideas and illustrate relationships between science, world view, and science fiction literature.

Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Minimum State Corequisites: None

Local Prerequisites: None

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

FRE-111 Elementary French I 3 0 0 0 3

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

Minimum State Prerequisites: None

Minimum State CoRequisites: None

Local Prerequisites: RED-090 or ENG-095/095A

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

E-112 Elementary French II 3 0 0 0 3

s course is a continuation of FRE 111 focusing on the damental elements of the French language within a cultural ntext. Emphasis is placed on the progressive development of ening, speaking, reading, and writing skills. Upon completion, dents should be able to comprehend and respond with increasing ficiency to spoken and written French and demonstrate further tural awareness.

nimum State Prerequisites: FRE-111
nimum State CoRequisites: None
cal Prerequisites: None
llege Transfer: This course has been approved for transfer der the CAA as a general education course in Humanities/Fine s.

A-112 First Aid & CPR 1 2 0 0 2

s course introduces the basics of emergency first aid treatment. pics include rescue breathing, CPR, first aid for choking and eding, and other first aid procedures. Upon completion, students uld be able to demonstrate skills in providing emergency care the sick and injured until medical help can be obtained.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: RED-090 or ENG-095/095A
llege Transfer: This course has been approved for transfer der the CAA as a premajor and/or elective course requirement.

S-121 Western Civilization I 3 0 0 0 3

s course introduces western civilization from pre-history to early modern era. Topics include ancient Greece, Rome, and ristian institutions of the Middle Ages and the emergence of ional monarchies in western Europe. Upon completion, students uld be able to analyze significant political, socioeconomic, and tural developments in early western civilization.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: RED-090 or ENG-095/095A
llege Transfer: This course has been approved for transfer der the CAA as a general education course in Social/Behavioral iences.

HIS-122 Western Civilization II 3 0 0 0 3

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

HIS-131 American History I 3 0 0 0 3

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

HIS-132 American History II 3 0 0 0 3

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

HIS-226 The Civil War 3 0 0 0 3
This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

HIS-228 History of the South 3 0 0 0 3
This course covers the origin and development of the South as a distinct region of the United States. Emphasis is placed on Southern identity and its basis in cultural, social, economic, and political developments during the 19th and 20th centuries. Upon completion, students should be able to identify and analyze the major cultural, social, economic, and political developments in the South.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

HIS-236 North Carolina History 3 0 0 0 3
This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

HRM-215 Restaurant Management 3 0 0 0
This course provides an overview of the responsibilities activities encountered in managing a food and bever operation. Topics include planning, organization, account marketing, trends, and human resources from an integra managerial viewpoint. Upon completion, students should be a to demonstrate an understanding of the operation of a restaur

Minimum State Prerequisites: Take One: CUL-135 or HRM-
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

HRM-245 Human Resource Management-Hospitality 3 0 0 0
This course introduces a systematic approach to human resou management in the hospitality industry. Topics include traini development, staffing, selection, hiring, recruitment, evaluati benefit administration, employee relations, labor regulations/la discipline, motivation, productivity, shift management, contr employees and organizational culture. Upon completion, stude should be able to apply human resource management skills for hospitality industry.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

HUM-110 Technology and Society 3 0 0 0
This course considers technological change from historical, artis and philosophical perspectives and its effect on human needs a concerns. Emphasis is placed on the causes and consequenc of technological change. Upon completion, students should able to critically evaluate the implications of technology.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for trans under the CAA as a general education course in Humanities/Fi Arts.

M-130 Myth in Human Culture 3 0 0 0 3
s course provides an in-depth study of myths and legends. pics include the varied sources of myths and their influence on individual and society within diverse cultural contexts. Upon mpletion, students should be able to demonstrate a general iliarity with myths and a broad-based understanding of the uence of myths and legends on modern culture.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: RED-090 or ENG-095/095A
llege Transfer: This course has been approved for transfer der the CAA as a general education course in Humanities/Fine s.

M-160 Introduction to Film 2 2 0 0 3
s course introduces the fundamental elements of film artistry d production. Topics include film styles, history, and production hniques, as well as the social values reflected in film art. Upon mpletion, students should be able to critically analyze the ments covered in relation to selected films.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: RED-090 or ENG-095/095A
llege Transfer: This course has been approved for transfer der the CAA as a general education course in Humanities/Fine s.

D-110 Hydraulics/Pneumatics I 2 3 0 0 3
s course introduces the basic components and functions hydraulic and pneumatic systems. Topics include standard mbols, pumps, control valves, control assemblies, actuators, L, maintenance procedures, and switching and control devices. on completion, students should be able to understand the eration of a fluid power system, including design, application, d troubleshooting.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

-110 Workplace Safety 1 0 0 0 1
s course introduces the basic concepts of workplace safety. pics include fire, ladders, lifting, lock-out/tag-out, personal tective devices, and other workplace safety issues related to HA compliance. Upon completion, students should be able demonstrate an understanding of the components of a safe rkplace.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

JOU-110 Intro to Journalism 3 0 0 0 3
This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ENG-090/090A and RED-090 or ENG-095
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MAT-060 Essential Mathematics 3 2 0 0 4
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 complétion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

Minimum State Prerequisites: Take MAT-050
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

***Effective Academic Year 2012-2013:** Upon completion of MAT-060 with a "C" or higher, the student will have mastered content equivalent to DMA-010, DMA-020 and DMA-030.*

MAT-070 Introductory Algebra 3 2 0 0 4
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.

Minimum State Prerequisites: Take MAT-060 or DMA-010, DMA-020 and DMA-030
Minimum State Corequisites: Take One: RED-080 or ENG-085
Local Prerequisites: None
College Transfer: N/A

***Effective Academic Year 2012-2013:** Upon successful completion of prerequisites and a "C" or higher in MAT 070, students will have mastered content equivalent to DMA-010, DMA-020, DMA-030, DMA-040 and DMA-050.*

MAT-080 Intermediate Algebra 3 2 0 0 4

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.

Minimum State Prerequisites: Take All: MAT-060 and MAT-070 or DMA-010, DMA-020, DMA-030, DMA-040 and DMA-050
Minimum State Corequisites: Take One: RED-080 or ENG-085
Local Prerequisites: None
College Transfer: N/A

Effective Academic Year 2012-2013: *Upon successful completion of prerequisites and a "C" or higher in MAT-080, students will have mastered content equivalent to DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070 and DMA-080.*

MAT-101 Applied Mathematics I 2 2 0 0 3

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.

Minimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020, and DMA-030
or
Set 1: MAT-060
Set 2: MAT-070
Set 3: MAT-080
Set 4: MAT-090
Set 5: MAT-095
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

MAT-115 Mathematical Models 2 2 0 0

This course develops the ability to utilize mathematical skills technology to solve problems at a level found in non-mathema intensive programs. Topics include applications to percent, and proportion, formulas, statistics, function notation, li functions, probability, sampling techniques, scatter plots, modeling. Upon completion, students should be able to s practical problems, reason and communicate with mathema and work confidently, collaboratively, and independently.

Minimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020, DMA-030, DMA-040 and DMA-
or
Set 1: MAT-060 and MAT-070
Set 2: MAT-060 and MAT-080
Set 3: MAT-060 and MAT-090
Set 4: MAT-095
Set 5: MAT-120
Set 6: MAT-121
Set 7: MAT-161
Set 8: MAT-171
Set 9: MAT-175
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

MAT-121 Algebra/Trigonometry I 2 2 0 0

This course provides an integrated approach to technology and skills required to manipulate, display, and interpret mathemat functions and formulas used in problem solving. Topics incl simplification, evaluation, and solving of algebraic and rad functions; complex numbers; right triangle trigonometry; syste of equations; and the use of technology. Upon completi students should be able to demonstrate an understanding of use of mathematics and technology to solve problems and anal and communicate results.

Minimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020, DMA-030, DMA-040 and DMA-
or
Set 1: MAT-060 and MAT-070
Set 2: MAT-060 and MAT-080
Set 3: MAT-060 and MAT-090
Set 4: MAT-095
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

AT-122 Algebra/Trigonometry II 2 2 0 0 3

is course extends the concepts covered in MAT 121 to include ditional topics in algebra, function analysis, and trigonometry. pics include exponential and logarithmic functions, translation d scaling of functions, Sine Law, Cosine Law, vectors, d statistics. Upon completion, students should be able to monstrate an understanding of the use of technology to solve blems and to analyze and communicate results.

nimum State Prerequisites: Take One: MAT-121, MAT-161, T-171, or MAT-175
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

AT-140 Survey of Mathematics 3 0 0 0 3

s course provides an introduction in a non-technical setting to ected topics in mathematics. Topics may include, but are not ited to, sets, logic, probability, statistics, matrices, mathematical tems, geometry, topology, mathematics of finance, and deling. Upon completion, students should be able to understand ariety of mathematical applications, think logically, and be able work collaboratively and independently.

nimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020, DMA-030, and DMA-040
or
Set 1: MAT-060 and MAT-070
Set 2: MAT-060 and MAT-080
Set 3: MAT-060 and MAT-090
Set 4: MAT-095
Set 5: MAT-120
Set 6: MAT-121
Set 7: MAT-161
Set 8: MAT-171
Set 9: MAT-175
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: Under the CAA, this course satisfies the general ucation Mathematics requirement for the AA and AFA degrees. oes not satisfy the general education Mathematics requirement the AS degree.

MAT-151 Statistics I 3 0 0 0 3

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.

Minimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020, DMA-030, DMA-040 and DMA-050
or
Set 1: MAT-060 and MAT-080
Set 2: MAT-060 and MAT-090
Set 3: MAT-095
Set 4: MAT-120
Set 5: MAT-121
Set 6: MAT-140
Set 7: MAT-161
Set 8: MAT-171
Set 9: MAT-175
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

MAT-161 College Algebra 3 0 0 0 3

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.

Minimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070 and DMA-080
or
Set 1: MAT-060 and MAT-080
Set 2: MAT-060 and MAT-090
Set 3: MAT-095
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: Under the CAA, this course satisfies the general education Mathematics requirement for the AA and AFA degrees. It does not satisfy the general education Mathematics requirement for the AS degree.

MAT-171 Precalculus Algebra 3 0 0 0 3

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.

Minimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070 and DMA-080
or
Set 1: MAT-060 and MAT-080
Set 2: MAT-060 and MAT-090
Set 3: MAT-095
Set 4: MAT-161
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT-171A Precalculus Algebra Lab 0 2 0 0 1

This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively.

Minimum State Prerequisites: Take One Set:
Set 1: MAT-060 and MAT-080
Set 2: MAT-060 and MAT-090
Set 3: MAT-095
Set 4: MAT-161
Minimum State Corequisites: Take MAT-171
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MAT-172 Precalculus Trigonometry 3 0 0 0 3

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.

Minimum State Prerequisites: Take MAT-171
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT-172A Precalculus Trig Lab 0 2 0 0 1

This course is a laboratory for MAT-172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively.

Minimum State Prerequisites: Take MAT-171
Minimum State Corequisites: Take MAT-172
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MAT-271 Calculus I 3 2 0 0 4

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions.

Minimum State Prerequisites: Take One: MAT-172 or MAT-175
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT-272 Calculus II 3 2 0 0 4

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems.

Minimum State Prerequisites: Take MAT-271
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

MEC-110 Intro to CAD/CAM 1 2 0 0 2

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

EC-111 Machine Processes I 1 4 0 0 3

is course introduces shop safety, hand tools, machine ocesses, measuring instruments, and the operation of machine op equipment. Topics include use and care of tools, safety, easuring tools, and the basic setup and operation of common achine tools. Upon completion, students should be able to anufacture simple parts to specified tolerance.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

EC-288 Manufacturing Engineering R&D Project 0 2 0 0 1

is course provides an opportunity to research specific interest eas in the field of manufacturing engineering. Emphasis is on specific area of concern. Upon completion, students should be le to demonstrate competence through a hands-on project.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: BPR-111, ELC-117, ELC-228, ELN-229, HYD-0, ISC-110, MEC-110, MEC-111, MNT-110, and WLD-112
llege Transfer: N/A

KT-120 Principles of Marketing 3 0 0 0 3

is course introduces principles and problems of marketing ods and services. Topics include promotion, placement, and cing strategies for products. Upon completion, students should able to apply marketing principles in organizational decision aking.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

NT-110 Intro to Maintenance Procedures 1 3 0 0 2

is course covers basic maintenance fundamentals for power nsmission equipment. Topics include equipment inspection, rication, alignment, and other scheduled maintenance cedures. Upon completion, students should be able to monstrate knowledge of accepted maintenance procedures d practices according to current industry standards.

nimum State Prerequisites: None
nimum State Corequisites: None
cal Prerequisites: None
llege Transfer: N/A

MNT-263 Electrical-Pneumatic Components 2 4 0 0 4

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

MUS-110 Music Appreciation 3 0 0 0 3

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

MUS-131 Chorus I 0 2 0 0 1

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MUS-132 Chorus II 0 2 0 0 1

This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

Minimum State Prerequisites: Take MUS-131
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

NAS-101 Nursing Assistant I 3 4 3 0 6
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 Nursing Assistant I with the North Carolina Nurse Aide I Registry.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: High School Diploma or GED
College Transfer: N/A

NAS-102 Nursing Assistant II 3 2 6 0 6
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: High School Diploma or GED and currently listed as a NA I with the State of North Carolina
College Transfer: N/A

NAS-103 Home Health Care 2 0 0 0 2
This course covers 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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: High School Diploma or GED and currently listed as a NA I with the State of North Carolina
College Transfer: N/A

NET-110 Networking Concepts 2 2 0 0 3
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

NOS-110 Operating Systems Concepts 2 3 0 0 3
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

NOS-120 Linux/UNIX Single User 2 2 0 0 3
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System, expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

Minimum State Prerequisites: Take One: NOS-110 or CET-211
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

NOS-130 Windows Single User 2 2 0 0 3
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

Minimum State Prerequisites: Take One: NOS-110 or CET-211
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

NOS-230 Windows Administration I 2 2 0 0
This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/ Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.

Minimum State Prerequisites: Take NOS-130
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

UR-101 Practical Nursing I 7 6 6 0 11

his course introduces concepts as related to the practical nurse's regiver and discipline- specific roles. Emphasis is placed on the rsing process, legal/ethical/professional issues, wellness/illness tterns, and basic nursing skills. Upon completion, students ould be able to demonstrate beginning understanding of nursing ocess to promote/maintain/restore optimum health for diverse ents throughout the life span.

inimum State Prerequisites: None
inimum State Corequisites
ocal Prerequisites: None
ollege Transfer: N/A

UR-102 Practical Nursing II 8 0 12 0 12

his course includes more advanced concepts as related to the actical nurse's caregiver and discipline-specific roles. Emphasis placed on the nursing process, delegation, cost effectiveness, gal/ethical/professional issues, and wellness/illness patterns. pon completion, students should be able to begin participating in e nursing process to promote/maintain/restore optimum health r diverse clients throughout the life span.

inimum State Prerequisites: None
inimum State Corequisites
ocal Prerequisites: None
ollege Transfer: N/A

UR-103 Practical Nursing III 6 0 12 0 10

his course focuses on use of nursing/related concepts by actical nurses as providers of care/members of discipline in llaboration with health team members. Emphasis is placed on e nursing process, wellness/illness patterns, entry-level issues, countability, advocacy, professional development, evolving chnology, and changing health care delivery systems. Upon mpletion, students should be able to use the nursing process promote/maintain/restore optimum health for diverse clients roughout the life span.

inimum State Prerequisites: None
inimum State Corequisites
ocal Prerequisites: None
ollege Transfer: N/A

NUR-111 Intro to Health Concepts 4 6 6 0 8

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Minimum State Prerequisites: None
Minimum State Corequisites:
Local Prerequisites: CNA-I , BIO-168 and CIS-110
Local Corequisites: BIO-169 and ENG-111
College Transfer: N/A

NUR-112 Health-Illness Concepts 3 0 6 0 5

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-111
Local Corequisites: BIO-275, PSY-150 and NUR-114
College Transfer: N/A

NUR-113 Family Health Concepts 3 0 6 0 5

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-112 and NUR-114
Local Corequisites: ENG-114
College Transfer: N/A

NUR-114 Holistic Health Concepts 3 0 6 0 5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites:
Local Prerequisites: NUR-111, NUR-112, BIO-168 and ENG-111
Local Corequisites: BIO-169, PSY-150 and NUR-112
College Transfer: N/A

NUR-211 Health Care Concepts 3 0 6 0 5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-113
Local Corequisites: NUR-212 and PSY-241
College Transfer: N/A

NUR-212 Health System Concepts 3 0 6 0 5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course

Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-113
Local Corequisites: NUR-211 and PSY-241
College Transfer: N/A

NUR-213 Complex Health Concepts 4 3 15 10
This course is designed to assimilate the concepts within the th domains of the individual, healthcare, and nursing. Emphasi placed on the concepts of fluid/electrolytes, metabolism, perfus mobility, stress/coping, violence, health-wellness-illne professional behaviors, caring interventions, managing c healthcare systems, and quality improvement. Upon complet students should be able to demonstrate the knowledge, skills, a attitudes necessary to provide quality, individualized, entry le nursing care.

Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: Take All: NUR-112, NUR-113, NU 114, NUR-211, and NUR-212
Local Prerequisites: None
College Transfer: N/A

NUT-110 Nutrition 3 0 0 0
This course covers basic principles of nutrition and their relations to human health. Topics include meeting nutritional needs healthy people, menu modification based on special diet needs, food habits, and contemporary problems associated w nutrition. Upon completion, students should be able to apply ba nutritional concepts as they relate to health and well being.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-080 Keyboarding Literacy 1 2 0 0
This course is designed to develop elementary keyboarding skil Emphasis is placed on mastery of the keyboard. Upon completic students should be able to demonstrate basic proficiency keyboarding.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-131 Keyboarding 1 2 0 0
This course covers basic keyboarding skills. Emphasis is place on the touch system, correct techniques, and development speed and accuracy. Upon completion, students should be ab to key at an acceptable speed and accuracy level using the touc system.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: OST-080
College Transfer: N/A

OT-132 Keyboard Skill Building 1 2 0 0 2

Ts course is designed to increase speed and improve accuracy irkeyboarding. Emphasis is placed on diagnostic tests to identify acuracy and speed deficiencies followed by corrective drills. Upon cmpletion, students should be able to keyboard rhythmically with gater accuracy and speed.

Nimum State Prerequisites: None
Nimum State Corequisites: None
Lcal Prerequisites: Take OST-131
Cllege Transfer: N/A

OT-134 Text Entry & Formatting 2 2 0 0 3

Ts course is designed to provide skills needed to increase speed, iprove accuracy, and format documents. Topics include letters, rmos, tables, and business reports. Upon completion, students sbuld be able to produce documents and key timed writings at speeds commensurate with employability.

Nimum State Prerequisites: None
Nimum State Corequisites: None
Lcal Prerequisites: None
Cllege Transfer: N/A

OT-136 Word Processing 2 2 0 0 3

Ts course is designed to introduce word processing concepts and aplications. Topics include preparation of a variety of documents ad mastery of specialized software functions. Upon completion, sdents should be able to work effectively in a computerized word pcessing environment.

Nimum State Prerequisites: None
Nimum State Corequisites: None
Lcal Prerequisites: None
Cllege Transfer: N/A

OT-141 Medical Terms I-Med Office 3 0 0 0 3

Ts course uses a language-structure approach to present the teminology and vocabulary that will be encountered in medical oce settings. Topics include word parts that relate to systemic cnponents, conditions, pathology, and disorder remediation in aproximately one-half of the systems of the human body. Upon cnpletion, students should be able to relate words to systems, pralize, define, pronounce, and construct sentences with the inluded terms.

Nimum State Prerequisites: None
Nimum State Corequisites: None
Lcal Prerequisites: None
Cllege Transfer: N/A

OST-142 Medical Terms II-Med Office 3 0 0 0 3

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

Minimum State Prerequisites: Take OST-141
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-148 Medical Coding Billing & Insurance 3 0 0 0 3

This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-149 Medical Legal Issues 3 0 0 0 3

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-164 Text Editing Applications 3 0 0 0 3

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-184 Records Management 2 2 0 0 3

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-223 Administrative Office Transcript I 2 2 0 0 3

This course provides experience in transcribing documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents.

Minimum State Prerequisites: Take One Set:
Set 1: OST-134 and OST-164
Set 2: OST-136 and OST-164
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-224 Administrative Office Transcript II 1 2 0 0 2

This course provides instruction and practice in advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents.

Minimum State Prerequisites: Take OST-223
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-243 Medical Office Simulation 2 2 0 0 3

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

Minimum State Prerequisites: Take OST-148
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

OST-289 Administrative Office Management 2 2 0 0

This course is designed to be a capstone course for the of professional and provides a working knowledge of mod office procedures. Emphasis is placed on scheduling, teleph procedures, travel arrangements, event planning, office des and ergonomics. Upon completion, students should be able adapt in an office environment.

Minimum State Prerequisites: Take One Set:
Set 1: OST-134 and OST-164
Set 2: OST-136 and OST-164
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

PED-110 Fit and Well for Life 1 2 0 0

This course is designed to investigate and apply the basic conce and principles of lifetime physical fitness and other health-rela factors. Emphasis is placed on wellness through the study nutrition, weight control, stress management, and consumer fa on exercise and fitness. Upon completion, students should be a to plan a personal, lifelong fitness program based on individ needs, abilities, and interests.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for trans under the CAA as a premajor and/or elective course requireme

PED-120 Walking for Fitness 0 3 0 0

This course introduces fitness through walking. Emphasis placed on stretching, conditioning exercises, proper clothing, flu needs, and injury prevention. Upon completion, students shou be able to participate in a recreational walking program.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for trans under the CAA as a premajor and/or elective course requireme

PED-130 Tennis-Beginning 0 2 0 0

This course emphasizes the fundamentals of tennis. Topics inclu basic strokes, rules, etiquette, and court play. Upon completio students should be able to play recreational tennis.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transf under the CAA as a premajor and/or elective course requiremer

PED-131 Tennis-Intermediate 0 2 0 0 1

This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis.

Minimum State Prerequisites: Take PED-130
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

PED-143 Volleyball-Beginning 0 2 0 0 1

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

PHY-151 College Physics I 3 2 0 0 4

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Minimum State Prerequisites: Take One: MAT-161, MAT-171, or MAT-175
Minimum State Corequisites: None
Local Prerequisites: RED-090 and ENG-090/090A or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

PHY-152 College Physics II 3 2 0 0 4

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Minimum State Prerequisites: Take PHY-151
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

PLU-111 Intro to Basic Plumbing 1 3 0 0 2

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

POL-120 American Government 3 0 0 0 3

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

PSY-118 Interpersonal Psychology 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

PSY-150 General Psychology 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

PSY-241 Developmental Psych 3 0 0 0 3
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.

Minimum State Prerequisites: Take PSY-150
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral

PSY-244 Child Development I 3 0 0 0 3
This course provides an introduction to the study of development and examines the growth and developmer children from conception through early childhood. Topics inc historical and theoretical perspectives, terminology, rese and observation techniques as well as physical, cognitive, psychosocial growth and change. Upon completion, stud should be able to demonstrate an understanding of the stages of child development.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

PSY-245 Child Development II 3 0 0 0 3
This course examines the growth and development of chil during early and middle childhood. Emphasis is placed on fac influencing physical, cognitive, and psychosocial growth change. Upon completion, students should be able to demonst an understanding of early and middle child development.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RAD-110 Rad Intro & Patient Care 2 3 0 0
This course provides an overview of the radiography profess and student responsibilities. Emphasis is placed on ba principles of patient care, radiation protection, technical facto and medical terminology. Upon completion, students should able to demonstrate basic skills in these areas.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: RAD-111 and RAD-151
Local Prerequisites: Admission into the Radiography Program
College Transfer: N/A

RAD-111 RAD Procedures I 3 3 0 0
This course provides the knowledge and skills necessary perform standard radiographic procedures. Emphasis is plac on radiography of the chest, abdomen, extremities, spine, a pelvis. Upon completion, students should be able to demonstra competence in these areas.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: RAD-110 and RAD-151
Local Prerequisites: Admission into the Radiography Program
College Transfer: N/A

RAD-112 RAD Procedures II 3 3 0 0 4

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

Minimum State Prerequisites: Take All: RAD-110, RAD-111, and RAD-151
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: RAD-122, RAD-161
College Transfer: N/A

RAD-121 Radiographic Imaging I 2 3 0 0 3

This course provides the principles of conventional film-screen radiography. Emphasis is placed on the factors that impact density, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of conventional film-screen radiographic imaging.

Minimum State Prerequisites: Take All: RAD-110, RAD-111, and RAD-151
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: RAD-122, RAD-161
College Transfer: N/A

RAD-122 Radiographic Imaging II 1 3 0 0 2

This course provides advanced principles of imaging including digital radiography. Emphasis is placed on the factors that impact brightness, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of advanced principles of imaging.

Minimum State Prerequisites: Take All: RAD-112, RAD-121, and RAD-161
Minimum State Corequisites: Take All: RAD-131, and RAD-171
Local Prerequisites: None
College Transfer: N/A

RAD-131 Radiographic Physics I 1 3 0 0 2

This course introduces the fundamental principles of physics that underlie diagnostic X-ray production and radiography. Topics include electromagnetic waves, electricity and magnetism, electrical energy, and power and circuits as they relate to radiography. Upon completion, students should be able to demonstrate an understanding of basic principles of physics as they relate to the operation of radiographic equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RAD-112, RAD-121 and RAD-161
Local Corequisites: RAD-122, RAD-171
College Transfer: N/A

RAD-151 RAD Clinical Education I 0 0 6 0 2

This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: RAD-110 and RAD-111
Local Prerequisites: None
College Transfer: N/A

RAD-161 RAD Clinical Education II 0 0 15 0 5

This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Minimum State Prerequisites: Take All: RAD-110, RAD-111, and RAD-151
Minimum State Corequisites: Take All: RAD-112 and RAD-121
Local Prerequisites: None
College Transfer: N/A

RAD-171 RAD Clinical Ed III 0 0 12 0 4

This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Minimum State Prerequisites: Take All: RAD-112, RAD-121, and RAD-161
Minimum State Corequisites: Take All: RAD-122 and RAD-131
Local Prerequisites: None
College Transfer:N/A

RAD-211 RAD Procedures III 2 3 0 0 3

This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, sectional anatomy, and advanced imaging. Upon completion, students should be able to demonstrate an understanding of these areas.

Minimum State Prerequisites: Take RAD-122
Minimum State Corequisites: Take All: RAD-231, RAD-241, and RAD-251
Local Prerequisites: None
College Transfer: N/A

RAD-231 Radiographic Physics II 1 3 0 0 2
This course provides advanced principles of radiation characteristics and production including digital imaging and Computed Tomography (CT). Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate an understanding of radiation characteristics and production.

Minimum State Prerequisites: Take One: RAD-131 or RAD-171
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: RAD-211, RAD-241 and RAD-251
College Transfer: N/A

RAD-241 Radiobiology/Protection 2 0 0 0 2
This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

Minimum State Prerequisites: Take All: RAD-122, RAD-131, and RAD-171
Minimum State Corequisites: Take All: RAD-211, RAD-231, and RAD-251
Local Prerequisites: None
College Transfer: N/A

RAD-245 Image Analysis 1 3 0 0 2
This course provides an overview of image analysis and introduces methods of quality management. Topics include image evaluation, pathology, quality control, and quality assurance. Upon completion, students should be able to demonstrate a basic knowledge of image analysis and quality management.

Minimum State Prerequisites: Take All: RAD-211, RAD-231, RAD-241, and RAD-251
Minimum State Corequisites: Take RAD-261
Local Prerequisites: None
Local Corerequisites: RAD-271
College Transfer: N/A

RAD-251 RAD Clinical Education IV 0 0 21 0
This course provides the opportunity to continue maste all basic radiographic procedures and to attain experience advanced areas. Emphasis is placed on equipment operat pathological recognition, pediatric and geriatric variations, a further awareness of radiation protection requirements. U completion, students should be able to demonstrate succes completion of clinical objectives.

Minimum State Prerequisites: Take All: RAD-122, RAD-131, RAD-171
Minimum State Corequisites: Take All: RAD-211, RAD-231, RAD-241
Local Prerequisites: None
College Transfer: N/A

RAD-261 RAD Clinical Education V 0 0 21 0
This course is designed to enhance expertise in all radiograp procedures, patient management, radiation protection, and ima production and evaluation. Emphasis is placed on developing autonomous approach to the diversity of clinical situations a successfully adapting to those procedures. Upon completi students should be able to demonstrate successful completion clinical objectives.

Minimum State Prerequisites: Take RAD-251
Minimum State Corequisites: Take RAD-245
Local Prerequisites: None
Local Corequisites: RAD-271
College Transfer: N/A

RAD-271 Radiography Capstone 0 3 0 0
This course provides an opportunity to exhibit problem-solv skills required for certification. Emphasis is placed on criti thinking and integration of didactic and clinical components. Up completion, students should be able to demonstrat the knowled required of an entry-level radiographer.

Minimum State Prerequisites: Take All: RAD-211, RAD-231, RA-241, and RAD-251
Minimum State Corequisites: Take All: RAD-245, and RAD-261
Local Prerequisites: None
College Transfer: N/A

RCP-110 Intro to Respiratory Care 3 3 0 0 4
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: BIO-168, BIO-169, ENG-111, MAT-161
Local Corequisites: BIO-275, ENG-114, Humanities/Fine Arts Elective
College Transfer: N/A

RCP-111 Therapeutics/Diagnostics 4 3 0 0 5
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.

Minimum State Prerequisites: Take RCP-110
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: Social/Behavioral Science Elective
College Transfer:N/A

RCP-114 C-P Anatomy & Physiology 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RCP-110
College Transfer: N/A

RCP-115 C-P Pathophysiology 2 0 0 0 2
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RCP-122 Special Practice Lab 0 2 0 0 1
This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RCP-123 Special Practice Lab 0 3 0 0 1
This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RCP-132 RCP Clinical Practice I 0 0 6 0 2
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.

Minimum State Prerequisites: None
Minimum State Corequisites: Take RCP-110
Local Prerequisites: None
College Transfer: N/A

RCP-133 RCP Clinical Practice I 0 0 9 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: Take RCP-110
Local Prerequisites: None
College Transfer: N/A

RCP-142 RCP Clinical Practice II 0 0 6 0 2
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.

Minimum State Prerequisites: Take RCP-110
Minimum State Corequisites: Take RCP-111
Local Prerequisites: RCP-133
College Transfer: N/A

RCP-143 RCP Clinical Practice II 0 0 9 0 3
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.

Minimum State Prerequisites: Take RCP-110
Minimum State Corequisites: Take RCP-111
Local Prerequisites: None
College Transfer: N/A

RCP-155 RCP Clinical Practice III 0 0 15 0 5
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

Minimum State Prerequisites: Take RCP-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RCP-158 RCP Clinical Practice III 0 0 24 0 8
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.

Minimum State Prerequisites: Take RCP-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RCP-210 Critical Care Concepts 3 3 0 0 4
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Successful completion of two semesters of the Respiratory Therapy program.
College Transfer: N/A

RCP-211 Advanced Monitoring/ Procedures 3 3 0 0
This course includes advanced information gathering and decis making for the respiratory care professional. Topics incl advanced cardiac monitoring and special procedures. U completion, students should be able to evaluate, design, recommend appropriate care plans through written and labora evaluations.

Minimum State Prerequisites: Take RCP-210
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RCP-213 Neonatal/Ped's Concepts 2 0 0 0
This course provides in-depth coverage of the concepts of neona and pediatric respiratory care. Emphasis is placed on neonatal a pediatric pathophysiology and on the special therapeutic needs neonates and children. Upon completion, students should be a to demonstrate competence in these concepts through writ evaluations.

Minimum State Prerequisites: Take RCP-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RCP-214 Neonatal/Peds Respiratory Care 1 3 0 0
This course provides in-depth coverage of the concepts of neona and pediatric respiratory care. Emphasis is placed on neonatal a pediatric pathophysiology and on the special therapeutic needs neonates and children. Upon completion, students should be al to demonstrate competence in these concepts through written a laboratory evaluations.

Minimum State Prerequisites: Take RCP-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RCP-215 Career Prep-Adv Level 0 3 0 0
This course provides preparation for employment and t advanced-level practitioner credentialing exam. Emphasis placed on review of the NBRC Advanced-Level Practition Exam and supervision and management. Upon completic students should be able to successfully complete the appropria self-assessment examinations and meet the requirements f employment.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Successful completion of four semesters the Respiratory Therapy program.
College Transfer: N/A

RCP-238 RCP Clinical Practice IV 0 0 24 0 8
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.

Minimum State Prerequisites: Take RCP-111
Minimum State Corequisites: Take RCP-210
Local Prerequisites: RCP-214
College Transfer: N/A

RCP-245 RCP Clinical Practice V 0 0 15 0 5
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.

Minimum State Prerequisites: Take RCP-210
Minimum State Corequisites: Take RCP-211
Local Prerequisites: None
College Transfer: N/A

RED-080 Intro to College Reading 3 2 0 0 4
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.

Minimum State Prerequisites: Take One: RED-070 or ENG-075
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

RED-090 Improved College Reading 3 2 0 0 4
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.

Minimum State Prerequisites: Take One: RED-080 or ENG-085
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

REL-110 World Religions 3 0 0 0 3
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

REL-211 Intro to Old Testament 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

REL-212 Intro to New Testament 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

REL-221 Religion in America 3 0 0 0 3
This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

SEC-110 Security Concepts 2 2 0 0 3
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

SOC-210 Introduction to Sociology 3 0 0 0 3
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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

SOC-213 Sociology of the Family 3 0 0 0 3
This course covers the institution of the family and other inti relationships. Emphasis is placed on mate selection, ge roles, sexuality, communication, power and conflict, parenth diverse lifestyles, divorce and remarriage, and economic iss Upon completion, students should be able to analyze the fa as a social institution and the social forces which influenc development and change.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for tra under the CAA as a general education course in Social/Behav Sciences.

SOC-220 Social Problems 3 0 0 0
This course provides an in-depth study of current so problems. Emphasis is placed on causes, consequences, possible solutions to problems associated with families, scho workplaces, communities, and the environment. Upon complet students should be able to recognize, define, analyze, and prop solutions to these problems.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for tran under the CAA as a general education course in Social/Behavi Sciences.

SPA-111 Elementary Spanish I 3 0 0 0
This course introduces the fundamental elements of the Span language within a cultural context. Emphasis is placed on development of basic listening, speaking, reading, and writ skills. Upon completion, students should be able to comprehe and respond with grammatical accuracy to spoken and writ Spanish and demonstrate cultural awareness.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for trans under the CAA as a general education course in Humanities/F Arts.

SA-112 Elementary Spanish II 3 0 0 0 3
This course is a continuation of SPA-111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

Minimum State Prerequisites: Take SPA-111
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

SPA-141 Culture and Civilization 3 0 0 0 3
This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090 or ENG-095/095A
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

SPA-211 Intermediate Spanish I 3 0 0 0 3
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

Minimum State Prerequisites: Take SPA-112
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

SPA-212 Intermediate Spanish II 3 0 0 0 3
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

Minimum State Prerequisites: Take SPA-211
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

SUR-110 Intro to Surgical Technology 3 0 0 0 3
This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology.

Minimum State Prerequisites: None
Minimum State Corequisites: Take SUR-111
Local Prerequisites: Admission into the Surgical Technology Program
College Transfer: N/A

SUR-111 Periop Patient Care 5 6 0 0 7
This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment.

Minimum State Prerequisites: None
Minimum State Corequisites: Take SUR-110
Local Prerequisites: Admission into the Surgical Technology Program
College Transfer: N/A

SUR-122 Surgical Procedures I 5 3 0 0 6
This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

Minimum State Prerequisites: Take All: SUR-110 and SUR-111
Minimum State Corequisites: Take One: SUR-123 or STP-101
Local Prerequisites: None
College Transfer: N/A

SUR-123 Surgical Clinical Practice I 0 0 21 0 7
This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

Minimum State Prerequisites: Take All: SUR-110 and SUR-111
Minimum State Corequisites: Take SUR-122
Local Prerequisites: None
College Transfer: N/A

SUR-134 Surgical Procedures II 5 0 0 0 5
This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

Minimum State Prerequisites: Take One: SUR-123 or STP-101
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

SUR-135 SUR Clinical Practice II 0 0 12 0 4
This course provides clinical experience with a variet perioperative assignments to build skills required for con perioperative patient care. Emphasis is placed on greater tech skills, critical thinking, speed, efficiency, and autonomy ir operative setting. Upon completion, students should be ab function in the role of an entry-level surgical technologist.

Minimum State Prerequisites: Take SUR-123
Minimum State Corequisites: Take SUR-134
Local Prerequisites: None
College Transfer: N/A

SUR-137 Prof Success Prep 1 0 0 0 1
This course provides employability skills and an overvie theoretical knowledge in preparation for certification. To include test-taking strategies, resume preparation, intervie strategies, communication skills, and teamwork concepts. U completion, students should be able to prepare a resu demonstrate appropriate interview techniques, and ide strengths and weaknesses in preparation for certification.

Minimum State Prerequisites: Take SUR-123
Minimum State Corequisites: Take All: SUR-134 and SUR-13
Local Prerequisites: None
College Transfer: N/A

WEB-110 Internet/Web Fundamentals 2 2 0 0 3
This course introduces World Wide Web Consortium (W standard markup language and services of the Internet. To include creating web pages, search engines, FTP, and o related topics. Upon completion, students should be able deploy a hand-coded website created with mark-up language, effectively use and understand the function of search engines.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

WLD-112 Basic Welding Processes 1 3 0 0 2
This course introduces basic welding and cutting. Empha is placed on beads applied with gases, mild steel fillers, a electrodes and the capillary action of solder. Upon completi students should be able to set up welding and oxy-fuel equipm and perform welding, brazing, and soldering processes.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

WLD-212 Inert Gas Welding 1 3 0 0 2

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.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
College Transfer: N/A

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.

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.

Loretta D. Allen, *Business Technologies*: M.B.A., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

James M. Bass, *Arts and Sciences*: Director, The Learning Center (TLC): M.A., University of North Carolina at Pembroke; B.A., University of North Carolina at Pembroke

Dr. Charles R. Beasley, MD, *Health Sciences*: Adjunct Medical Director for Respiratory Therapy

Kelly Blackmon-Moran, *Health Sciences*: Nursing: M.S.N., M.E.D., University of Phoenix; B.S.N., East Carolina University

Bernice Boger, *Public Service*: Program Director, Cosmetology: Diploma, Bladen Community College

Jennifer Brown, *Arts and Sciences*: Biology: M.A., Science Education, University of North Carolina at Pembroke; B.S., Science Education/Biology Emphasis, University of North Carolina at Pembroke

Joy C. Bukowy, *Business Technologies*: M.B.A., The College of William & Mary; B.S., University of Nebraska

Kimberly Calabrese, *Business Technologies*: M.S., Walsh College; M.B.A., Pfeiffer University; B.S., Pfeiffer University; A.A.S., Southern Ohio College

Gwendolyn L. Chavis, *Public Service*: Program Director, Early Childhood: M.A.Ed., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Milton Coates, *Public Service:* Program Director BLET: M.J.A., Methodist University: B.A., Fayetteville State University

Raetta Coleman, *Health Sciences*: Program Director, Surgical Technology: Diploma, Florence-Darlington Technical College

Julee Cook, *Health Sciences:* Nursing: M.S., Walden University: A.A.S., Associate Degree Nursing, Robeson Community College

Cathy D. Davis, *Business Technologies*: M.B.A., Fayetteville State University; B.S., Campbellsville College

Erin Dougherty, *Arts and Sciences:* Biology: M.S., Florida Atlantic University: B.A., Clemson University

Dr. Gaylyn Eddy, *Arts and Sciences*: Religion: Ph.D Vande[illegible] University; M.A. Wheaton Graduate School; B.A. Whea[illegible] College

Crystal Q. Edmonds, *Arts and Sciences*: Department Chairpers[illegible] English: M.A., University of North Carolina at Pembroke; B[illegible] University of North Carolina at Pembroke

David Emanuel, *Arts and Sciences*: Mathematics: M.A., Univer[illegible] of North Carolina at Pembroke; B.S., University of No[illegible] Carolina at Pembroke

Wendy L. Fields, *Arts and Sciences*: English: M.A.Ed., Univer[illegible] of North Carolina at Pembroke; B.A. University of North Caro[illegible] at Pembroke

David Gavasci, *Arts and Sciences*: Mathematics: M.S., Fayettev[illegible] State University; B.S. University of North Carolina at Pembr[illegible]

Deborah Graff, *Public Service*: Early Childhood: M.A., Univer[illegible] of North Carolina at Pembroke; M.S. and B.A., State Univer[illegible] of New York College at Fredonia

Richard Hanchey, *Industrial Technologies*: Industrial Maintenan[illegible] A.A.S., Robeson Technical Institute

Audra Harris, *Business Technologies*: M.B.A., University of No[illegible] Carolina at Pembroke; B.S., University of North Carolina[illegible] Pembroke

Phoebe C. Harris, *Public Service*: Early Childhood: M.A., Univers[illegible] of North Carolina at Pembroke: M.S.A., University of No[illegible] Carolina at Pembroke; B.S., University of North Carolina[illegible] Pembroke

Marie Hedgpeth, *Health Sciences*: Nursing: M.S.N., University[illegible] Phoenix; B.S.N., University of Phoenix; A.A.S., Southeaste[illegible] Community College

Kelli Heustess, *Health Sciences*: Program Director, MA.Ed., E[illegible] RRT, CPFT Respiratory Therapy: MA.Ed. Ottawa Univers[illegible] B.S., Independence University California College for Hea[illegible] Sciences; A.A.S., Robeson Community College

Peggy F. Hunt, *Health Sciences*: Program Director, Radiograph[illegible] RT(R) M.Ed., Campbell University; B.S., University of No[illegible] Carolina-Pembroke; Watts Hospital School of Radiography

Connie Ivey, *Business Technologies*: M.S., Economics, No[illegible] Carolina State University; B.S., Computer Science, Appalachi[illegible] State University

Antonio Jackson, *Arts and Sciences*: Departme[illegible] Chairperson,Humanities and Social Sciences: Sociology: M.[illegible] Fayetteville State University; B.A. Fayetteville State Univers[illegible]

Heather Jacobs, *Health Sciences*: Nursing: M.S.N., Duke University; B.S.N., Duke University; B.S. University of North Carolina-Pembroke

Michael Jacobs, *Business Technologies*: M.A.Ed., University of North Carolina at Pembroke; B.S., Mathematics/Computer Science, University of North Carolina at Pembroke

Tina Jenkins, *Health Sciences*: Nursing: B.S.N., University of North Carolina at Pembroke A.A.S., Robeson Community College

Cassandra Johnson, *Arts and Sciences*: Mathematics: M.S., Fayetteville State University; B.S., North Carolina Central University

Julee Johnson, *Arts and Sciences*: Reading: M.A.Ed., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Courtney Kilgore, *Arts and Sciences*: Biology: MS in Biology, University of Central Missouri; BS in Biology, University of North Carolina at Pembroke

Gary Kowal, *Public Service*: Culinary: A.S., Culinary Institute of America

Angela W. Lamb, *Arts and Sciences*: English: M.A.Ed., University of North Carolina at Pembroke B.A., University of North Carolina at Pembroke

Rosita Ledwell, *Public Service*: Cosmetology: A.A.S. Mayland Community College

Cathy Locklear, *Health Sciences*: Nursing: MSN, University of Phoenix; BSN, University of North Carolina at Pembroke; AAS in Nursing, Robeson Community College

Jim Locklear, *Arts and Sciences:* Developmental English: B.A., English Education, University of North Carolina at Pembroke

Lester Locklear, *Public Service*: Program Director, Culinary Technology: B.S., Food Service Management, Johnson & Wales University A.A.S., Culinary Arts, Johnson & Wales University

Sherry Lofton, *Arts and Sciences*: English: B.S., University of North Carolina-Pembroke; M.A., University of North Carolina at Pembroke

Melissa H. Lowery, *Business Technologies*: B.S., Business Administration; University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke

Laronda Lowery, *Arts and Sciences*: Mathematics: M.A., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Debra Lowry, *Public Service*: Early Childhood: M.A., University of North Carolina at Pembroke; B.A., Elem. Ed., University of North Carolina at Pembroke; B.S., Sociology, University of North Carolina at Pembroke

David Marsh, *Arts and Sciences*: English: MA in English, State University of New York at Oswego, BA in English, Canisius College

Louis F. McIntyre, Sr., *Arts and Sciences*: Department Chairperson, Biology: M.S., North Carolina A&T State University; B.S., Fayetteville State University

Matthew McKnight, *Industrial Technologies*: Advanced Diploma Electrical Installation, Robeson Community College; Electrical Electronics: A.A.S., Robeson Community College

Angela McNeil, *Arts and Sciences*: Mathematics: M.S., Fayetteville State University; B.S., North Carolina State University

Kimberly McVicker, *Arts and Sciences*: Reading: M.A., University of North Carolina at Pembroke B.S., University of North Carolina at Pembroke

Eva Meekins, *Health Sciences*: Program Director, Nursing: M.S., University of South Carolina; M.H.A. Independence University; B.A., University of North Carolina-Greensboro

Darlene Montesanti, *Arts and Sciences*: Science Education: M.A., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Daniela Newland, *Arts and Sciences*: English: M.A., North Carolina State University B.A., University of North Carolina at Pembroke

Melissa Oxendine, *Public Service*: Coordinator, Technology Enhanced Instruction: M.A.Ed., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Audrey Pait, *Arts and Sciences*: Mathematics: M.A., North Carolina State University; B.S., University of North Carolina at Pembroke

Bradley Parnell, *Arts and Sciences:* Biology: M.S., University of North Carolina at Wilmington: B.S., Secondary Science Education, University of North Carolina at Pembroke

George Pate, *Business Technologies*: M.B.A., University of North Carolina at Pembroke B.S., University of North Carolina at Pembroke

Brenda N. Poinsette, *Business Technologies*: M.A., University of South Carolina; B.S., Business Administration, South Carolina State College

Dr. William Proctor, *Arts and Sciences*: Biology: PhD., East Carolina University; M.S., East Carolina University; B.S., University of Tennessee at Martin

Amy Purser, *Health Sciences*: Nursing: M.S.N., East Carolina University; B.S.N., University of North Carolina at Pembroke

Roy S. Raby, *Arts and Sciences*: History: M.S.Ed., University of Southern California; M.A., Fayetteville State University; BS Campbell University

Ivy Ramsey, *Arts and Sciences:* Physical Education: M.A. University of North Carolina at Pembroke; B.S., Exercise and Sport Science, University of North Carolina at Pembroke

Mary Ranson, *Public Service*: Cosmetology: Diploma, Robeson Community College

Maria Ribero, Arts and Sciences: Spanish: M.A., Louisiana Tech University; B.A. in Education Pontificia Universidad Javeriana (Bogata – Colombia – South America)

Toni B. Sacry, *Arts and Sciences*: Coordinator for Assessment, Psychology: M.A., Appalachian State University; B.S., University of North Carolina at Pembroke

Elizabeth Sanders, *Arts and Sciences:* Developmental English: M. Ed., Curriculum and Instruction, Lesley University: B.A., English, Washington and Jefferson College

Beth H. Sigmon, *Arts and Sciences*: Psychology: M.S., Purdue University; A.B., High Point College

Carolyn Simmons, *Arts and Sciences*: Reading: MS, Fort Lauderdale, FL; BS, Florida A & M University; Fayetteville State University, Reading, M.Ed.

Donna Small, *Public Service:* M.S., Tiffin University: B.S. Criminal Justice/Crime Scene Investigation, Kaplan University: A.A.S Criminal Justice/Latent Evidence, Fayetteville Technical Community College

Sheila N. Smith, *Health Sciences*: Program Director, Nursing Assistant: M.Ed., American Intercontinental University; B.S.N., Barton College

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

Regina Strait, *Public Service*: Cosmetology: Diploma, Blac Community College; A.A.S., Bladen Community College

Jennifer A. Strommer, *Arts and Sciences*: Mathematics: M.A Georgia State University; B.S., University of Georgia; A.A Young Harris College

Harvey L. Strong, *Industrial Technologies*: Department Chairpers Engineering Technology Programs: B.S., Athens State Colle B.S., University of Maryland

Deidra Summerour, *Arts and Sciences*: English: M.A., University North Carolina at Pembroke; B.A., University of North Carol at Pembroke

Candice Turbeville, *Health Sciences*: Clinical Director, Radiograp B.S., Radiologic Sciences, Florida Hospital College of Hea Sciences A.A.S., Radiography, RT(R), Cape Fear Commur College

Terry L. Waheed, *Public Service*: Program Director, Crimi Justice: M.S., University of Alabama at Birmingham; B. Berea College

Carolyn S. Watson, *Business Technologies*: Departme Chairperson, M.B.A., University of North Carolina at Pembro B.S., University of North Carolina-Chapel Hill

Dennis Watts, *Arts and Sciences*: ACA Instructor: M.A.E University of North Carolina at Pembroke; M.A., University North Carolina at Pembroke; B.A., University of North Caroli at Pembroke

Rodney M. Williamson, *Business Technologies*: M.A., Weste Carolina University; B.S., Francis Marion University

Clark Wren, *Arts and Sciences*: English: M.A., Gannon Universi B.A., Pennsylvania State University

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
Phone: (910) 272-3342
Website: www.robeson.edu

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

All Robeson Community College general 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. There is no application fee.

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. Official transcripts should be mailed or hand delivered in an envelope sealed by a representative of the institutions(s) attended. (No faxed copies will be accepted)

4. Placement Assessment

   The placement assessment does not determine whether or not students can attend RCC. The purpose of the assessment 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 complete the assessment. The test may be waived in certain circumstances (See Placement Assessment Waiver). Placement 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: Keyboarding, Writing, Reading Comprehension, and Mathematics. Persons should contact the Admissions Office to secure a permit to schedule for the Placement Exam. Permits will be issued only after all official transcripts are on file in the Admissions Office. 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 Assessment 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 exempt from placement testing. Applicants should contact Admissions or Counseling and Career Services at RCC to determine if they can be exempt.

   Test of Essential Academic Skills (TEAS)

   Associate and Diploma Health Science applicants are required to take the TEAS and meet the minimum composite percentage cut-offs. Additional information about the exam may be obtained in the Counseling and Career Services.

   Retest Policy

   Since testing is used for placement purposes rather than for entrance, retesting is not recommended for programs unless it is determined that first test scores are invalid.

   Transferring Assessment Scores from Other Colleges to RCC

   Robeson Community College uses the ASSET and COMPASS by American College Testing and accepts College Board's Accuplacer. These are national assessments 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 scores sent to the RCC Counseling and Career Services. To facilitate the process of transferring scores, "Test Score Request" forms are available from the RCC Admissions Office and the Counseling/ Testing Services.

   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. All test scores are valid for five (5) years.

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.

Health Sciences Admission Policy

All inquiries for admission into Health Science programs should be directed to the Admissions Office.

Admission to a Health Science Program is a competitive process. Interested students are advised to attend an information session at least the semester prior for the program of interest.

Students applying for the Associate Degree Nursing, Practical Nursing, Radiography, Respiratory or Surgical Technology program admission must:

1. Meet all general admissions requirements as outlined in the current Robeson Community College Catalog/Student Handbook.
2. Complete any developmental course work with a "C" or higher before a making application to a health science program.
3. Have grade point average of 2.5 or higher in related and general education course work for health science program of interest.
4. Adhere to the submission timelines specified in the Health Science admissions procedure.

Provisional approval may be offered to applicants based on fulfillment of all admission requirements and criteria by the specified deadline. Final approval for admission will be made by the appropriate Health Science Program Director.

Health Science Programs–Essential Functions Needed for Completing Health Science Programs

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 Health Science Program (Nursing, Nursing Assistant I, Nursing Assistant II, Radiography, Respiratory and Surgical Technology) must be able 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 accommodation or modification, the applicant should consult Counseling and Career Services.

1. Critical thinking: Health Science students shall possess critical thinking ability sufficient for the clinical judgment.

   Example: Students must be able to identify cause-effect relationships in clinical situations, develop or participate in development of nursing care plans.

2. Ethical behavior: Health Science 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: Health Science students will provide care within the scope of practice as stated in the NC NURSING PRACTICE ACT or guidelines for respiratory therapy, radiography and surgical technology.

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

4. Interpersonal skills: Health Science students shall poss interpersonal abilities sufficient to interact with individu families, groups, etc. from a variety of psychosocial cult backgrounds.

   Example: Students shall establish rapport with clients and he care team members.

5. Communication skills: Health Science students shall poss communication abilities sufficient for verbal and nonve interaction with others.

   Example: Students shall be able to explain treatment proced to clients/family, document client responses, and report to oth responses to nursing care.

6. Mobility: Health Science students shall possess physical abili sufficient to move from room to room and maneuver in sm spaces, stand and walk for extensive periods of time.

   Example: Students will be able to move around in clie room, move from room to room, move in small work areas, a administer CPR.

7. Motor skills: Health Science students shall possess gross a fine motor skills sufficient to provide safe and effective nurs care.

   Example: Students shall be able to calibrate equipment, positi clients, administer injections, insert catheters.

8. Hearing skills: Health Science students shall possess audit ability sufficient to monitor health needs and collect data.

   Example: Students shall be able to hear alarms, listen to he and breath sounds, and hear a cry for help.

9. Visual skills: Health Science students shall possess visual abi sufficient for observation and data collection.

   Example: Students shall be able to observe color of skin a read scale on a syringe.

10. Tactile skills: Health Science students shall possess tactile abi sufficient for data collection.

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

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

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

Curriculum-Nursing Assistant II

a. Must be a high school graduate or the equivalent (submit offic high school/GED transcript as documentation).

b. Must be currently listed in good standing with the Division Health Service Regulation's Health Personnel Registry Secti as a Nurse Aide I or show successful completion of the NNA written and skills examination for Nurse Aide I.

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

rriculum-Nursing Assistant Certificate

plicants interested in earning a certificate in Nursing Assistant st complete the following:

- Meet criteria outlined for entrance into the Nursing Assistant I (NAS 101) curriculum
- Successfully complete Home Care (NAS 103)
- Meet criteria outlined for entrance into the Nursing Assistant II (NAS 102) curriculum

reer and College Promise Operating Procedures

reer and College Promise provides seamless dual enrollment ucational opportunities for eligible North Carolina high school dents in order to accelerate completion of college certificates, omas, and associate degrees that lead to college transfer or vide entry-level job skills. Robeson Community College offers following Career and College Promise pathways aligned with K-12 curriculum and career and college ready standards opted by the State Board of Education:

re 44 College Transfer Pathways

Business and Economics

Engineering and Mathematics

Humanities and Social Science

Life and Health Sciences

reer and Technical Education Pathways (leading to a rtificate)

Air Conditioning, Heating and Refrigeration

Business Administration

Computer Information Technology

Criminal Justice Technology

Culinary Arts

Early Childhood

Electrical/Electronics Technology

Industrial Systems Technology

Nursing Assistant

ssion Law 2011-145, the Appropriations Act of 2011, authorized th State Board of Education and the State Board of Community Cleges to establish the Career and College Promise program, ective January 1, 2012.

ore 44 College Transfer Pathway

1. The Career and College Promise Core 44 College Transfer Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics.

2. To be eligible for enrollment, a high school student must meet the following criteria:

   a. Be a high school junior or senior;

   b. Have a weighted GPA of 3.0 on high school courses; and

   c. Demonstrate college readiness on an assessment or placement test. A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a Core 44 College Transfer Pathway.

3. A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:

   a. Have a cumulative weighted GPA of 3.5;

   b. Have completed two years of high school English with a grade of 'C' or higher;

   c. Have completed high school Algebra II (or a higher level math class) with a grade of 'C' of higher;

   d. Obtain the written approval of the high school principal or his/her designee; and,

   e. Obtain the written approval of the community college president or his/her designee.

A Provisional Status student may register only for college mathematics (MAT) and college English (ENG) courses within the chosen Pathway. To be eligible to register for other courses in the Pathway, the student must first successfully complete mathematics and English courses with a grade of 'C' or higher.

4. To maintain eligibility for continued enrollment, a student must

   a. Continue to make progress toward high school graduation, and

   b. Maintain a 2.0 GPA in college coursework after completing two courses.

5. A student must enroll in one Core 44 College Transfer Pathway program of study and may not substitute courses in one program for courses in another.

6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.

7. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student who completes a Core 44 College Transfer Pathway while still enrolled in high school may continue to earn college transfer credits leading to the completion of the 44-hour general education transfer core.

8. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a Core 44 College Transfer Pathway program of study and a Career Technical Education program of study.

9. Currently enrolled high school students (Fall Semester 2011) who have successfully completed a college transfer STEM course with a grade of "C" or better may be admitted into a Career and College Promise College Core 44 Transfer Pathway

in Spring Semester 2012 without meeting the entry GPA or testing requirements (i.e. PLAN). Students will be required to meet course prerequisite requirements.

Career Technical Education Pathway

1. The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
   a. Be a high school junior or senior;
   b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
   c. Meet the prerequisites for the career pathway.
3. High school counselors should consider students' PLAN scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
   a. Continue to make progress toward high school graduation, and
   b. Maintain a 2.0 in college coursework after completing two courses.
6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
7. Currently enrolled high school students (Fall Semester 2011) who have successfully completed a community college technical education course with a grade of "C" or better may be admitted into a Career and College Promise Career Technical Education Certificate Pathway in Spring Semester 2012 without meeting the entry GPA or testing requirements (i.e. PLAN). Students will be required to meet course prerequisite requirements.

Student Application Procedures

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A Home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.
2. Students must complete a college application to be admitted into a Career and College Promise pathway.

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

TEST	PLAN **	PSAT **	ASSET (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	ACCUPLACE (NCCCS Cut Score)
English	15	49	41 Writing	70 Writing	86 Sentence Skills
Reading	17	50	41 Reading	81 Reading	80 Reading
Mathematics	19	50	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algeb

In addition to the diagnostic assessments, colleges may u the following SAT and ACT scores recommended by the test companies as benchmarks for college readiness:*

SAT		ACT	
English	500	English	18
Critical Reading	500	Reading	21
Mathematics	500	Mathematics	22

* To be eligible for enrollment in a College Transfer Pathw students must demonstrate college readiness in English, readi and mathematics on an approved test or tests. Eligibility may demonstrated by achieving the required scores on a single tes by combining test scores from any of the approved assessmer For example, a student may combine a 19 on PLAN math w an 86 and an 80 on Accuplacer sentence skills and reading demonstrate college readiness.

** PLAN and PSAT scores recommended by ACT and Colle Board as indicators of college readiness.

CORE 44 COLLEGE TRANSFER PATHWAYS

LIFE AND HEALTH SCIENCES (P1042A)

Certificate

Curriculum Description

The Life and Health Sciences Pathway gives students interested in pursuing four-year degrees in related fields an opportunity to complete some of the general education courses required during the first two years at a four-year college or university. Core 44 Transfer Pathway courses are part of the Comprehensive Articulation Agreement governing the transfer of credits between North Carolina community colleges and public universities. High students interested in pursuing a health science program at Robeson Community College are encouraged to complete this pathway.

Life and Health Sciences (P1042A) College Transfer Pathway Coursework

	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
English Composition:					
ENG 111 Expository Writing	3	0	0	0	3
ENG 112 Argument-Based Research	3	0	0	0	3
Humanities/Fine Arts:					
ENG 131 Introduction to Literature	3	0	0	0	3
Social/Behavioral Sciences:					
HIS 121 Western Civilization I	3	0	0	0	3
Natural Sciences/Mathematics:					
BIO 111 General Biology I	3	3	0	0	4
BIO 112 General Biology II	3	3	0	0	4
CHM 151 General Chemistry I	3	3	0	0	4
CHM 152 General Chemistry II	3	3	0	0	4
MAT 171 Precalculus Algebra	3	0	0	0	3
MAT 171A Precalculus Algebra/Lab	0	2	0	0	1
Other Required Hours:					
* ACA 122 College Transfer Success	1	0	0	0	1
	28	14	0	0	33

Total 33

Life and Health Sciences Course Schedule

First Semester (Fall)
ACA 122, CHM 151 and ENG 111

Second Semester (Spring)
ENG 112 and CHM 152

Third Semester (Fall)
BIO 111, MAT 171/171A, and ENG 131

Fourth Semester (Spring)
BIO112 and HIS 121

* Course descriptions are located on page 31.

ENGINEERING AND MATHEMATICS (P1042B)

Certificate

Curriculum Description

The Engineering and Mathematics Pathway gives students interested in pursuing four-year degrees in related fields an opportunity to complete some of the general education courses required during the first two years at a four-year college or university. Core 44 Transfer Pathway courses are part of the Comprehensive Articulation Agreement governing the transfer of credits between North Carolina community colleges and public universities.

Engineering and Mathematics (P1042B) College Transfer Pathway Coursework

	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
English Composition:					
ENG 111 Expository Writing	3	0	0	0	3
ENG 112 Argument-Based Research	3	0	0	0	3
Humanities/Fine Arts:					
ENG 131 Introduction to Literature	3	0	0	0	3
Social/Behavioral Sciences:					
* HIS 121 Western Civilization I	3	0	0	0	3
* ECO 251 Principles of Microeconomics	3	0	0	0	3
Natural Sciences:					
CHM 151 General Chemistry I	3	3	0	0	4
Mathematics:					
MAT 171 Precalculus Algebra	3	0	0	0	3
MAT 171A Precalculus Algebra Lab	0	2	0	0	1
MAT 172 Precalculus Trigonometry	0	0	0	0	3
MAT 172A Precalculus Trigonometry Lab	0	2	0	0	1
MAT 271 Calculus	3	2	0	0	4
Other Required Hours:					
* ACA 122 College Transfer Success	1	0	0	0	1
	25	9	0	0	32

Total 32

Engineering and Mathematics Course Schedule

First Semester (Fall)
ACA 122, CHM 151 and ENG 111

Second Semester (Spring)
ENG 112 and MAT 171/171A

Third Semester (Fall)
HIS 121, MAT 172/172A, and ENG 131

Fourth Semester (Spring)
MAT 271 and ECO 251

* Course descriptions are located on page 31.

BUSINESS AND ECONOMICS (P1012B)

Certificate

Curriculum Description

The Business and Economics Pathway gives students interested in pursuing four-year degrees in related fields an opportunity to complete some of the general education courses required during the first two years at a four-year college or university. Core 44 Transfer Pathway courses are part of the Comprehensive Articulation Agreement governing the transfer of credits between North Carolina community colleges and public universities.

Business and Economics (P1012B) College Transfer Pathway Coursework

	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs
English Composition:					
ENG 111 Expository Writing	3	0	0	0	3
ENG 112 Argument-Based Research	3	0	0	0	3
Humanities/Fine Arts:					
ENG 131 Introduction to Literature	3	0	0	0	3
Social/Behavioral Sciences:					
HIS 121 Western Civilization I	3	0	0	0	3
ECO 251 Principles of Microeconomics	0	0	0	0	3
SOC 210 Introduction to Sociology	0	0	0	0	3
Natural Sciences/Mathematics:					
BIO 111 General Biology I	3	3	0	0	4
MAT 161 College Algebra	3	0	0	0	3
Other Required General Education:					
CIS 110 Introduction to Computers	2	2	0	0	3
ECO 251 Principles of Macroeconomics	3	0	0	0	3
Other Required Hours:					
ACA 122 College Transfer Success	1	0	0	0	1
	24	5	0	0	32

Total 32

Business and Economics Course Schedule

First Semester (Fall)
ACA 122, CIS 110, and ENG 111

Second Semester (Spring)
ENG 112 and HIS 121

Third Semester (Fall)
BIO 111, ECO 251 and ENG 131

Fourth Semester (Spring)
ECO 252, MAT 161 and SOC 210

* Course descriptions are located on page 31.

HUMANITIES AND SOCIAL SCIENCE (P1012A)

Certificate

Curriculum Description

The Humanities and Social Science Pathway gives students interested pursuing four-year degrees in related fields an opportunity to complete so of the general education courses required during the first two years at a fc year college or university. Core 44 Transfer Pathway courses are part of Comprehensive Articulation Agreement governing the transfer of credits betwe North Carolina community colleges and public universities.

Humanities and Social Science (P1012A) College Transfer Pathway Coursework

	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Cre Hr
English Composition:					
ENG 111 Expository Writing	3	0	0	0	3
ENG 112 Argument-Based Research	3	0	0	0	3
Humanities/Fine Arts:					
ENG 131 Introduction to Literature	3	0	0	0	3
ART 111 Art Appreciation		3	0	0	0
SPA 111 Elementary Spanish I		3	0	0	0
Social/Behavioral Sciences:					
HIS 121 Western Civilization I	3	0	0	0	3
PSY 150 General Psychology	3	0	0	0	3
SOC 210 Introduction to Sociology	3	0	0	0	3
Natural Sciences/Mathematics:					
BIO 111 General Biology I	3	3	0	0	4
MAT 161 College Algebra	3	0	0	0	3
Other Required Hours:					
ACA 122 College Transfer Success	1	0	0	0	1
	31	3	0	0	32

Total 3

Humanities and Social Science Course Schedule

First Semester (Fall)
ACA 122, ENG 111, MAT 161

Second Semester (Spring)
ENG 112 and HIS 121

Third Semester (Fall)
BIO 111, SPA 111 and ENG 131

Fourth Semester (Spring)
ART 111, PSY 150 and SOC 210

* Course descriptions are located on page 31.

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.

Robeson Community College does not issue the I-20 necessary to obtain an F-1 visa. Student with other visas will be considered on an individual basis. For additional information concerning international student admissions, contact the Director of Admissions.

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.

Lateral Entry (Certificate)

Applicants for this certificate program must hold at least a Bachelor's degree from a regionally accredited institution. For some specific licensures (such as culinary educators and vocational instructors) an Associate's degree is considered acceptable.

Notification of Acceptance

Prospective students will be granted acceptance/approval during the interview process. Students will receive a copy of their Educational Success Plan which will show program approved for program code, and required courses needed to begin the enrollment process.

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 this publication.

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 a 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 diploma or degree program at Robeson Community College.

Foreign Transfer Credit

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 applications 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. For additional information concerning international student admissions, contact the Director of Admissions.

General 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.

Health Sciences Readmission Policy

All inquiries for readmission for Health Science programs should be directed to the Director of Admissions. Applicants applying for Health Science program readmission must meet all general admissions requirements as outlined in the current Robeson Community College Catalog/Student Handbook. Upon receipt of required documentation, all inquiries for readmission will be

reviewed by the appropriate Health Science Program Director and the Director of Admissions for action. Final approval for readmission will be determined by the appropriate Health Science Program Director. Applicants must meet current admission requirements. All requests for readmission must adhere to the timelines specified in the Health Science admissions procedures.

Applicants who exited the Health Science program within the last twelve (12) months must request readmission prior to 90 days of the semester for planned enrollment. Positions must be available in the class at the time of request for readmission, which will not require the hiring of additional instructional or clinical personnel.

Right of appeal – Upon notification, applicants have the option to appeal their readmission denial within five business days. The applicant must submit the appeal in writing to the Assistant Vice President for College Transfer and Health Science Programs. The Assistant Vice President will make a decision within three business days and provide a decision in writing to the student. If the decision provided is not acceptable to the student, the student may appeal the decision within three business days to the Vice President for Instruction and Support Services. The Vice President will render a decision in writing to the student within three business days. The decision of the Vice President is final.

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).

)ISTANCE LEARNING

[stance Learning (DL) is a medium or an educational format that ɛables learning to occur when the student and the instructor are ɾysically separated from each other in time and place.

Istance Learning Education

Ie grading system of the host institution will be used. The letter ɡade, issued by the host institution, will be posted to the student t.nscript.

/ RCC these courses may be offered via the North Carolina lormation Highway or the Internet. Such classes have the ɜme course description, basic content, and credit hours as the t.ditional courses.

Ɔw It Works

ɲline Courses

In an online course, instruction may be synchronous (requires all participants to be online at the same moment) or asynchronous (learning "anytime, anywhere" meaning that the learning process of a particular subject is performed without fixed class hours in classrooms).

Attendance is determined weekly by students completing weekly assignments or posting material within a required discussion forum. Therefore, students should check the website four to five times a week.

Ɣbrid Courses

A hybrid course combines both the online and face-to-face environment. Part of the instruction, such as lectures, is presented online while another segment, such as lab work, is taught in the traditional face-to-face setting. Thus, students should expect to complete assignments and to participate fully in both the online and face-to-face portions of the class.

eb Assisted Course

A web assisted course is a College credit course where the primary delivery is via traditional face-to face method with a requirement that students have Internet access as a supplemental part of the course.

CIH Course

Through the assistance of a video network, students are seated in a classroom at Robeson Community College while they view their instructor, who is located at another institution, via a television screen. Such a course is offered through NCIH (North Carolina Information Highway).

loctor Policy

l some online courses, students will be expected to take ɛaminations. Instructors may require students to either visit ɛmpus at specified times and locations to take one or more ɛaminations or to obtain an instructor approved proctor to ɜminister exams. If a student is too far away from campus to take ɜ examination onsite, it is the student's responsibility to arrange proctoring at a local university, library, or other suitable site. If the proctor option is selected, it is the responsibility of the student to obtain an acceptable proctor.

Students must submit names, positions, e-mail addresses, and phone numbers of the potential proctors and locations where exams are or can be administered. Proctors and locations must meet with the reasonable approval of the instructor. Once an instructor approves of a proctor and testing procedure, the RCC instructor will contact the proctor and arrange for delivery and return of the exam. The instructor, proctor, and student will agree upon the time and parameters under which the exam is given. Students are responsible for any fees charged by proctors.

Qualified proctors may be:

- Administrators of recognized private testing centers
- Administrators or full-time faculty at accredited universities, colleges, or community colleges
- Principals, associate/assistant principals, and counselors of US public schools
- US Forces Military Commanders of Field Grade or above
- Education Services Officers on US military installations within the US or overseas
- US embassy or consulate officials

Qualified proctors may not be friends or family members!
Again, it is the student's responsibility to obtain an acceptable proctor. The process of identifying a proctor, obtaining approval, and exam coordination takes time. Students must make arrangements for a proctor and testing location at least two weeks prior to an examination. Failure to do so may result in a zero for the examination.

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 established by the North Carolina State Legislature and is subject to change without notification. The payments of tuition and fees for each term are required at registration. Tuition shall be waived for up to six credit hours of credit instruction per academic semester for senior citizens age 65 or older who are qualified as legal residents of North Carolina. However, this waiver does not apply to self-supporting classes and other fees are payable where applicable.

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

Fall, Spring and Summer Semester

Full-Time (12 or more credit hours)

In-State

12 credit hours	$ 828.00
13 credit hours	897.00
14 credit hours	966.00
15 credit hours	1,035.00
16 credit hours or more	1,104.00

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

12 credit hours	$3,132.0
13 credit hours	3,393.0
14 credit hours	3,654.0
15 credit hours	3,915.0
16 credit hours or more	4,176.0

Part-Time (less than 12 credit hours)

In-State	$69.00 per credit hr
Out-of-State	$261.00 per credit hr

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 said 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 announcements, personal cards, and college rings when ordering caps and gowns.

Institutional Indebtedness

No student will be permitted to graduate nor will a transcript be issued until all financial obligations to the College are satisfied.

Personnel in the Armed Services

Any active duty member of the armed services or a military dependent who does not qualify as a North Carolina resident for tuition purposes may be eligible to pay a reduced tuition rate if eligibility requirements for the Military Tuition Benefit (N.C. General Statue Section 116-143.3) have been met. Members for reserve components are not eligible for the benefit unless they have been called up for active duty.

Laboratory Fees

A $15.00 lab fee is charged for each physical or biological science course with a laboratory component. The lab fee is nonrefundable and may vary from course to course and year to year.

Late Registration Fee

A late registration fee of $15.00 may be charged to 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 $25.00 student activity fee per term. Part-time students (less than 12 semester hours credit) will pay an activity fee of $15.00 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.

Developmental Mathematics Fee

A laboratory fee of $10.00 is charged to all students enrolled in a developmental mathematics class. The fee is used to provide support in the developmental mathematics classroom and the Open Math Lab (OML). The fee is charged to all enrolled students and is due at the time the tuition is paid each semester. The fee is non-refundable.

Campus Access and Security Fee

The fee for students enrolled at RCC who wish to park their registered vehicle or motorcycle on the campus is $7.50 per Fall and Spring/Summer Semester. The permit will enable you to park in any of the parking spaces for which the permit is designated. Only those motor vehicles which display a valid permit are entitled to park in designated campus parking lots.

Enforcement for parking permits will begin the third week of the semester.

Technology Fee

A technology fee of $16.00 is charged fall and spring semesters to support technology services provided by the College. The fee is charged to all enrolled students and is due at the time that tuition is paid each semester. The fee is non-refundable.

Transcript Service Fee

RCC charges a $5 fee per copy for official and unofficial transcripts. Payment should be made to the RCC Business Office. Students needing a copy of their transcript from Robeson Community College should make application to the Registrar's Office five days before it is needed. Transcripts are normally issued every business day except during registration and drop/add. Robeson Community College will not issue a transcipt 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. The request form for transcripts can be found at: http://www.robeson.edu/registration.

The college strives to offer next business day service, with availability beginning about 1 p.m. In order to receive a transcript by the next business day at 1 p.m., the written request must be turned in to the Records and Registration Office during business hours on the previous day. Indicate on the form that you WILL PICK UP or the transcript will be mailed to the address you provided. Official transcripts will be mailed directly to the person or organization named on the Transcript Request form which is available on the Records and Registration web page (www.robeson.edu/registration). Official copies are not ordinarily issued to the student and must be specifically requested.

Robeson Community College is not responsible for transcripts that are not received by the person or organization named on the Transcript Request Form. Robeson Community College does not send or accept faxed transcripts. However, it is acceptable to fax a written request for a transcript.

A picture I.D. is required to pick up transcripts as well as any other student documentation. Robeson Community College does not fax transcripts.

Malpractice Insurance

Health Sciences, Cosmetology, Culinary Arts (COE 111 & COE 121) and Early Childhood (EDU 284) 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 $500 for diploma programs and $750 for degree programs.

Some courses may require the use of electronic textbooks (etextbook) in lieu of traditional textbooks. Students who register for these courses will be required to have an appropriate device such as a laptop or tablet to access the etextbook for the course and will be required to bring the device to scheduled class meetings. WebAdvisor will denote course sections that require an etextbook.

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. Activity and technology fees are not tuition based and are non-refundable.

Tuition Refunds

1. A refund shall not be made except under the following circumstances:
   a. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester or term as noted in the college calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered is cancelled due to insufficient enrollment.

b. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.

c. A student is not officially withdrawn from a course until a completed Drop Form has been submitted and processed by the Records Office. The effective date of withdrawal is the day the Records Office receives the completed form.

Examples to refund when dropping and adding classes:

Drop/Add with no penalty after class(es) has started: After the class(es) has started, students should complete all drop/add transactions in one process. If a student change(s) or drop(s) class(es), of equal hours during the same computer transaction, no additional cost will be incurred.

Drop/Add with a 75% refund after class(es) has started:

If the number of hours dropped are greater than the number of hours added, the 75% refund policy will apply to the tuition cost for the hours dropped.

d. For classes beginning at times other than the first week (seven calendar days) of the semester a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.

e. A 100 percent refund shall be made if the student officially withdraws from a contact hour class prior to the first day of class of the academic semester or term or if the college cancels the class. A 75 percent refund shall be made if the student officially withdraws from a contact hour class on or before the tenth calendar day of the class.

f. Students who have not officially withdrawn and have not attended at least once by the 10 percent date of the term will be dropped by the instructor as "never attended." No tuititon and fee adjustments/refunds will be made.

2. To comply with applicable federal regulations regarding refunds, federal regulations supersede the state refund regulations stated in this Rule.

3. When a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations of the college the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

4. For a class(es) which the college collects receipts which are not required to be deposited into the State Treasury account, the college shall adopt local refund policies.

Self Supporting Courses

Refunds/Cancellations/Never attend

1. A 100 percent of tuition paid will be refunded by the Colleg the student officially withdraws from the class prior to the f day of the term.

2. If student does not withdraw prior to the first day of the te and never attends the class, the student is still responsible payment. No refunds will be granted.

3. A 100 percent of tuition paid will be refunded for any class cancelled by the College.

Military Tuition Refund

Upon request of the student, each college shall:

1. Grant a full refund of tuition and fees to military reserve a National Guard personnel called to active duty or act duty personnel who have received temporary or perman reassignments as a result of military operations then taking pla outside the state of North Carolina that make it impossible them to complete their course requirements; and

2. Buy back textbooks through the colleges' bookstore operatic to the extent possible. Colleges shall use distance learni technologies and other educational methodologies to help the students, under the guidance of faculty and administrative st complete their course requirements.

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 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 (FAFSA). Students can apply online at: **www.fafsa.ed.gov**.

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.

To complete a FAFSA, applicants must complete the online FAFSA application at www.fafsa.ed.gov.

Do not submit more than one application per school year.

The Federal Pell Grant Processing Center will email to the applicant, at the address listed on the form, a document called a "Student Aid Report". The report determines need.

For an applicant to receive any type of federal and/or state funds, students must complete all the verification and validation requirements. RCC must be listed as a school the applicant plans to attend. **The college's school code is: 008612**.

Processed forms received by the Financial Aid Office before May 30 will be processed in time for the applicant to complete fall early registration. The applicant must not owe a refund for grants previously received for educational purposes. The applicant 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.

State Scholarships

North Carolina Community College Grant (NCCCG)

North Carolina Education Lottery Scholarship (NCELS)

North Carolina Student Incentive Grant (NCSIG)

Legal residents of North Carolina accepted for enrollment in an undergraduate program of study may apply.

These programs are administered through the NC State Education Assistance Authority by College Foundation, Inc. For more information visit College Foundation of North Carolina at www.CFNC.org.

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-serve 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 he or she is pursuing. The student must be a United States citizen or a permanent resident. Students must complete and submit the Free Application for Federal Student Aid at www.fafsa.ed.gov.

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 15 hours weekly while attending class full-time. Eligibility is determined by enrollment and financial need. For more information, contact the Financial Aid Office.

SCHOLARSHIPS

Robeson Community College offers both need based and non-need based scholarships. Students who wish to apply for RCC Scholarships should contact the RCC Financial Aid Office.

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.

Robeson Community College Association of Educational Office Professionals Student Scholarship

Established by members of the Robeson Community College Association of Educational Office Professionals Chapter. This scholarship is designated to second year business students who have declared a course of study in a RCC business technology related curriculum program, is enrolled at least half-time, and has an overall 3.0 or higher GPA .

RCC Foundation Scholarships and Grants

Scholarships are established with gifts from donors to the Robeson Community College Foundation and are either endowed or non-endowed. Endowed scholarships are generated through the investment of permanently held principals so that only the income from the principal is used for scholarship awards. This enables the scholarships to exist perpetually. Non-endowed scholarships are those for which all funds are dispersed as scholarships rather than held as long-term investments. These scholarships are commonly referred to as "annual awards."

Criteria for awarding scholarships are specified by the donor in conjunction with Foundation staff. Foundation scholarships are awarded for the Fall and Spring semesters, subject to the availability of funds. Scholarships are subject to change without notice. The College Financial Aid Office administers the awarding of scholarships to RCC students. Students should contact the Financial Aid Office for applications and forms.

RCC Foundation Academic Excellence Scholarships

Each year the RCC Foundation recognizes academic excelle by awarding scholarships to students who meet the criteria the College's President's List if funding is available. For m information concerning the President's List, please refer to "Honors" section in this publication. A student who meets eligib requirements and enrolls the following term as a full-time stud will be awarded a scholarship through the Foundation.

Earl and Joyce Antone Endowed Scholarship

Established in 2003 through a gift of real estate by RCC Founda Board member Earl Antone and his late wife Joyce, a ret educator, this scholarship supports second year Robeson Cou students in any curriculum program.

Murchison Biggs Family Endowed Scholarship

Established in 2006 by the I. Murchison Biggs Family, Murchison Biggs Family Endowed Scholarship honors the mem of former College attorney "Murk" Biggs and supports stude who are Robeson County residents.

Biotechnology Initiative Scholarship

Established in 2007 by RCC instructors Louis McIntyre a Jennifer Brown, this scholarship based on need and m supports deserving students pursuing a degree in biotechnolo life or physical science with a biotechnology focus.

BB&T Endowed Scholarship

Established originally in 1994 by Southern National Bank who merger with Branch Banking and Trust allowed the latter complete the endowment, the earnings can be used by the RC Foundation for its General Scholarship Fund, the Hector McLe Program of Public Affairs, Humanities and Cultural Art, or provide a scholarship each year to first or second-year stude enrolled in an Associate in Arts program.

BB&T Finance Professionals Endowed Scholarship

This scholarship was established in November 2008 by BB to support students pursuing a career in the field of finan upon graduation. This merit based scholarship will be award to students who have completed a minimum of 24 credit hou and who are enrolled in College Transfer or Business Curricul programs.

Sarah M. Britt Endowed Scholarship

Established in 2007 by Mrs. Sarah Britt, who was a Busine instructor at the college from 1966-1994, this scholarship w be awarded to qualifying students enrolled in the Busine Administration program.

Henry M. & Helen W. Callis Endowed Book Fund

Established in December 2001 by RCC's 2001 Teacher of the Year, Mary Ash, and her husband, Andrew, along with her siblings, Kenneth and Ruth Ann Butler; Ralph and Donna Callis; Marshall and Alvetta Callis; Reed and Minde Callis; Martha Callis; and Robert Reed and Susie Callis in honor of their parents, Henry M. and Helen W. Callis. This scholarship supports the cost of books for students in curriculum programs.

Campbell Soup Supply Company Endowed Scholarship

The Campbell Soup Supply Company Endowed Scholarship was established by the company in 2010 to support students enrolled in the Electrical/Electronics, and Industrial Systems Technology programs.

James A. Comstock Memorial Scholarship

The James A. Comstock Memorial Charitable Trust has helped expand an interest in the Electrical Installation and Maintenance, Industrial Electrical/Electronics, and Industrial Systems Technology programs in our community and supports scholarships in these programs if funding is available.

David and Michelle Cox Annual Nursing Scholarship

Established in 2009 by David and Michelle Cox, this annual scholarship supports students enrolled in the Associate Degree Nursing program.

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 Robeson Community College's Associate Degree Nursing program. This endowment funds annual scholarships in support of students enrolled in the Associate Degree Nursing program.

Charles F. and Betty C. Edens Endowed Scholarship

This scholarship was established in 2003 by longtime friends of the College, Betty C. Edens, and her late husband, Charles F. Edens and supports Robeson County students with a minimum of 3 credit hours in a curriculum program.

Erich Von Hackney Basic Law Enforcement Training Incentive Annual Scholarship

Established in 2006 by City Councilman Erich Von Hackney, this scholarship is awarded to students enrolled in the Basic Law Enforcement Training program.

Ella Mae Harrell Endowed Scholarship

Established in March 2001 by Lavendar Locklear in memory of Ella Mae Harrell, the earnings from this endowment are used to fund students who are enrolled in the Office Systems Technology or Business Administration curriculums with exceptional academic merit.

The Marilyn Suggs Humphrey Scholarship

Established in 2008 by Dr. J.C. Humphrey, former Public Schools of Robeson County Administrator, in memory of his wife, the late Marilyn Suggs Humphrey, this scholarship provides support to students enrolled in the Business Administration Program who have completed a minimum of 30 semester hours.

The Theresa Ann Jones Early Childhood Education Scholarship

Established in 2007 by former RCC Basic Skills Instructor, Carolyn F. Jones, mother and by former RCC Foundation Director, Ericka A. Jones, sister, in memory of Ms. Theresa Ann Jones, this scholarship supports part time students enrolled in the Early Childhood Education Program.

Kiwanis of Robeson J. Luckey Welsh, Jr., Health Science Scholarship

This scholarship was established by the Kiwanis of Robeson to help the educational needs of Lumberton/Robeson County residents who attend Robeson Community College. In 2005 the scholarship was renamed in honor of Kiwanis' Charter Member J. Luckey Welsh, Jr. It assists students enrolled in Health Science programs.

NC Beekeepers Scholarship Fund

The NC Beekeepers Scholarship Fund was established by the Robeson County Beekeepers Association in 2012. The NC Beekeepers Scholarship Fund is need based and will be used for registration expenses for first-time beekeepers in the Continuing Education "How to Start Beekeeping" course.

Lumbee River Electric Membership Endowed Scholarship

Established in 1999 by Lumbee River Electric Membership Corporation General Manager Ronnie Hunt, who was also a former RCC Foundation Board Member, this scholarship is awarded to a student in the Electrical/Electronics Technology curriculum program.

Lumber River Real Estate, Inc. Annual Scholarship

Established in 2009 by Mr. B.G. French, the Lumber River Real Estate, Inc. Annual Scholarship supports students of any age admitted into curriculum programs. It is a merit based scholarship.

Lumberton Area Chamber of Commerce Chairman's Scholarship

Established in 2004 by the Lumberton Area Chamber of Commerce to honor the Chairman of the Board, this scholarship supports Lumberton resident students enrolled in the Office Systems Technology or Business Administration curriculum.

Lumberton Area Visitor's Bureau Scholarship

This scholarship was established to support students enrolled in the Office Systems Technology or Business Administration Curriculum who are Lumberton residents and who plan to work in Lumberton after graduation.

Lumberton Rotary Club Memorial Scholarship

Established by the Lumberton Rotary Club to help the educational needs of Robeson Community College students, this scholarship assists graduates of Lumberton High School enrolled in a health related program that will lead to an associate degree.

M.I.K.E Scholarship

The M.I.K.E Scholarship Award was established by Congressman Mike McIntyre to further his commitment to supporting the youth of Southeastern North Carolina in their endeavors toward higher education. The Scholarship Award is designed to honor graduating high school seniors who have excelled in four distinct areas that are represented in the award's title. Students must demonstrate moral force of character, inspired leadership, knowledge and superior academic performance, and exemplary citizenship.

Henry A. & Martha B. McKinnon Endowed Scholarship

The Henry A. & Martha B. McKinnon Endowed Scholarship was established in January 2012 by an estate gift. Students must have a minimum of 15 semester hours in a curriculum program, be enrolled in 9 or more credit hours in the current semester, have a 2.5 or higher GPA, have financial need and must be a legal resident of Robeson County.

John Luther & Isabelle Gray McLean Endowed Scholarship

Established in January 1997 by the McLean family, this scholarship supports students with a minimum of 30 credit hours in a curriculum program.

James David McNair, Sr. Minority Male Mentoring Achievement Program Scholarship

Established in 2009 in honor of the late James David McNair, Sr., a native of Robeson County and a well-known entrepreneur/builder, by family member: Patricia Ann McRae (RCC Foundation Board Member); Carolyn F. Jones (Former Employee); and, Barbara Mitchell (Daughters); as well as Ericka A. Jones (Former RCC Foundation Director) and Stephanie A. McRae (Granddaughters). This scholarship supports students who have completed at least 18 credit hours of which 6 are specifically in their chosen field of study.

Pat "Tickie" McNeill Art Scholarship

Family and friends of longtime RCC art instructor Pat "Tickie" McNeill established this scholarship in her memory in 2004. The scholarship will provide assistance for students who have an appreciation for art.

Metzger Early Childhood Education Scholarship

This scholarship was established in 2007 by Donald E. Metz[illegible] and his wife Linda in order to support Early Childhood Educa[illegible] students who do not receive federal Pell Grant support.

Dr. Mac Montilus Health Science Scholarship

Established in 2005 by Lumberton physician, Dr. Mac Monti[illegible] this scholarship is for students who have completed a minim[illegible] of 30 semester hours in the Associate Degree Nursing Progra[illegible]

Dr. J. Irvin and Anne Moss-Biggs Endowed Scholarsh[illegible]

Established through a gift of stock by former RCC Founda[illegible] Board Member, Anne Moss-Biggs, in June 2001 in memory of [illegible] husband, Dr. J. Irvin Biggs, this scholarship supports Robe[illegible] County students with a minimum of 30 credit hours in a curricu[illegible] program.

Dr. J. Irvin & Anne Moss-Biggs Endowed Culinary Scholarship

Established in 2005 by former RCC Foundation Board Meml[illegible] Anne Moss-Biggs, in 2005 in memory of her husband, Dr. J. Ir[illegible] Biggs, this scholarship provides support to students who [illegible] enrolled in the Culinary Program.

Shirley Pennington Early Childhood Education Endowed Scholarship

Established in February 2008 by Ray & Shirley Pennington, t[illegible] scholarship supports students pursuing an Associate's Degree[illegible] Early Childhood Education.

Dr. J. Graham Pittman Endowed Scholarship

Dr. Hal Pittman and his wife, Dr. Timona Pittman, established t[illegible] endowment in 2000 in memory of their brother and brother-in-la[illegible] Dr. J. Graham Pittman of Fairmont, NC. Preference is given[illegible] students who are enrolled in the College Transfer curriculum.

Gary N. Powers Endowed Scholarship

This scholarship was established in 2007 in memory of Mr. Gary[illegible] Powers by his family and is designed to assist curriculum progra[illegible] students who are residents of Robeson County.

Evelyn M. Price Endowed Scholarship

Established in December 2005 by Robeson Community Colle[illegible] Foundation Board member and retired Fashion Bar owner, Eve[illegible] Price, this scholarship supports students who are enrolled in 9[illegible] more credit hours.

Progress Energy Scholarship

This annual scholarship provided and administered by Progre[illegible] Energy supports students enrolled in Industrial Syste[illegible] Technology or Electrical/Electronics Technology programs.

Llie "Marcella" Rachels Endowed Scholarship

Established in 2008 by Ms. Rachel's daughter, Mary Proctor, and the Rachels family, this scholarship supports students enrolled in a Nursing/Health Science curriculum or Nursing Assistant program. Students must maintain a minimum 2.5 grade point average to receive this scholarship.

Ry V. and Ann Revels Endowed Scholarship

This scholarship was established in 1999 by former faculty and RCC Trustee Board member, Ann Revels, in memory of her husband. Mr. Revels was a charter member of the RCC Foundation Board of Directors. Mrs. Revels was the first faculty member hired to teach at Robeson Community College. This scholarship supports students with a minimum of 30 credit hours in a curriculum program.

Robeson Community College Foundation High School Scholarship

Provided there are adequate funds, the RCC Foundation Board of Directors awards scholarships to a graduating senior from each high school in Robeson County including the adult high school on our campus. Students apply at their respective high schools, are selected by their principal or committee and awards are provided upon successful enrollment at the College.

Robeson County Homebuilders Endowed Scholarship

Established in 2011 by the Robeson County Homebuilders Association and its members, this scholarship will be awarded to qualifying students enrolled in Business Technology, Industrial Technology, or a College Transfer program.

D. A.J. Robinson Nursing Scholarship

This scholarship honors the memory of Dr. Arthur J. Robinson and was established by the medical community in Lumberton in 1999 for students enrolled in the Associate Degree Nursing Program. Dr. Robinson earned a Bachelor of Science degree in Chemistry and Biology from Lincoln University in Pennsylvania and his medical degree at Howard University medical School. After his internship he moved his family to Lumberton where he established his medical practice, treated prisoners, served as medical director for recreation and education programs, served as director of the Cancer Institute and was a member of the medical staff at Southeastern Regional Medical Center.

Florence Rogers Charitable Trust Scholarship

Established in February 2000 by administrators of the Florence Rogers Charitable Trust, this scholarship provides assistance to Health Science students who demonstrate financial need with first preference to students from Cumberland County.

Florence Rogers Charitable Trust Book Fund Scholarship

Established in April, 2005 by administrators of the Florence Rogers Charitable Trust, this scholarship provides textbook assistance to Health Science Students who demonstrate financial need with first preference to students from Cumberland County.

Clyde and Charlotte Sessoms Endowed Scholarship

A General Scholarship or utilized for first or second year students, this scholarship was established in 1996 by former RCC Foundation Board member Clyde Sessoms and his wife.

Tupac Shakur Foundation's Rosa Belle Williams Endowed Scholarship

Established in 2003 by Ms. Afeni Shakur-Davis, CEO and President of the Tupac Amaru Shakur Foundation, this scholarship was endowed in memory of Ms. Shakur- Davis' mother, and her late son's grandmother, Ms. Rosa Belle Williams. Ms. Williams was born in Lumberton, NC. This scholarship supports Lumberton resident students in curriculum programs.

Shaw Office Supply Company Annual Scholarship

Established in 2010, the Shaw Office Supply Scholarship is open to qualifying students in any curriculum discipline who are enrolled in 24 or more credit hours.

Lucy B. Simmons Business Administration Annual Scholarship

Established in 2009 in honor of Ms. Lucy B. Simmons a former English instructor at Robeson Community College and former educator for Lumberton City Schools and the Public Schools of Robeson County, this scholarship will be awarded to qualifying students enrolled in Business Administration.

St. Albans Masonic Lodge 114 Scholarship

This scholarship was established in 2006 by members of St. Albans Masonic Lodge number 114 in Lumberton and supports Robeson County students who are enrolled in the College Transfer curriculum.

Commissioner Jerry Stephens, Sr. EMS Endowed Scholarship

Established in 2009 by County Commissioner District I, Jerry L. Stephens in honor of Jerry L. Stephens Sr., this scholarship supports students studying Emergency Medical Services.

Beverley C. Townsend Scholarship

Established in 2010 by Ms. Beverley Townsend, this scholarship is designated for the support of students enrolled in the Early Childhood Associate program.

Trinity Episcopal Church Women's Health Science Scholarship

Established in August 2006 by Trinity Episcopal Church Women's Group, this scholarship is designated to assist students in the Health Science field.

Bill & Mayme Tubbs Presidential Endowed Scholarship

Established in 2010 by Bill & Mayme Tubbs, this scholarship supports students pursuing an Associate's Degree. Recipients of this scholarship are selected by the College president.

Ronald "Ron" G. Turbeville Nursing Annual Scholarship

Established in February 2006 by Ron's sister, Lynda Turbeville, this memorial scholarship provides assistance to first or second year Health Science students who demonstrate financial need. Preference is given to middle-aged students in the Associate Degree Nursing curriculum.

Rendal and Mary Lynn Walters Endowed Scholarship

This scholarship was established in 1997 by former RCC Foundation Board member and Vice president of Contempora Fabrics, Inc., Mr. Rendal Walters and his wife. This scholarship supports students in a curriculum program.

Evelyn P. Warwick Endowed Scholarship

This scholarship was established in November 1999 by Charles Warwick in honor of his wife Evelyn and assists student heads of household with minor children.

Karen Weinstein Endowed Scholarship

Established in 2008 by former North Carolina Senator David F. Weinstein in memory of his wife Karen, this scholarship supports students enrolled in the Cosmetology Program. It was also established in honor of Hilda McNeill and Cathy Fipps.

Wellington Mathematics Education Endowed Scholarship

Established by Foundation Board Member and RCC Board of Trustees Member Tommy Wellington and his wife, Joyce, this scholarship is designated to first or second year students who are pursuing a degree in Mathematics Education.

Bill & Sue Wester Endowed Scholarship

Established in May 2006 by RCC Board of Trustees Member, Sue Wester and her husband Bill, this scholarship supports students in Diploma Programs.

Bruce Williams Endowed Scholarship

This scholarship was 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. This scholarship supports students in a curriculum program.

Eliza and Fred G. Williams Jr. Endowed Scholarship

Established by RCC's second president, Fred Williams, and his wife Eliza Williams, in 1999 to reflect their belief the value of the institution to our community, this scholarship supports educational needs identified through the College and approved by the Foundation Board of Directors. It also helps to support the President's Academic Scholarships each semester as funding permits.

Millie Ann Wooten-Powers/Rosa P. McLellan-Thomas Endowed Scholarship

Established in 2009 by Dr. Gust D. Davis, Jr. in honor of wife Afeni Shakur-Davis, grandmother and great-grandmoth this scholarship supports students pursuing study in Busine Administration, Early Childhood Education or Compu Information programs and any future programs in Orga Farming; with preference to single mothers over the age of 40 w are displaced workers.

SCHOLARSHIP LOANS

Nurse Education Scholarship Loan Program (NESLP)

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

Recipients must execute a Promissory Note. Recipient ent into a contract with the State of North Carolina to work full ti as a licensed nurse in North Carolina. A minimum of six mon consecutive full-time employment with one employer is required qualify for service cancellation. Loans not repaid through serv must be repaid in cash. The interest rate for cash repayment 10% from the date of disbursement.

For more information: Contact the Financial Aid Office.

North Carolina Nurse Scholars Undergraduate Progra (NSP)

Funded by the North Carolina General Assembly, this academ merit-based scholarship/loan program (financial need is not consideration) assists individuals interested in earning a Degree Nursing. The Scholarship/loan amount is $3,000.00 per year w an aggregate total of $6,000.00 for two years of study (Associa Degree).

For an Application Contact:

The North Carolina State Education Assistance Author Attention: Nurse Scholars Program, P.O. Box 14223, Resear Triangle Park, NC 27709-4223 or Online at www.CFNC.org

Southeastern Regional Medical Center Loans

A limited number of loans are available to students enrolled in t Health Science Program through Southeastern Regional Medic Center. Students should contact the Financial Aid Office at RC for specifics concerning these loans.

OTHER PROGRAMS

Dependents and Survivors Educational Assistance

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

Ntional Guard Tuition Assistance Program

Nmbers of the North Carolina National Guard may be eligible to rceive tuition assistance for attending RCC. Contact your local ut for information.

Nrth Carolina War Orphan Program

Te North Carolina War Orphan Program provides funds to irtitutions for the waiver of tuition for children of totally disabled odeceased North Carolina war veterans. Veterans must be 100 prcent disabled and their disability does not necessarily have to b war related. To apply contact the Office of Veterans Affairs in Sident Services.

Vterans Educational Benefits

Tere are several educational programs for those service men and wmen once they leave the military and enter civilian life: New G.I. B.L (CHP. 33), REAP (CHP. 30), NEW SELECTED RESERVE (HP. 1606), ACTIVE DUTY EDUCATIONAL ASSISTANCE POGRAM, DEPENDENT'S EDUCATIONAL ASSISTANCE (HP. 35).

Bnefits must be used within ten (10) years of date of discharge. Aveteran's total months of eligibility is determined by the total nmber of years of service.

Vcational Rehabilitation for Disabled Veterans

Verans Vocational Rehabilitation is designed to provide all svices and assistance necessary to enable veterans with svice-connected disabilities to achieve maximum independence indaily living; to become employable; and to obtain and maintain stable employment.

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

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

Vcational Rehabilitation

Vcational Rehabilitation may provide educational assistance fo individuals with physical, mental, emotional, or learning inairments. 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, 803 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.

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.

Veteran Services

For the Veteran Affairs Office to operate effectively, it is essential that each veteran becomes knowledgeable of certain operating procedures.

This section of this publication is designed to explain some of those procedures. Veterans are urged to become completely knowledgeable of its contents.

It is important for each veteran to know how he is certified to the VA in order that he may carry the proper credit or contact hour load to receive the benefits he expects. Each type of certification will be explained below. The Veteran Affairs Officer can answer specific certification questions.

In some cases, veterans may take electives to meet the necessary credit or contact hour load required to be full-time. Veterans should see the Veteran Affairs Officer before the semester begins or during registration to insure that they have the correct number of credit hours or contact hours.

Veterans receive a monthly benefit only after they have attended school for that month.

Certification of Attendance

Veterans who receive Chapter 30, 1606 or 1607 benefits must certify their attendance at the end of each month. Monthly certification is required and can be done online through the WAVE system at www.gibill.va.gov or by phone at 1-877-823-2378. This process must be completed to initiate monthly payments.

Certification Categories for Veterans

Associate in Applied Science Degree. Veterans in these categories are certified to the Veterans Administration on a credit hour basis. The VA requires a minimum of 12 credit hours for full-time benefits.

Three-quarter time would be a minimum of 9 credit hours, and half-time would be a minimum of 6 credit hours. Less than 5 credit hours qualifies the veteran only for tuition and fees.

Change of Program

There are occasions when a veteran may complete a curriculum and enroll into another curriculum during the school year. When this happens, the veteran should report to the Veteran Affairs Office and complete VA form 22-1995 or 22-5495. Also, if he/she transfers to another school, the school to which he/she is transferring will assist in the completion of this form.

Satisfactory Academic Progress

Satisfactory academic progress is the same for veterans and non-veterans.

Records Of Progress

Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are available to students, veterans, and non-veterans alike, at the end of each scheduled term.

Student Status

If a veteran increases or decreases his/her registered semester credit hours, VA form 22-1999B must be completed by the Veteran Affairs Officer. The veteran must notify the Veterans Affairs Officer of all schedule changes.

Termination

The Veteran Affairs Officer must be notified immediately if a veteran withdraws from school. The veteran is responsible for this information reaching the Veteran Affairs Officer promptly.

Veterans who are terminated to the Veterans Administration for pay purposes for unsatisfactory progress and/or conduct must go through counseling before they can be reinstated for pay purposes.

Veterans who are terminated to the Veterans Administration due to absences during any part of the term may not be reinstated for pay purposes until the beginning of the next term unless there are extenuating circumstances causing the absences that are beyond the control of the veteran. Veterans whose pay is terminated to the Veterans Administration because of unsatisfactory attendance, need not go through counseling to be reinstated at the beginning of the next term.

Childcare Assistance Grant

Robeson Community College provides childcare assistance to a limited number of students for payment of childcare services. Depending on the availability of funds provided by the State of North Carolina, students may qualify for full or partial payment of monthly childcare services. To meet eligibility guidelines for childcare assistance, students must qualify for the maximum Pell Grant award for the current school year and be continuously enrolled in 12 hours or more of traditional daytime/evening classes. Reimbursements will be vendors after services are rendered. For more information, contact the 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 an Assistant Vice President in Educational Services appointed by the Vice President for Instruction and Support 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.

Country Focus is a student newspaper which is published every semester. The paper's purpose is to "promote morale on the campus of RCC and create a closer student body," and it is the goal of the Country Focus Staff to provide the student body with "helpful, enlightening, and encouraging information..." (Country Focus Constitution) The Country Focus Staff consists of a Chief, an Editor, a Photographer, and Reporter(s).

The Chief of Country Focus is elected in October during the SGA elections, after having followed the proper application procedures. All other staff position applications are made to the Chief. Terms for all staff positions are for one year at which point new applications or re-applications for positions may be made.

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.

Student Government Association Scholarship

The SGA Scholarship is a merit-based scholarship that will be awarded In congruency with the below stated requirements. The officer must:

a) Maintain a 2.5 GPA or higher

b) Complete 15 hours per month in office time

c) Attend all scheduled meetings. In the event that an officer cannot be present for all meetings, one absence can be excused per Executive board approval (absence must be excused by a majority vote of the Executive Board and the SGA Advisor).

d) Attend all SGA sponsored events with one absence. In the event that an officer cannot be present for all events, one absence can be excused per Executive Board approval (absence must be excused by a majority vote of the Executive Board and the SGA Advisor).

The SGA Advisor and president will ensure that all officers have fulfilled the mandatory requirement before he/she is considered eligible for the scholarship. Once an officer reaches eligibility status, the officer will be awarded the scholarship for that semester. The scholarship, for the President, will be awarded in the form of a total reimbursement of their tuition and fees. For the remainder of the Executive Board each officer will receive a $250.00. Disbursement of funds will occur at the end of the fall and spring semesters.

STUDENT GOVERNMENT CONSTITUTION

Any student who runs for a SGA office must maintain a high standard for the school by upholding high standards and unquestionable personal conduct. Any student who has admitted to or been convicted of a felony is ineligible to run for an office or to remain in one of the elected offices. A prospective candidate for an office must be a full-time curriculum student. He/She must be free of any financial obligations to the College.

SGA CONSTITUTION

PREAMBLE

We, the students of Robeson Community College, in order to foster a spirit of cooperation among students and faculty, coordinate and regulate student activities, maintain a high standard for the school by upholding high standards and personal conduct, promote and encourage activities for the best interest of the school, and develop good citizens through experience in government, do hereby establish this constitution for the Student Government of Robeson Community College.

ARTICLE I

NAMES AND OBJECTIVES OF ORGANIZATION

Section A

The organization shall be known as the Student Government Association. There shall be a smaller body, consisting of student representatives and officers, which shall be known as the Student Council.

Section B

The purpose of the organization shall be to foster a spirit of cooperation among students and faculty; to coordinate and regulate student activities; to maintain a high standard for the school by upholding high standards of personal conduct; to promote and encourage activities for the best interest of the school; to develop good citizenship through experiences in government.

ARTICLE II-QUALIFICATIONS OF MEMBERS

Section A

The members of the Student Government Association shall consist of all students enrolled in curriculum credit courses who pay an activity fee.

Section B

The members of the Student Council shall consist of one representative from each curriculum and the five elected officers.

Section C

The term of office for all members of the Student Council shall be one year.

Section D

There shall be a faculty advisor selected by the administration of the College.

Section E

The SGA Executive Committee members and SGA representativ must attend all meetings or have a legitimate excuse for not doi so. A member who does not attend regularly may be asked resign the position.

Section F

If SGA representatives cannot be present at a meeting, with legitimate reason, they must assign someone to attend in th place.

ARTICLE III-OFFICERS, THEIR ELECTION AND DUTIE

Section A

The officers of the Student Government Association shall elected by Australian ballot during the month of October.

Section B

The representatives shall be elected by SGA members of th specific curriculums.

Section C

The duties of President of the SGA shall be:

(1) to acquire a working knowledge of parliamentary law a procedure and a thorough understanding of the constitutic bylaws, and standing rules of the organization;

(2) to serve as chief executive officer of the organization;

(3) to preside over all the meetings of the Executive Committee a the SGA;

(4) to appoint, with the consent of two-thirds of the Executi Committee, all persons to fill the unexpired terms of elect officers, should vacancies occur;

(5) to appoint, with the consent of the Executive Committee, t chairmen of all standing committees;

(6) to serve as an ex-officio member of such committees if he chooses;

(7) to have knowledge of the records and monies of the organizatic

(8) to perform all other functions pertaining to the office;

(9) to call periodic meetings of the Executive Committee and t Student Council at his discretion;

Section D

The duties of the Vice President of the SGA shall be:

(1) assume the duties of the President should the President, for a reason, be unable to meet his duties;

(2) to fulfill any duties as delegated by the President;

(3) to chair any important committee.

Section E

The duties of the Secretary of the SGA shall be:

(1) to maintain the records of the SGA;

(2 to serve as recorder of the Executive Committee;

(3 to distribute a copy of the minutes of the Executive Committee and the SGA meetings to all members;

(4 to assist in all other areas that the Executive Committee may deem desirable;

(5 to inform all members of the time and place of scheduled meetings;

(6 to file copies of records and minutes in the office of the faculty advisor;

Section F

The duties of the Treasurer of SGA shall be:

(1 to receive monies from student-sponsored activities and to deliver these monies to the Business Office for deposit;

(2 to keep a record of expenditures and receipts, and make a report of the finances at each meeting of the SGA.

Section G

The duties of the Parliamentarian of the SGA shall be:

(1 to maintain parliamentary order at meetings of the SGA;

(2 to serve as an advisor for any procedural problems;

(3 to assist in all other areas that the Executive Committee may deem desirable;

(4 to maintain adherence to the rules in the Robert's Rules of Order in all cases to which these are applicable, and in which they are not inconsistent with the bylaws of the SGA.

Section H

The duties of the representative of the SGA shall be:

(1 to attend all meetings and to report to the students of their respective curriculum the proceedings of the SGA meetings;

(2 to report to the Student Council any suggestions made by the students of his/her curriculum;

(3 to participate in all student functions.

ARTICLE IV-MEETINGS OF THE ORGANIZATION

Section A

The Student Council shall meet whenever it is necessary in order to carry on the business of the SGA. The President of the SGA shall call the meetings and shall be responsible for giving proper notice to all members of the Student Council.

ARTICLE V-AMENDMENTS

Section A

A amendment to this constitution may be adopted by a three-fo ths vote of the student body present and voting.

BYLAWS

ARTICLE-I

QUALIFICATIONS AND ELECTION OF OFFICERS

Section A

The President of the Student Government Association shall be any first year student of a two-year curriculum who is enrolled full-time.

Section B

The Vice President of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section C

The Secretary of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section D

The Treasurer of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section E

The Parliamentarian of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section F

The election of all officers of the SGA, except the President of the SGA, shall be held in October. The elections shall be decided by a majority of the votes cast.

Section G

To run for an office, a candidate must have signatures of at least 10% of the voting membership.

Section H

Installation of officers and representatives will take place at an assembly within two weeks after their election to office.

Section I

To run for an office, a student must have a minimum GPA of 2.0 and maintain this minimum GPA during his term of office. An incoming freshman who has not earned a GPA, must earn it by the end of his first semester and maintain a GPA of 2.0 to remain in office. Failure to maintain a 2.0 GPA will result in replacement of an officer with appointment of a new officer by the means prescribed in Article III, Section C, Item 4.

ARTICLE II-RULES

The rules contained in Robert's Rules of Order shall govern in all cases to which they are not inconsistent with these bylaws.

ARTICLE III-AMENDMENTS

These bylaws may be amended at any regular or special meeting by a vote of two-thirds of the members present and voting, provided previous notice has been given in calling the meeting.

ARTICLE IV-COMMITTEES AND THEIR RULES

Section A

There shall be an Executive Committee consisting of the five officers of the SGA. The duties of the Executive Committee shall be as follows:

(1) to plan the agenda, time and place of meeting;

(2) to call special meetings upon petition of a majority of members;

(3) to interpret the constitution;

(4) to maintain close liaison with the school administration and with the Student Council advisors.

Section B

There shall be a Constitution Committee, the duty of which shall be to review the constitution periodically and to propose any changes deemed necessary.

Section C

There shall be a Publicity Committee, the duty of which shall be to inform all students of the Student Government activities.

Section D

There shall be an Activities Committee, the duty of which shall be to plan activities to help promote school spirit.

Section E

There will be an SGA suggestion box in the Student Lounge at all times. Therefore, SGA will know where SGA improvements are needed.

Section F

If the SGA Executive Committee and SGA representative feel that a member of the SGA is not fulfilling his/her duties, they will, therefore, vote and if the majority feels the same, the person will be asked to give up this position.

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.

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 suggests 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 all students. All students are assigned an advisor whether they attend on a full-time or a part-time basis. Advisors maintain regular office hours to accommodate students.

Special Credit students or students who have not yet made a career choice are also assigned an advisor. This advisor is usually a counselor or a specified faculty advisor who works with these students until they make a career choice. Once a career choice is made, they are assigned a faculty advisor in their program area.

Bookstore

The bookstore is located in Building 9. 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. Night hours of operation are posted at its entrance. Unpaid obligations to this office become part of the student's college record until they are cleared up. The Business Office is located in Building 2.

Returned Check Policy

Students who write checks for registration and/or fee charges which are returned to the College unpaid by financial institutions will be notified by the Business Office via certified letter and phone. At this time a $25 returned check fee will be charged. These students will be given fifteen (15) days to clear the debt either by cash payment or certified check. If after fifteen (15) days the debt is not cleared, a warrant will be issued by the Robeson County Magistrate's Office. After this time, the student must make payment of the returned check plus court costs to the Clerk of Superior Court. Until the debt is repaid students will not be allowed to register for future class(es), curriculum or noncurriculum, or view grades and/or receive transcripts.

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 Institutional Services. 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. Appointments can be made by telephoning (910) 272-3353, 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.

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.

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. Career Counselors help students examine their interests, aptitudes, and values. Interest inventories and aptitude tests are administered and interpreted.

The Career Online Personality Tests 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. Students can access information on jobs that are updated daily by Employment Security Commission at www.esc.state.nc.us. 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. 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. 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. Testing is scheduled after applicants have submitted an application to the College. There is no charge for taking the test.

Test of Essential Academic Skills (TEAS) is required for Health Science applicants. The TEAS test measures reading comprehension, basic mathematics, English and science. The TEAS provides an objective measurement of critical thinking skil test taking, stress levels, social interaction and learning style Students may contact Counseling & Career Services about TEA testing.

Placement Test Waiver: Placement Testing may be waive in some situations where students have earned credits at oth colleges or achieved qualifying test scores on the SAT or AC tests. For information concerning testing waivers, students shou contact Admissions or Counseling Services.

Transferring Test Scores: Robeson Community College uses th ASSET, COMPASS and Accuplacer Tests by American Colleg Testing for placement testing. Applicants who wish to take the tes or who have taken the test, at another college need to request have their test scores sent to the RCC Testing Office. To facilita this process, "Test Score Request" forms are available from th RCC Admissions Office and Counseling and Career Service Request forms can also be downloaded from the Internet at ww robeson.edu. Transferred test scores must be official copies se from the other college to RCC.

RCC Retest Policy: Testing is used to place students appropriate level courses rather than for admissions purpose Therefore, retesting is not recommended for regular progran unless it is determined that first test scores are invalid.

Right of Appeal: Any student who thinks that special considerati should be given to him or her concerning the retest policy ha the right to appeal. A formal request in writing should be directe to the Assistant Vice President of Student Services. The reque should provide information that would demonstrate valid reasor for granting additional consideration for the student's particul situation.

Additional specialized tests are available to anyone wishing find out more about themselves, their abilities, and their interest Specialized tests/inventories are administered upon requests b students and faculty. Some examples of specialized tests ma include interest inventories, personality tests, aptitude test diagnostic tests, achievement, and general ability tests.

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awarenes prevention program for all students and employees. Counselin information, and referral services are provided by professional trained counselors. Counselors are available to talk with anyor concerning drug/alcohol use. Counselors may be contacted direct or indirectly. Persons requesting anonymity may telephone th Counseling and Career Center for information without disclosir their names (272-3353). Referrals to external agencies may b appropriate in some situations. Counselors are knowledgeab concerning treatment, length of residential stay, costs, etc. of loc outside agencies.

There is a Drug/Alcohol Display Center in the Counseling ar Career Services where persons can receive free informatic

oncerning drugs and/or alcohol use and abuse. Persons are ncouraged to go by and pick up this free information. Drug/ lcohol information is also displayed and distributed around ampus at other locations. Robeson Community College also onsors speakers who have expertise on drug and/or alcohol se. Other activities are planned to create an awareness of the ffects of drugs and alcohol, and how these behaviors affect arning and working. The total college community is invited to tend these functions. Below are some telephone numbers where ore information on drugs and alcohol can be received.

otline Numbers for Drug/Alcohol Information:

ocal: Crime stoppers 738-1133 (do not have to give name)

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 (Free Services) - 618-1135 or 521-8995

00 Numbers:

Pride Drug Information Hotline - 1-800-241-9746

National Institute on Drug Abuse (NIDA) - 1-800-638-2045

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) Hotline - 1-800-532-6302

rugs and Alcohol Policy

he use and abuse of drugs and alcohol are subjects of immediate oncerns in our society. These problems are extremely complex nd ones for which there are no easy solutions. From a safety erspective, the users and/or abusers of drugs or alcohol may npair the well-being of all employees, students, and the public at rge, and may result in property damage to the College. Therefore, compliance with the Federal Drug-Free Workplace and Drug-ree Schools and Campuses Regulation, it is the policy of Robeson ommunity College that the unlawful use, possession, distribution, anufacture, or dispensation of a controlled substance or alcohol prohibited while on College premises, the College workplace, or s part of any College sponsored activity. Any employee or student olating this policy will be subject to disciplinary action up to and cluding termination or expulsion and referred for prosecution. he specifics of this policy may be found in this publication, the CC Library, and Counseling and Career Services.

IDS Awareness

obeson Community College provides information to students out AIDS. This information is available through handouts and deo tapes that are available in the Counseling and Career ervices. The counselors are available to provide referral formation for students and personal counseling about the HIV rus that causes AIDS.

The Center of Disease Control's National AIDS Hotline (1-800-342-AIDS) offers 24-hour service seven days a week to respond to any questions about HIV infection and AIDS. The number for the Robeson County Health Department is 671-3200.

Disability Services

The Office of Disability Services at Robeson Community College is committed to providing disability services to all academically qualified students who may need additional support and/or accommodations. 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 and/or physical disabilities is not offered; all students attend the same classes.

The Office of Disability Services utilizes Section 504 of the Rehabilitation Act of 1973 to identify individuals with disabilities. Under this federal law, a person with a disability is defined as any person who (1) has a physical or mental impairment which substantially limits one or more major life activities or (2) has a record of such impairment, or (3) is regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

The Office of Disability Services also adheres to the mandates outlined in the Americans with Disabilities Act of 1990, ADA Amendment Act of 2008, NC Senate Bill 866, and the Higher Education Opportunities Act.

Federal law prohibits RCC from requesting information regarding an individuals' disability on the admissions application; therefore, it is the responsibility of the student to contact the Office of Disability Services to disclose his/her disability and to request services. In order to request services, the following procedures need to be followed:

1. Disability Services Application

Individuals interested in receiving disability services must complete an application packet. This is the first step to begin the process for determining eligibility to receive disability services. Application packets must be received at least one month prior to requesting accommodations. Application packets are available in the Office of Disability Services which is located within the Office of Counseling and Career Services.

2. Documentation Guidelines

To ensure the provision of reasonable and appropriate services and accommodations, students requesting these services must provide current documentation of their disability. Current documentation is necessary to (a) establish that an individual has a disability, (b) identify the functional limitations and how they impact the academic performance of the student and (c) assists in developing appropriate accommodations.

a. Documentation must be current and from a service provider who is certified or licensed to evaluate or diagnose a particular disability. These professionals may include a

medical doctor, psychologist, ophthalmologist, educational diagnosticians, and other certified service providers. If you received services in high school, please provide a copy of your most recent psychological or psycho-educational plan to the Office of Disability Services.

- It should be noted that a school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery.
- Prior history of accommodation does not, in and of itself, warrant the provision of similar accommodations.

b. All documentation provided to the Office of Disability Services is confidential information and will not be disclosed to a third party without consent except in emergency situations. All documentation provided to determine eligibility remains in the Office of Disability Services and does not become part of the student's academic record.

3. Verification of Eligibility

Once the Office of Disability Services verifies an individual's eligibility for services, a meeting will be scheduled to develop an individualized accommodation plan. Accommodations are determined on an individual basis. Individuals with similar disabilities may not receive the exact same accommodations.

4. Typical Accommodations

Regardless of the instructional delivery, accommodations may include, but are not limited to:

- Test administration modification
- Calculators/keyboard with large buttons
- Individual counseling
- Assistive technology
- Tutorial services
- Assistive Listening Devices
- Braille/talking calculators
- Enlarged print
- Note taking services
- Scribe
- Alternative forms of textbooks
- Reader
- Sign language interpreting services
- Special seating
- Assistance with completing forms

a. As the liaison between faculty and students, the Office of Disability Services will send out Disability Certification Notices which identifies the accommodations that students qualify to receive. Instructors are responsible to provide accommodations identified on the Disability Certification Notice.

b. Students are to meet with each instructor to discuss ho accommodations will be implemented. Students a responsible for monitoring progress with instructors and a for additional assistance if needed.

c. At the end of each semester and before the upcomir semester, students receiving accommodations should me with the Counselor in the Office of Disability Services to r evaluate the individualized accommodation plan. Revisior will be made during this time.

5. Late Request for Accommodations

Requests for disability services must be made at least one mon prior to the first day of class. Every reasonable effort will b made to accommodate all students. However, if requests are n received in a timely manner prior to the time the student nee special accommodations, it may not be possible to provide th necessary services until a later term.

Division of Learning Resource Services

The Division of Learning Resource Services is committed providing a wide range of resources and services to carry o the mission of the College. Components are the Library ar Media Services. The Robeson Community College Library conveniently located in the center of the campus. Its attracti surroundings are a pleasant place for research, study, an or leisure reading. Services include a qualified staff concerne with providing library resources necessary to support Robesc Community College's purpose and programs; and sharing libra resources for interest, information, and enlightenment to all peop of the community. Staff are on duty during the hours of 7:30 a.r to 9:00 p.m. Monday through Thursday and 7:30 a.m. to 3 p.r on Friday to answer reference questions. The collection is we stocked with books, periodicals, and newspapers which have bee carefully selected to support the degree, diploma, and enrichme programs offered by the College. Other services include microfil and microfiche; interlibrary loans from in-state or out-of-state, ar an excellent orientation program to educate users to thorough utilize the library resources and services.

Anyone interested in using the library may acquire borrowir privileges by simply filling out a registration card. Book periodicals, and records are loaned for three weeks. Renewa may be obtained in person or by telephone. To encourage prom return or renewal of materials, a fine is charged on overdu materials. Lost or badly damaged materials must be paid at th replacement cost. Failure to return materials or pay charges w result in loss of borrowing privileges. Students who have n returned materials or paid fines will be obligated to do so befor re-registering or graduating.

The RCC Library supports Distance Learning. From the RC Web Page, the library's on-line book collection is accessibl Other resources include periodicals and newspapers that hav been selected to support the degree, diploma and enrichme programs offered by the college. The internet provides access t NC LIVE and NewsBank that provides abstract, full-text journal

cyclopedia and newspaper articles. An orientation program t educate patrons to fully utilize resources and services is also ailable.

e RCC Library is a member of the North Carolina Community ollege Libraries Reciprocal Lending Agreement that strives to crease access to the library resources within the North Carolina mmunity College System Libraries, to maximize use of the mbined collections of the system libraries and to support the CCS Distance Learning Initiative. The NCCC Libraries have reed to lend materials to any student or faculty in the system o provides valid identification showing current college affiliation. e RCC Library is committed to providing a quality program t includes services and resources to assist students pursing ucational goals.

brary

e Robeson Community College Library is conveniently located i the center of the campus. Its attractive surroundings are a easant place for research, study, or leisure reading.

rvices include a qualified staff concerned with providing library sources necessary to support Robeson Community College's rpose and programs; and sharing library resources for interest, ormation, and enlightenment to all people of the community. A aff is on duty during the hours of 7:30 a.m. to 9 p.m. Monday ough Thursday and 7:30 a.m. to 3 p.m. on Friday to answer ference questions.

om the RCC Web Page, the library on-line book collection is cessible to support distance learning. Other resources include riodicals and newspapers that have been selected to support the gree, diploma and enrichment programs offered by the College. e internet allows access to NCLIVE, and NewsBank that provide stract or full text journal, encyclopedia, and newspaper articles. erlibrary loan is available for books and journal articles not in e regular collection. The library provides an orientation program t educate patrons to utilize resources and services.

e RCC Library is a member of the North Carolina Community ollege Libraries Reciprocal Lending Agreement that strives to crease access to the library resources within the North Carolina mmunity College System Libraries, to maximize use of the mbined collections of the system libraries and to support the CCS Distance Learning Initiative. The NCCC Libraries have reed to lend materials to any student or faculty in the system o provides valid identification showing current college affiliation. e RCC Library is committed to providing a quality program t includes services and resources to assist students pursing ucational goals.

edia Services

edia Services, located in the library, provides a variety of media uipment and services to meet the needs of the College. Services clude equipment and materials circulation, production services, d consultant services. Patrons are encouraged to consult the edia handbook for a complete listing of materials and services ailable.

Graphic Arts

The Graphic Arts Department provides a wide assortment of printed materials and services to meet the instructional and institutional requirements of the college, students, faculty and staff. Web-based documents, color printing, digital photocopying, typesetting, maps, artwork, logo designs, forms, brochures, catalogs, certificates, schedules, newspaper advertising, manuscript binding, and various other services are available to aid in the educational process.

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 (Room 1302, Student Center; 910-272-3353).

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.

Student Orientation

Orientation is held each semester for new entering 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.

Depending upon the academic major, students should enroll in one of the two academic success courses - ACA 111 or ACA 122.

ACA 111–The Success and Study Skills course is designed to help you become a more successful student. This course is an extension of new student orientation and gives the student more detailed information about the college experience. Talk with your academic advisor to register for this class.

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal setting, diversity, and communication. Upon completion, students should

be able to function effectively within the college environment to meet their educational goals.

ACA 122 - The College Transfer Success course is designed specifically for students enrolled in the College Transfer curriculum, Associate in Arts or Science or the Transfer Core Diploma, either Arts or Science.

This course provides information and strategies necessary to develop clear academic strategies and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communication skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

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 cooperati be maintained not only within the Student Services staff, but a with the administration, faculty, students, and the community is with this cooperation and with these purposes that the Stud Services staff dedicates itself to serving RCC students, staff, a community.

Student Support Services

Student Support Services is a federally funded TRIO progra sponsored by the U.S. Department of Education to provi services to eligible college students. Priority is given to thc applicants who are low income, first generation, and/or disabl college students.

The office of Student Support Services (SSS) at Robes Community College is designed to enrich student life academica culturally, and socially to ensure a supportive environment students adjusting to college life. Our staff will provide the 1 students who are accepted into the program with support services that include advising, counseling, no-cost tutori workshops, educational support plans, career developme financial aid counseling, and cultural enrichment programs. T program also includes an initiative to assist students who want transfer to a four-year institution. SSS is committed in increasi the retention/graduation rates and in helping students att academic, social and personal success.

The tutorial component of SSS is available to program participar in all regular curriculum courses. This program is designed help those students who are having difficulty making satisfacto grades in any particular subject. Students recommended instructors tutor those students in need of assistance. Studer interested in the tutorial program should contact the SSS office the Tutor Coordinator.

The SSS counselor will provide academic and personal counseli that will not only equal success at RCC, but also when studer transfer to another college and/or enter the world of work. T counselor will also provide academic advising, financial a counseling and conduct workshops for SSS participants.

Those students who are not sure of their status or would like learn more about our SSS program please contact Jennifer McLean, 272-3348. SSS is located in Building 14.

Tutorial Services (The Learning Center)

Robeson Community College offers a variety of tutorial a academic success services, including individual and gro tutoring, workshops and educational programs through TI Learning Center (TLC). The mission of TLC is to provide studer with additional assistance and resources outside of the classroo that enhance their academic success, as well as promote se directed learning and decision-making; build confidence a motivation; and develop a greater appreciation for education a learning. The Learning Center serves students by offering tutorin writing assistance, and supplemental instruction in an environme that is supportive and encouraging.

e Learning Center (TLC) assists students who are having ficulty in their classes, who are falling behind, and who need ecific assistance with particular concepts in their areas of study. udents seeking to enhance their academic skills may attend a de range of workshops dedicated to writing, reading, math, and p preparedness. The Center also welcomes students to study i an environment that is conducive to learning, and students ay enjoy reading materials, including the latest magazines and avariety of books. Students may also visit TLC for training in mpus Cruiser, Smarthinking, and Moodle (please contact TLC f availability of workshops for these computer programs).

l addition to services offered in The Learning Center, students ay access the Center's website at www.robeson.edu/tlc for line resources, including links to articles, videos, and materials t enhance student understanding of concepts and practices in rticular areas of study. Information is also available online about LC's workshop schedule, policies, and services.

rvices provided by TLC are free and available to all RCC idents. Students are encouraged to ask their instructors, unselors and advisors to refer them to TLC for assistance in ir courses, or they may visit the Center in person to request a application for tutoring assistance. Please note that while TLC ff will attempt to accommodate all student requests, tutoring sistance is not guaranteed. Neither should students expect t earn an "A" in their courses simply by participating in TLC-nsored programs. Students are expected to study outside of t classroom, and assistance offered through TLC should be ed in addition to regular study and class work. To contact, TLC, ll 272-3663.

terans Services

rmation and requests pertaining to veterans affairs can be cured from the Financial Aid Office in Student Services. The teran student must maintain satisfactory academic progress, endance, and conduct for continued eligibility payments. teran students may take distance learning classes which include ernet classes, Information Highway classes, and telecourses they are offered. Veteran students taking these courses must ve contact with the appropriate instructor on a weekly basis and ke satisfactory academic progress in order not to be dropped m the course.

ter Registration Assistance

rmation, forms and assistance completing voter registration terials can be secured by contacting a counselor in the unseling and Career Services Office located in Room 1302 the Student Center. Veterans are also referred to: http://w.acenet.edu/Content/NavigationMenu/ProgramsServices/litaryPrograms/Transcript FAQs.htm for more information and forms specific to each branch of service.

HELPFUL TIPS AVAILABLE TO STUDENTS

Alumni Affairs

RCC Alumni are special guests at SGA sponsored functions, as well as other functions sponsored by RCC. The Student Services Staff regularly communicates with RCC Alumni through newsletters, surveys, etc.

Campus Communication

The College's website (www.robeson.edu) and Campus Cruiser (link available from the College's website) are used for official communication of the College. In order to stay informed concerning institutional announcements and upcoming activities, students are expected to check both websites on a regular basis.

Emergency Notification

Emergency telephone calls and messages for students are handled by counselors in the Counseling and Career Services. Only messages that are emergency in nature will be delivered to students. Any person requesting an emergency message delivered to a student will be asked the nature of the emergency in order to assist the counselor in addressing the emergency.

Lost and Found

Lost and found articles are handled in the Office of Records and Registration. Items found should be turned in promptly. Unclaimed items will be held for thirty days.

School Colors

The school colors are royal blue and white.

Telephone

Pay telephones are located in the entry way near the Student Lounge in the Student Center and in Buildings 7, 11, 12, & 14 for making local and long distance calls. RCC business telephones may not be used by students for making outgoing telephone calls.

ACADEMIC POLICIES AND PROCEDURES

Academic Freedom and Responsibility Policy

It is the policy of Robeson Community College to support the concept of academic freedom for its faculty, and as such respect the faculty member's right to teach, investigate, and publish freely in accordance with the provisions and clarifications provided in this policy.

As representatives of Robeson Community College, instructors and students should exercise sound judgment 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.

ACADEMIC EXPECTATIONS

Student Expectations of Faculty

The faculty of Robeson Community College pledges to provide the highest level of service possible to all of its students all of the time. Your faculty member knows what students need to do to succeed in the course you are taking, and your instructor wants you to succeed. To this end, it is reasonable for students to expect that faculty will:

- provide you with a syllabus that outlines the content and objectives of the course and spells out the instructor's grading and attendance policies
- be a professional who will treat each student respectfully, equally, and honestly.
- Start class on time, be prepared, and use effective teaching strategies to promote learning of the subject material activities for the full time allotted for all classes.
- Strive to create a positive environment in which you may pursue learning.
- Be accessible and approachable.
- Provide timely and consistent feedback regarding student progress.
- Provide reasonable assistance on an individual basis as may be necessary and appropriate.
- Preserve the academic integrity of the course.

Faculty Expectations of Students

Robeson Community College is an institution for adult learning. It is a partnership between instructors with the desire to teach and students with the desire to learn. Instructors seek to guide you, motivate you, and outline for you the body of knowledge to be learned. To this end, we believe it is reasonable to expect th students will:

- Treat other students and faculty with respect and treat th classroom as a professional environment.
- Accept the challenge of collegiate studying, thinking, ar learning.
- Anticipate that the level and quantity of work in some course will exceed prior experiences.
- Be informed about instructors' policies presented in th course syllabus, as well as the policies of the colleg published in this publication
- Attend all classes, except when emergencies arise.
- Adhere to class start times and end times that are prescribe
- Be an active participant in class.
- Study course material routinely.
- Refrain from any behavior that may distract others.
- Silence all cell phones, pagers, and other communicatior devices in every class.
- Use the internet for valid, academic purposes only while any RCC campus computer lab.
- Transact personal business with the instructor (such a asking him or her to sign forms) before instruction begins after class.
- Let no temptation cause you to compromise or surrend your integrity, ethics, or morals.

Attendance Policy and Procedures

Regular class attendance is expected of students. Faculty kee accurate records of class attendance and tardiness and thes records become part of the official records of the institution. Th College is committed to the principle that regular and punctu class attendance is essential to the student optimizing his/he scholastic achievement and that it is the responsibility of th student to attend class regularly without being tardy. As studen are adults with many responsibilities, an occasional absenc might be necessary. However, such absences in no way lesse the students' responsibilities for meeting the requirements of th class. Online students are subject to the same attendance polic as traditional students.

1. When the College offers a class, the faculty and staff shall wor together to develop an accurate electronic class roster listin all students enrolled in the class. Student names are on th electronic class roster once they have officially made paymer for tuition and fees with the Business office.
2. Students who have not entered class by the census dat will be dropped as "Never Attend" without the possibility c reinstatement. Entrance into an online class is defined a logging into the institution's learning management system an completing an enrollment activity.

Once a student is officially enrolled in a class, regular class attendance is expected. Absences are a serious deterrent to good scholarship, and it is impossible to receive instruction, obtain knowledge, or develop skills when absent from class.

Inasmuch as the College's students are adults, it is understood that absences may be required for a variety of reasons, but when these occurs, it is the student's responsibility to make up missed class work or assignments, if makeup work is allowed by the instructor.

Being late arriving for class or leaving a class early can be a disruption for both the faculty member and the students, hence tardiness is strongly discouraged.

A Student Withdrawal shall occur when a student officially withdraws/drops a class. The withdrawal/drop shall be effective as of the date the student takes his/her official action.

An Administrative Withdrawal shall occur when a student fails to adhere to the criteria outlined in course syllabi and/or program student handbooks.

- An instructor may execute an Administrative Withdrawal if class attendance as described in the instructor's course syllabus or attendance records indicate there is a lack of participation by the students.
- An instructor may execute an Administrative Withdrawal for a student if reasonably assured that the student does not intend to pursue the learning activities of the class due to excessive absences, lack of effort or participation or other good cause.
- An instructor may execute an Administrative Withdrawal when a student completes the minimum objectives stated for a class or transfers to another class.

Students who attend Robeson Community College must attend 80% of the time scheduled for a regular class meeting to be counted present when the class meets.

Inasmuch as the faculty member of record for a class is responsible for official class attendance and tardy records, students who have a grievance regarding class attendance or tardies shall resolve them with the instructor.

Curriculum Classes: Students attending Robeson Community College must attend 75% of the required contact hours for the class in order to receive credit for the class. If the student misses hours in excess of 25%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she misses 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 the student may register late.

Developmental Classes: Student attending RCC must attend 85% of the required contact hours for the class in order to receive credit for the class. If the student misses hours in excess of 15%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she misses in excess of 15% of the require 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 the student my register late.

College and Career Readiness Classes: Students in all College and Career Readiness classes will be expected to attend class a minimum of 80% of the class time (as established by each individual class schedule) per month to receive credit for the class. In addition, the student must attend a minimum of 80% of the class time for a particular day or the student will be counted tardy for the class. Three tardies will count as one absence.

Religious Observance: It is the policy of Robeson Community College that any student of the institution must be granted two excused absences each academic year (July 1-June 30) for religious observances required by the faith of the student. The student must submit a written request to the Assistant Vice-President for Student Services or his/her designee for the excused absences at least ten days prior to the date the student intends to be absent for the religious observance. The Assistant Vice-President for Student Services or his/her designee may waive the ten school day requirement during the first ten school days of a student's enrollment. For more information, please contact the Assistant Vice-President for Student Services.

Tardies

The College is committed to the principle that regular and punctual class attendance is essential to the student optimizing his/her scholastic achievement and that it is the responsibility of the student to attend class regularly without being tardy. Students who attend Robeson Community College must attend 80% of the time scheduled for a regular class meeting to be counted present when the class meets.

Tardy shall be defined as a student entering class after the roll is checked or after instruction has begun, and it shall also be defined as a student leaving class early regardless of reason. Thus, if a student is in class for 80% of the time but less than 100% of the meeting time, then that student shall be counted tardy. For the purpose of maintaining class attendance, faculty shall county three tardies as one absence.

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. See www.studentclearinghouse.org.

Employers and/or background-screening firms should access www.degreeverify.com.

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 and student handbook that is current at the time of re-enrollment.

Computing Grade Point Average

Course	Credit	Grade	Grade Points Per Credit Hour	Grade Points Earned
ENG 102	3	C	2	6
AHR 134	7	B	3	21
AHR 110	5	A	4	20
PHY 121	4	F	0	0
MEC 288	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.

Course Substitution

A student may be permitted to take higher level courses (degree) up to 9 credit hours in lieu of lower level courses (diploma) upon request to the Registrar.

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 be taken by proficiency:

AHR 110, AHR 111, AHR 112, AHR 113, AHR 114, AHR 120, AHR 130, AHR 140, AHR 133, AHR 151, BIO 140, BPR 111, BPR 115, BPR 130, CIS 110, CUL 110, CUL 120, CUL 135, DFT 119, ELC 112, ELC 113, ELC 114, ELC 115, ELC 117, ELC 118, ELC 128, ELC 228, ELN 133, ELN 229, ELN 231, ELN 232, ELN 275, ELN 233, HRM 145, HRM 215, HYD 110, ISC 110, MAT 101, MAT 115, MAT 121, MAT 122, MAT 140, MAT 151, MAT 161, MAT 171, MAT 171A, MAT 172, MAT 172A, MAT 271, MAT 272, MEC 110, MEC 111, MEC 263, MNT 110, NUT 110, OST 131, OST 22 OST 224, PLU 111, PSY 150, SOC 210, WLD 112, WLD 212

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

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

For credit by examination, full-time students enrolled in sixte credit hours or more are exempt from additional tuition charge However, part-time students must pay the Business Office th tuition charge required by the state for each semester hour cred this fee is not refundable. A registration form must be complete in the Records and Registration Office after approval has bee obtained to take a proficiency examination. Fees will be paid the Business Office. Any exceptions to the above procedures an requirements must be approved by the Assistant Vice Presider of Student Services. Exceptions will be made only under ra circumstances.

REDIT BY TRANSFER

ew Students

obeson Community College may accept credits earned from chnical institutes/colleges and any other colleges accredited Southern Association of College and Schools, other regional crediting associations recognized by the U.S. Department of ducation and/or other associations accredited by the American ouncil on Education. Only course grades of "C" or better will e accepted and such courses must parallel the content of RCC urses. In some cases, courses over five (5) years old will not be nsidered. For a complete listing of these courses, please review ction titled "Program Completion Requirements".

ansfer credits from institutions outside the United States will e considered if the institution has a college or university in the estern regional division, and is accredited from one of the United ates regional associations such as SACS. Students seeking ansfer credit from outside the United States will be asked to bmit translated documents to WES (World Education Services) nd request that course-by-course evaluations and course escriptions be forwarded to Robeson Community College. WES's ebsite is www.wes.org.

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

ne Registrar, in consultation with appropriate faculty, will etermine the transfer credits allowable. This evaluation will be ade at the time of acceptance and the student will be notified in riting accordingly. Transfer credits will be posted to the student's ermanent record. In addition, transferring students must complete minimum of fifty (50) percent of the total number of credit hours quired for a certificate, diploma, or degree program at Robeson ommunity College.

ON-TRADITIONAL CREDIT

LEP/AP Credit

tudents may request credit for subjects taken under the College evel Examination Program (CLEP) or Advanced Placement AP) Program. CLEP or AP credit may be evaluated for general subject area examinations. Official test score reports from ollege Board must be submitted to the registrar for consideration CLEP or AP credit. Test scores must meet the current score commendations from the American Council on Education (ACE) order to receive college credit.

or College Level Examination Program (CLEP) and Advanced lacement Program (AP) information and transcripts, see ww.collegeboard.com.

RCC may also award general education credits for acceptable completion of International Baccalaureate courses. International Baccalaureate transcripts may be obtained from: http://www.ibo.org/.

Community Service Credit

Robeson Community College does not award credit based upon community service education.

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 may request a copy of their military credits/experiences from:

American Council on Education

www.acenet.edu (see programs & services, transcript services)

DANTES

www.dantes.doded.mil

AARTS

http://aarts.army.mil

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 all transferable to an associate degree program but may be credited toward a second diploma major, if applicable.

Auditing Courses

Students who wish to audit a course must register through the regular registration procedures. Tuition and fees for auditing are the same as the cost of courses taken for credit. Audits are reported on transcripts as "AU" and do not affect earned credits or influence the grade point average for the semester. However, audited courses do not count as successful completions for financial aid purposes. Therefore, students who receive financial aid should consult the financial aid officer before electing to audit a course. To audit a course, a student should state his/her intent to audit no later than the first week of the course. An "AU" will be entered as the student's grade for that course. Audits are not allowed in distance education courses. In Health Science Programs, students must receive appropriate Program Director and Assistant Vice President approval in order to audit an Health Science course.

Grade Appeal Process

It is the policy of Robeson Community College that students shall have the right to appeal a grade whether derived from singular course event or the final grade issued for the course. Grades for individual class assignments as well as final grades are to be

determined by the course instructor of record in accordance with the grading guidelines distributed in the course syllabus at the beginning of a course.

Individual Course Assignment

1. A student may appeal a grade derived from a singular course event as outlined below:
   a. Any student who has an issue with a grade resulting from an individual course event (i.e. test, pop quiz, term paper, etc.) must attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three working days from the date the graded process is returned or made known to the student.
   b. In the event the matter cannot be resolved, the student may appeal the grade following the outline below:
      i. The student shall present the appeal in writing to the Department Chair/Program Director/Program Coordinator of the area in which the contested grade was awarded within three working days of the faculty member's response.
      ii. The Department Chair/Program Director/Program Coordinator shall confer with the student and the instructor to seek a resolution of the appeal within three working days of receipt of appeal. If the instructor happens to also be the Department Chair/Program Director/Program Coordinator, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.
      iii. Should the Department Chair/Program Director/ Program Coordinator and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course within three working days.
      iv. The decision of the Assistant Vice President providing administrative supervision for the course shall be made within three working days and the decision shall be considered final.

Final Course Grade

2. Students may appeal a final course grade as outlined below:
   a. Any student who has an issue with the final course grade should attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three working days from the receipt of the final grade.
   b. A student cannot appeal a final course grade based upon a previously appealed individual course assignment.
   c. In the event the matter cannot be resolved, the student may appeal the grade following the procedure outlined below:
      i. The student shall present the grade appeal in writing to the Department Chair/Program Director of the area within which the contested grade was awarded.
      ii. The Department Chair/Program Director shall cont with the student and instructor to seek a resoluti of the appeal within three working days of the rece of the appeal. If the instructor happens to also be t Department Chair/Program Director, then the appe should be submitted to the appropriate Assistant Vi President providing administrative supervision for t course.
      iii. Should the Department Chair/Program Director a student fail to reach a satisfactory resolution, t Department Chair/Program Director shall forward t appeal to the appropriate Assistant Vice Preside providing administrative supervision for the course f review within three working days.
      iv. The Assistant Vice President providing administrati supervision for the course shall convene a heari before the Academic Appeals Committee within thr working days. The Assistant Vice President shall ser as the committee chair. The Committee shall cons of four faculty members randomly selected from t Academic Appeals Committee membership. T Committee shall meet to discuss the grade appeal a may hear from the student, the instructor, and any oth individuals that the Committee deems appropriate.

         If the Committee finds the grade received w inappropriate, the Committee shall determine a meth by which the grade will be re-evaluated. The resultir grade, if different, must be submitted within Colle guidelines and may not be appealed further. Shou the Committee find the grade received by the stude as appropriate, the Committee shall direct that no acti be taken to change the final grade and the findings sh be submitted to the Vice President for Instruction a Support Services within 24 hours. The Vice Preside shall notify the student of the committee's findin within three working days.

      v. In cases where the Academic Appeals Committee fin that the grade received by the student was appropriat the student may submit a written appeal to the Vi President for Instruction and Support Services with three working days. The Vice President shall review a evidence related to the appeal, conduct any intervie deemed appropriate, and render a decision with three working days. The decision rendered by the Vi President for Instruction and Support Services will b considered final.

3. Failure of a student to pursue a grade appeal in accordance wi the provisions of this policy or any publications derived there fro shall be deemed unacceptable and the grade assigned will b the grade of record.

This policy shall apply to all credit courses and Adult High School courses offered by the College regardless of length, credit awarded, method of delivery, time of delivery, or other similar factors.

rade Reports

nal grades are available online to students at the end of each mester.

ecords Of Progress

ecords of progress are kept by this institution on veteran and n-veteran students alike. Online progress records are furnished students, veterans, and non-veterans alike, at the end of each heduled term.

rading System

e 4.00 grade point average system is used to calculate udent grade averages. (See separate grading system section r Associate Degree Nursing/Practical Nursing/Health Science ograms.)

Grade	Explanation	Grade Points
r Credit Hour		
93-100	Excellent	4
85-92	Good	3
77-84	Average	2
70-76	Poor, but Passing	1
Below 70	Failure	0
	Withdrew (no grade points calculated)	0
F	Withdrew Failing	0
	(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
J	Audit (Must be declared during drop/add period. Forms to request grade of AU are in Records Office)	0
	Credit by Proficiency	0
	Transfer Credit	0

Grading System – Developmental Courses

The grading policy outlined below is for all developmental courses (ENG 080, ENG 085/085A, ENG 090/090A, ENG 095/095A, MAT 060, 070, 080, OST 080, RED 080 and RED 090).

Students enrolled in a developmental course will not earn traditional letter grades (A, B, C, D or F). Grades for all developmental courses will be "P" (Pass) or "R" (Reenroll).

A grade of "P" is given when a student has reached a minimal level of proficiency for the course. For all developmental courses, if a student has earned a final course average of 80 or higher, a grade of "P" will be awarded. The "P" grade is not included in the computation of the GPA. However, for financial aid purposes, a grade of "P" means that a student has made satisfactory academic progress.

A grade of "R" is given when a student has not reached a minimal level of proficiency for the course. For all developmental courses, minimal level of proficiency is defined as a final course average of 80. If a student does not achieve a final course average of 80 or higher, the student will be awarded a grade of "R" and will have to re-enroll in the developmental class. The "R" grade is considered a non-punitive grade and is not included in the computation of the GPA. However, for financial aid purposes, a grade of "R" means that a student has not made satisfactory academic progress. Financial aid will be affected by a grade of "R".

Grade	Explanation	Grade Points
Per Credit Hour		
P	Pass (Satisfactory Academic Progress)	0
R	Reenroll (Unsatisfactory Academic Progress)	0
W	Withdrew (Prior to the 60% point of the semester) (Unsatisfactory Academic Progress)	0
WF	Withdrew Failing (After the 60% point of the semester) (Unsatisfactory Academic Progress and computes as a grade of "F" for GPA).	0
I	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

Grading System-Practical Nursing, Associate Degree Nursing and Radiography Program

The 4.00 grade point average system is used to calculate student grade averages. Please note that the grading system used with the NUR and RAD courses are different from that stated for other academic programs.

Grade		Explanation	Grade Points
Per Credit Hour			
A	93-100	Excellent	4
B	85-92	Good	3
C	80-84	Average	2

Students are required to have a final grade average of 80 in each nursing and radiography course to successfully pass and progress to the next course. Students must score C or higher in all related and general education courses (77-84), regardless of semester enrolled.

D	70-79	Failing in the NUR & RAD Program.	1
D	70-76	Failing related/general education courses, results in exiting the program	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 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.)	0
AU		Audit Program Director and Assistant Vice President approval is required. (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-Health Science Programs (Respiratory Therapy and Surgical Technology)

The 4.00 grade point average system is used to calculate stude grade averages. Please note that the grading system used with th NUR &RAD courses are different from that stated for Respirato Therapy and Surgical Technology programs.

All Health Science students must maintain at least "C" in eac major course (Health Science designated courses) and all relate and general education course work. Students failing to meet thes requirements or receiving a failing grade in any course will b required to exit the program.

Grade		Explanation	Grade Points
Per Credit Hour			
A	93-100	Excellent	4
B	85-92	Good	3
C	77-84	Average	2
D	70-76	Failing related/general education courses, results in exiting program	1
D	70-76	Failing in RSP and SUR major courses results in exiting program	1

Respiratory Therapy and Surgical Technology students must sco C or higher in all related and general education courses (77-8 regardless of semester enrolled.

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 RCC 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.)	0
AU		Audit Program Director and Assistant Vice President approval is required. (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

epeating Course Work

) raise a grade in any course, the student must reregister for the urse. Only the best grade earned will be counted in calculating e total number of credit hours and grade point average. Any quired course in which an "F" is received must be repeated id passed to graduate. Veteran students will not receive any ducational benefits (pay) for courses previously attempted and ssed.

aiver of Prerequisites

efore a prerequisite may be waived, the student must document demonstrate abilities in the subject area. The student must nsult with and have approval from the appropriate Assistant ce President in Educational Services. The approval must forwarded to the Vice President of Instruction and Support rvices for consideration and approval before waiver is granted. the prerequisite is waived, the student must make application in e Registrar's Office to take "Credit by Examination" in the course at was waived. This proficiency exam must be taken and passed thin the semester for which it is waived or the student must take e course the first succeeding semester the course is offered by e College in order to be permitted to register for any additional urses in the program which are affected by the prerequisite quirement.

ogram (Curriculum) Change Procedures

change from one curriculum to another or change from special edit status: Students must request an interview in the Admissions fice to discuss changing programs. When a program change is proved in the Admissions Office, the program change becomes fective at the beginning of the ensuing semester.

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

nancial Aid and/or Veterans Education Assistance recipients ould consult with the Financial Aid Officer and/or the Veterans airs Officer prior to requesting a program change. Not all ograms are approved for benefits.

ogram Completion Requirements

udents are allowed a maximum of five years to complete a ogram. If the student does not complete the program within ive year period, he/she will be required to follow the current talog and student handbook or state approved curriculum ide (if different from catalog, will appear as an addendum to the talog) in selection and registering for courses. Any credits over n years old whether earned at Robeson Community College or ner accredited institutions will not be counted toward meeting graduation requirements. Exceptions will be made only for general education component courses when a prospective student has completed an Associate or higher level degree and the courses are equivalent to courses in the curriculum applied for at Robeson Community College. The following list of courses will not be counted towards graduation requirements if they are over five years old: CIS 165, CTS 125, CTS 130, DBA 110, NET 110, NOS 110, NOS 130, NOS 230.

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.

EDUCATIONAL RECORDS

Enrollment and Degree Verification-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. **See www.studentclearinghouse.org. Employers and/or background-screening firms should access www.degreeverify.com**.

Directory Information - The items listed below are designated as "Directory Information" by Robeson Community College and may be released for any purpose at the discretion of RCC.

Category I - Name, address, telephone number, dates of attendance, class.

Category II - Previous institution(s) attended, major field of study, awards, honors (includes Honor's and President's Lists), degree(s) conferred (including dates).

Category III - Past and present participation in officially recognized sports and activities, date and place of birth.

Under the provisions of the Family Educational Rights and Privacy Act of 1974, you have the right to withhold the disclosure of any or all of the categories of "Directory Information".

Please consider very carefully the consequences of any decision by you to withhold any category of "Directory Information". Should you decide to inform RCC not to release any or all of this "Directory Information," any future request for such information from non-institutional persons or organizations will be refused.

The College will honor your request to withhold any of the categories listed but cannot assume responsibility to contact you for subsequent permission to release them. Regardless of the effect upon you, the College assumes no liability for honoring your instructions that such information be withheld.

If you wish to indicate your disapproval for RCC to disclose any or all the public or directory information listed, the required form is available in the Registrar's Office and must be submitted no later than 10 calendar days after enrolling. Robeson Community College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure. Submitted requests are valid for the current academic year.

Request to Prevent Disclosure of Directory Information

By Robeson Community College

Year _____

Please mark the appropriate boxes and affix your signature below to indicate your disapproval for the College to disclose the following public or directory information.

Category I: Name, address, telephone number, dates of attendance, class.

Category II: Previous institution(s) attended, major field of study, awards, honors (includes President's and Honor's List), degree(s) conferred (including dates).

Category III: Past and present participation in officially recognized sports and activities, date and place of birth.

Date _____

Student Signature _____

Right of Access–Any currently enrolled or former student has a right to inspect and review any and all official records, files, and data directly related to the student including all material that is incorporated into each student's cumulative record folders. Request for review of records shall be in writing to the Registrar. Request to review and inspect records shall be granted as soon as possible, but no later than 45 days following the date of request. The inspection and review shall occur during regular school hours. The Registrar shall notify the student of the location of all official records which have been requested and provide personnel to interpret records when appropriate. A sample copy of Request to Review Education Records is printed in this publication. These forms are available in the Registrar's Office.

Student records are maintained in a manner to insure privacy of all such records and Robeson Community College shall not, except as authorized, permit any access to or release of any information therein except as follows:

1. Access to student records may be permitted to any person or institution for whom the student has executed written consent specifying the records to be released. A sample of Written Consent Waiver is in this publication. These forms are available in the Registrar's Office.
2. Access to student's records or components thereof must disclosed without the student's written consent to the followir
   a. Authorized representatives of the following for audit and evaluation of federal and state supported programs:
      i. Comptroller General of the United States
      ii. The Secretary of the United States Department of Health, Education and Welfare.
      iii. The US Commissioner of Education, Director of National Institute of Education or Assistant Secretary of Education
   b. State and local officials to whom disclosure is required by state statute adopted prior to Nov. 19, 1974.
3. Access to student records without written consent is permitt to:
   a. The College discloses education records without a studen prior written consent under the FERPA exception disclosure to school officials with legitimate educatior interests. A school official is a person employed by t College in an administrative, supervisory, academic research, or support staff position (including law enforceme unit personnel and health staff); a person or company w whom the College has contracted as its agent to provi a service instead of using College employees or officia (such as an attorney, auditor, or collection agent); a pers serving on the Board of Trustees; or a student serving an official committee, such as a disciplinary or grievan committee, or assisting another school official in performir his or her tasks.

      A school official has a legitimate educational interest if t official needs to review an education record in order to ful his or her professional responsibilities for the College.
   b. Officials of other institutions in which the student seeks enroll.
   c. Persons or organizations providing to the student financi aid or determining financial aid decisions concernir eligibility, amount, condition, and enforcement of terms said aid.
   d. Organizations conducting studies to develop, validat and administer predictive tests, to administer student a programs, or to improve instruction. Those organizatior may not disclose personal identification of students, an information secured must be destroyed when no longe needed for their projects. Robeson Community College w obtain such assurance in writing.
   e. Accrediting organizations carrying out their accreditin functions.
   f. Parents of a student who have established that student status as a dependent according to Internal Revenue Cod of 1954, Section 152.

g. Persons in compliance with a judicial order or a lawfully issued subpoena, provided that the College first makes a reasonable attempt to notify the student.

h. Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of the student or other persons.

obeson Community College may release without written consent ose items identified as public or directory information on any udent not currently enrolled.

obeson Community College is responsible for informing parties whom personally identifiable information is released that cipients are not permitted to disclose the information to others thout written consent of the students.

xample:

IN ACCORDANCE WITH PUBLIC LAW 93-380

THE INFORMATION ON THIS RECORD MAY

NOT BE RELEASED TO A THIRD PARTY

WITHOUT PERMISSION OF SAID STUDENT

hallenge of the Contents of Education Records:

Robeson Community College provides students with the opportunity to challenge the contents of their education records which the student considers to be inaccurate, misleading, or otherwise in violation of their privacy or other rights.

When Robeson Community College receives a challenge request, it will decide within 15 days whether or not corrective action consistent with the student's request will be taken. The student will be notified of the decision. If the decision is in agreement with the student's request, the appropriate records shall be amended.

When a student is not provided full relief sought by the challenge he/she shall be informed by the Registrar of his/her rights to a formal hearing on the matter.

A student's request for a formal hearing must be in writing. Student Request for Formal Hearing form is available in the Records Office. This form may be picked up in the Registrar's Office. Within 15 days after receiving the request, the student shall be informed of the date, place, and time of the hearing.

Students shall be afforded a full and fair opportunity to present evidence relevant to the issue raised. A student may be assisted or represented at the hearing by one or more persons of his/her choice, including an attorney at the student's own expense.

The decision of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of a written statement summarizing the evidence, and stating the reasons of the decision which will be delivered to all parties concerned.

a. Robeson Community College will correct or amend any educational records in accordance with the decision of the hearing panel if the decision is in favor of the student.

b. If the decision is unsatisfactory to the student, the Registrar will inform the student that: (1) The student has the opportunity to place with the education records a written statement about the information in the records, or a statement giving any reason for disagreeing with the decision of the hearing panel. (2) That the written statement given by the student will be placed in the education records and will be maintained as part of the record for so long as the records are held by Robeson Community College. (3) When the education records are disclosed to the authorized party, the statement filed by the student shall be included.

c. A student cannot use his rights of challenge to question substantive education judgments which are correctly recorded. A student does not have the right to challenge a grade given in a course because he/she feels a higher grade should have been given.

7. Students will not be permitted to inspect and review the following information that may be a part of their education records:

   a. Financial information submitted by parents.

   b. Confidential letters and recommendations placed in their files prior to January 1, 1975, provided these letters were collected under established policies of confidentiality and were used only for the purposes for which collected.

   c. Confidential letters and recommendations associated with administrations, employment or job placement, or honors to which students have waived right of inspection and review.

Location of Student's Education Records

A copy of all curriculum student education records is kept in the Office of Records and Registration. The Registrar is chiefly responsible for maintaining all of these records.

A copy of all continuing education records are kept in the Continuing Education Department. The directors and secretaries are chiefly responsible for keeping all of these records.

Other officials which are responsible for student education records are as follows:

Financial Aid Officer - Student financial aid, benefits, and services.

Veteran Affairs Officer - VA records on all veteran students.

Placement Officer - The placement folder contains a personal data sheet with the following information: biography, education, experience, preferred placement and references. Also a faculty evaluation sheet on the student's quality of work, appearance, cooperation, dependability, initiative, personality, judgment, and leadership.

Counselors - Entrance assessment records.

Advisors - Scholastic records and grade reports, advisory information sheets.

Other Locations - Robeson Community College electronic data files with back up (2 locations), campus vault, and safe deposit box at BB&T, Lumberton NC.

ROBESON COMMUNITY COLLEGE

$5 Fee for each official or unofficial transcript as of July 22, 2011
RCC NO LONGER ACCEPTS FAXED TRANSCRIPT REQUESTS

Name: _____ (Last) _____ (First) _____ (Middle or MI)

Phone: ( ) _____ - _____ Date of Birth: _____ - _____ - _____

Address: _____ (Street or PO Box Number)

_____ (City) _____ (State) _____ (Zip)

Student ID Number: _____ or Last Four (4) of SS Number: XXX - XX - _____

Name while enrolled, if different from above: _____

Should we:	**Please select:**
_____ Issue the transcript now	_____ Official
_____ Hold until end of semester	_____ Student transcript (plain paper, unofficial)
_____ Hold until graduation	

Last term enrolled: YEAR: _____ Choose one: ☐ Fall ☐ Spring ☐ Summer

Other instructions? Please explain: _____

Picking up your transcript:

☐ I will be picking up my transcript.

☐ Please allow the person listed below to pick up my transcript. By signing this form, I am authorizing the person listed below to receive my transcript. (This person must have a photo ID to pick up your transcript.) Allow 3-5 business days.

☐ Have my transcript mailed to the address below:

MAIL TO: _____ (Name/Organization)

_____ (Street Address)

_____ (City) _____ (State) _____ (Zip)

There is a $5.00 fee for each transcript requested. Mailed payments can be made by money order only. Cash or credit card (MasterCard or Visa) payments in person only in the Cashier's Office, Building 2.

TRANSCRIPTS REQUESTED:

☐ Curriculum (college)	$5.00
☐ Continuing Education	$5.00
☐ Adult High School (not GED)	$5.00

TOTAL: $_____

Signature: _____ **Date:** _____

Mail transcript request to: Robeson Community College, Business Services, PO Box 1420, Lumberton, NC 28359.

For Office Use Only

Transcript Fee Received: _____ Receipt #: _____ Amount Paid: $ _____

PERC Checked for Payment: _____ Received By: _____ *(BO Staff Signature)*

Request Completed By: _____ Date: _____

Request to Inspect and Review Education Records

Date Submitted _____

): Registrar

vish to inspect my education record maintained in the following office(s):

_____

_____

int Name (Student)_____

ddress:_____

udent's Signature _____ Tel. _____

.....

: Student

ur request for inspection of your record was received on (**date**). The requested record will be available for review on (**date**).

ate_____ School Official's Signature _____

.....

: Registrar

ave inspected and/or have been informed of the contents of the requested education record identified above and am satisfied with its curacy and completeness.

ate_____ Student's Signature_____

.....

: Registrar

ave inspected and/or have been informed of the contents of the requested education record identified above and am not satisfied with accuracy and completeness for the following reason(s):

_____

_____

ate_____ Student's Signature_____

Student Request for Formal Hearing

To: _____
(Chairperson, Hearing Board)

From: _____ Date: _____
(Student's Name)

Subject: Request for Hearing Concerning Student Education Records

I request a formal hearing concerning correction of what I believe to be inaccurate or misleading information, described below, contained in my education records:

Contested Information	Education Record Contested
_____	_____
_____	_____
_____	_____

Please notify me of the date, time, and place of hearing. My address and telephone number follows:

Address: _____

Student's Signature _____ Tel. _____

First Endorsement

From: _____ Date: _____
(Chairperson, Hearing Board)

To: _____
(Student's Name)

The decision of the Hearing Board is as follows:

_____

_____

_____

REGISTRATION PROCEDURES/ POLICIES

udents are expected to register for course work as well as pay tion and fees during advertised registration times established the Registrar. Formal registration for all curriculum courses closed at the end of late registration each semester. Students gistering, but failing to meet financial obligations will be removed m class rolls at the close of each day.

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

lass Schedule

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

hange of Name, Address and/or Social Security umber

order that official records may be kept up-to-date, change of ame, address, and/or Social Security Number must be reported mediately to the Business Office. A change in Social Security umber will require appropriate verification.

ontact Hours

he contact hours shown in the course descriptions are minimal. he policy of the College permits students to enroll in additional ubjects and laboratory work beyond those shown in this ublication.

redit Hours

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

rop/Add Procedures and Withdrawal

student may drop or add a course at any time within the cheduled drop/add period under the following provisions:

. The student must request authorization from his instructor and/ or advisor to drop/add a course or courses.
. Absences are computed from the first class meeting regardless of add date.
. A student adding a course will be responsible for all makeup work required.

nline drop forms are available on the RCC website.

Through the first ten weeks of the semester (adjusted for summer term) the student who withdraws or is dropped will receive a "W". For the remainder of the semester the student who withdraws or is dropped will receive a grade of "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 Vice President 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 faculty advisor and complete an online withdrawl form.

Financial Obligations

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

Semester System

Robeson Community College operates on the semester system. The fall and spring semesters are each approximately sixteen weeks in length. The College is in session five days and four nights a week. The summer session is approximately eight weeks in length.

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, from online to face-to-face or face-to-face to online, 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. Students must have a bona fide reason for requesting the change and submit supporting documentation.

When a section change is granted by an Assistant Vice President of Educational Services, he or she will complete a form outlining the decision and why the section change was warranted. A copy of that form will be kept by the Assistant Vice President in Educational Services, by the instructor(s) involved and a copy will be provided to the Registrar's Office.

Transfer Agreements

RCC students who complete the College Transfer Program and receive the Associate in Arts or Associate in Science Degree are eligible to transfer to any four year college or university.

Specific transfer agreements in Business, Criminal Justice, Early Childhood, Nursing and Electrical/Electronics 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 an official transcript five 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 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.

Financial Aid Satisfactory Academic Progress Policy

Robeson Community College is required by federal regulations to define and administer standards of progress for students seeking federal aid. Federal student aid includes the Federal Pell Grant, Federal Supplemental Opportunity Grant, and Federal Work Study. All students who wish to qualify for financial aid while attending RCC will be evaluated on the following criteria:

- Minimum GPA
- Completion of a degree within a maximum number of credit hours
- Minimum credit hour completion rate

Minimum GPA

Students must maintain a cumulative grade point average at or above 2.0. GPA requirements must be met each semester. Student GPA's will be evaluated at the end of each semester once final grades are submitted. If the GPA falls below the minimum required GPA, the student will be on financial aid probation. If the cumulative GPA falls below 2.0 for two (2) consecutive semesters, financial aid will be terminated until a 2.0 GPA is achieved. Cumulative GPA is calculated from the beginning date of enrollment.

Completion of a Degree Within a Maximum Number of Credit Hours

Students receiving financial aid will have a maximum time frame in which they are expected to complete their program. Federal regulations state that the maximum time frame can be no longer than 150% of the published length of the educational program for full time students (per student handbook/catalog). This time fra will be measured in credit hours.

EXAMPLE: A25120 Business Administration requires 72 cre hours to complete the program. 72 x 1.5 = 108

So, the student in this program may attempt up to 108 cre hours to complete the program. Once the student has attempt the maximum number of credit hours and not earned a degre financial aid will be terminated.

Minimum Semester Credit Hour Completion Rate Requirement

In order to complete a program within the 150% time frame, t student must complete 67% of the credit hours attempted ea semester. The percentage earned will be evaluated at least on per year to determine Quantitative Satisfactory Progress. T student must have earned 67% of the credit hours attempted to b considered making satisfactory progress.

EXAMPLE: Fall semester – attempted (registered) 14 credit hou

Spring semester – attempted 12 credit hours

14 + 12 = 26 26 x .67 = 17.42 credit hours

The student must have earned/completed 17 credit hours by t end of spring semester to be considered making satisfacto progress. Only passing grades will be considered as hours earne Repeating a class will count as hours attempted.

Financial Aid Probation

Students not making satisfactory progress due to GPA or the 67 rule will be put on financial aid probation. Students on financ aid probation will be allowed one semester to achieve satisfacto progress. During the probationary period, the students may b eligible to receive financial aid. At the end of the probationa period, academic progress will be evaluated to determine wheth requirements have been met. If not, financial aid will be terminate until Satisfactory Academic Progress is achieved.

Tips for Achieving Satisfactory Progress:

1. Be aware that withdrawing from classes will count as hou attempted but not earned.
2. Be cautious about changing majors. Time frames are cumulati and do not start over with the new program.
3. Follow your curriculum carefully. Taking classes that are n required will use part of your allotted time frame.
4. Be aware that prerequisites for programs will count toward yo maximum time frame once you are accepted into the prograr
5. "Attempted hours" include all hours a student is registered for the end of the drop/add period. (Please refer to the academ calendar for these dates.) Note: Please do not confuse th "drop/add" period, which is usually the first week of class, wi the last day to withdraw with a W, which is at the 60% point the semester.

RCC Returning Students: Returning students will have their cumulative GPA carried forward and hours attempted will be reviewed in accordance with the satisfactory progress regulations. Satisfactory progress is cumulative and includes all periods of enrollment at a school, even those for which the student did not receive financial aid. The student's progress will be evaluated as stated in the preceding sections.

Transfer Students: Students transferring to RCC from another school will be considered as making satisfactory progress at the time of enrollment. However, all transfer credit hours applicable to the student's program of study will be counted towards maximum time frame.

Dropping Classes/Withdrawal from Classes for Financial Aid Purposes

Failing to enroll/report to classes for which you received federal funds will require repayment by you to the Pell Grant program. You should see the Financial Aid office before dropping classes to discuss how your aid eligibility may be affected.

Developmental (Non-Credit) Coursework – Developmental education courses (designated by course numbers below 100, ex., MAT070) are included in the calculation of satisfactory academic progress. However, there is a limit on the amount of non-credit remedial coursework that can be included in a student's enrollment status or cost of attendance. Developmental credit hours attempted in excess of 30 total semester credit hours cannot be counted towards enrollment status for federal and state grants.

** It is the responsibility of the student to be aware of his/her Satisfactory Academic Progress status for financial aid eligibility. To determine a student's academic progress status and eligibility for financial aid, a student's academic record will be evaluated at the end of each term.

Appeal Process: A student who has become ineligible for financial aid due to a failure to meet the minimum guidelines for satisfactory academic progress may appeal his/her status to the Financial Aid Office. Appeals will be considered for special circumstances. These may include:

1. Extended student/family illness or injury
2. Death of a relative
3. Change of degree program.

All appeals must be made in writing explaining the basis for the appeal. Students may pick up a copy of the Appeals Application in the Financial Aid office. All appeals along with supporting documentation must be submitted to the Financial Aid Office, Robeson Community College, P.O. Box 1420, Lumberton, NC 28359. Note: Students on approved financial aid appeal are not eligible for the Federal Loan Programs or for Federal Work-Study.

Academic Probation

Students whose cumulative grade point average falls below 2.0 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.

Criteria for Graduating with Honors

Graduates who have earned a grade point average of 3.5 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 stoles to be worn for the graduation exercise.

Graduation Requirements

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

1. Students must submit applications for graduation to the Registrar before registering for the final semester of study. It is the student's responsibility to complete this form. Students planning to participate as candidates for graduation in the May commencement are advised to submit their applications by the deadline of January 15. Late applicants might not be able to claim their diplomas until several weeks after the graduation ceremony. Applications are available in the Records and Registration Office.
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 cumulative 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 college taken care of, including those with the Business Office, the Library, or any other financial debt to the College.
8. Commencement exercises are held in May at the end of the spring semester and at the end of summer term.

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

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.

Marshals

Marshals will consist of six students from the Ambassador Program with the highest academic average at the end of fall semester. Ambassadors must also be registered for the spring semester. The chief marshal shall be the ambassador with the highest academic average. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

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.

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. Hours earned by taking proficiency tests will not be included in determining honors.

Criteria for Honor's List

DEGREE: All full-time students enrolled in two year associ degree programs achieving a grade point average of 3.5 a above.

DIPLOMA: All full-time students enrolled in one year diplor programs achieving a grade point average of 3.5 and above.

Only courses required in the assigned program of study v be considered in the calculation of a grade point average determining Honors status. Hours earned by taking proficien tests will not be included in determining honors.

Criteria for Phi Theta Kappa Honor Society

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

Criteria for National Technical Honor Society

Students eligible for membership in the Honor Society must actively enrolled in a certificate, degree or diploma progra excluding college transfer, and must have completed 12 semes hours at Robeson Community College and have a grade po average of 3.25 or higher. This Honor Society is available to pa time and full-time students. Students must be nominated by least one teaching faculty member.

No more than 20 percent of the active students in any maj program, degree, diploma or certificate track shall be eligible f membership. If more than 20 percent of the enrolled students (defined herein) could qualify for membership, then the eligibil and nominations will be selected from the top 20 percent of th group. In the event of a further tie, the department chair or progra director should select the candidate(s).

CAMPUS STANDARDS

olicies Governing Student Misconduct

reamble

cademic institutions exist for the transmission of knowledge, e pursuit of truth, the development of students, and the general ell-being of society. Free inquiry and free expression are dispensable to the attainment of these goals. As members of is academic community, students are encouraged to develop the apacity for critical judgment and to engage in a sustained and dependent search for truth.

reedom to teach and freedom to learn are inseparable facets of cademic freedom. The freedom to learn depends upon appropriate portunities and conditions in the classroom, on the campus, and the community. Students should exercise their freedom with sponsibility. As members of the academic community, students e subject to the obligations which accrue to them by virtue of this embership. As members of the larger community of which the ollege is a part, students are entitled to all rights and protection ccorded them by the laws of that community.

y the same token, students are also subject to all laws, the nforcement of which is the responsibility of duly constituted thorities. When students violate laws, they may incur penalties escribed by legal authorities. In such instance, college discipline ill be initiated only when the presence of the student on campus ill disrupt the educational process of the college. However, nen a student's violation of the law also adversely affects the ollege's pursuit of its recognized educational objectives, the llege may enforce its own regulations. When students violate llege regulations, they are subject to disciplinary action by the llege whether or not their conduct violates the law. If a student's havior simultaneously violates both college regulations and the w, the College may take disciplinary action independent of that ken by legal authorities.

udent Code of Conduct

e College reserves the right to maintain a safe and orderly ucational environment for students and staff. Therefore, when, the judgment of college officials, a student's conduct disrupts threatens to disrupt the college community, appropriate sciplinary action will be taken to restore and protect the sanctity the community.

udents are expected to conduct themselves in accordance with nerally accepted standards of scholarship and morality. The rpose of this code is not to restrict student rights but to protect e rights of individuals in their academic pursuits.

e following Campus Standards are expected to be observed ile on campus or at college-sponsored, off-campus events. olations of these Campus Standards will result in disciplinary tions which may include suspension or expulsion from Robeson mmunity College:

Rule 1. The College reserves the option to refer cases involving violations of local, state, and/or federal laws to appropriate law enforcement officials off campus.

Rule 2. Academic Dishonesty - Cheating and plagiarism are dishonest, deceiving, and both are considered serious offenses. Extreme care should be taken to ensure that all work completed measures up to a standard of honesty. Alleged violations of academic dishonesty are handled following the processes outlined in the college's academic honor code (see page 124).

Rule 3. Alcohol - The primary goal of Robeson Community College is to provide an atmosphere where students can achieve their educational goals. As a result, the possession or use of alcohol is prohibited on campus and at college-sponsored events off campus. Alcohol abuse which results in public intoxication, destruction of property, abuse of or personal injury to an individual, litter, or misconduct of any kind, is a violation of the alcohol policy. Being under the influence of alcohol is not a valid reason for inappropriate behavior.

Rule 4. Animals - A student may not have an animal of any kind on campus. This includes animals left in a vehicle. Working dogs, such as Seeing Eye dogs and police dogs, are permitted.

Rule 5. Arson - Tampering with fire alarm systems and/or safety equipment or intentionally lighting a fire on college property is strictly prohibited.

Rule 6. Assault - Malicious assault, physical abuse, or verbal harassment of any person on campus will not be tolerated. This includes physical or verbal actions which threaten or endanger the health and/or safety of any such persons.

Rule 7. Complicity in Standards Violation - Any student who is aware that a violation of any standard, regulation, law, or ordinance is about to occur or is taking place shall make some reasonable effort to stop the offense or notify a college staff member immediately.

Rule 8. Disorderly Conduct - Robeson Community College students are expected to act in an orderly and responsible manner. Therefore, students may not be involved in such actions as physical restriction, coercion, or intimidation of any person on campus; participation in or encouragement of any effort to disrupt any class or other college functions; disrespect, belligerence, or racial prejudice toward any college staff member (instructional or non-instructional), any student in a supervisory capacity, or a fellow student. Indecent or obscene language or behavior will result in disciplinary action.

Rule 9. Failure to Comply with Judicial Action - Students who are notified of judicial-related appointments and who fail to attend the scheduled meeting/hearing will be subject to disciplinary action. Students who cannot attend a scheduled meeting or hearing should contact the Assistant Vice President of Student Services at least twenty-four (24) hours in advance.

Violations of penalties rendered by Robeson Community College will be considered very serious violations of the Campus Standards.

Rule 10. Forgery - Forgery, alteration or misuse of college documents, deceiving records, or instruments of identification with intent to deceive, will be considered a violation of the Campus Standards.

Rule 11. Gambling - Gambling is not permitted on campus property or at college-sponsored events off campus.

Rule 12. Internet and Computer Network Usage - The College has detailed guidelines outlining the appropriate use of the Internet and Computer Resources. Users of the College's computer network agree to follow established guidelines. Computer usage should be for academic purposes only.

Rule 13. Narcotics, Stimulant Drugs - The possession, use, or sale of illegal drugs, stimulants, hallucinogens, depressants, or any other illegal substance will be a violation of Robeson Community College Campus Standards. The definition of possession of dangerous drugs includes the presence of such materials on the student's person, among the property owned by the student, or among such school property as is being used by the student.

Rule 14. Responsibility - Each student is responsible for his/her own actions on the Robeson Community College campus or at college-sponsored events off campus. Students are required to carry identification cards issued by the College and must identify themselves to college officials upon request.

All visitors to the campus are required to observe these standards of the College. Hosts/hostesses of visitors are responsible for the actions of their guests on the Robeson Community College campus or at college-sponsored events off campus.

Rule 15. Sales, Solicitations, or Distributions - No sales, solicitations, or distributions of any kind shall be made on college property or at any college-sponsored events except those which are approved in advance by the President or his/her designee.

Rule 16. Sexual Harassment - A student may not sexually harass, either verbally or physically, any member of the College community, including other students, College employees, or other persons on the College campus.

Rule 17. Theft - Theft of college property, property of a member of the college community, a campus visitor on college property or attending a college function off campus is strictly prohibited.

Rule 18. Tobacco - Smoking and/or using other forms of tobacco products are not permitted in classrooms, shops, labs, or other unauthorized areas.

Rule 19. Unauthorized Programs - Participating in or conducting an assembly, demonstration, or gathering in a manner which threatens or causes injury to persons or property; which interferes with free access to, ingress or egress of college facilities; which is harmful, obstructive, or disruptive to the educational process or institutional functions of the College; and/or remaining at the scene of such an assembly after being asked to leave by a representative of the college staff is strictly prohibited.

Rule 20. Vandalism - Malicious destruction of public or priva property on campus will be considered a violation of the Campu Standards.

Rule 21. Weapons - Possession or use of any firearms, incendia devices, or explosives are prohibited on college property. Pri permission must be obtained where weapons are authorized f possession/use in a college-approved activity. This standa includes possession in a vehicle located on college property.

Student Code of Conduct Process

All violations of the Robeson Community College Campu Standards will be handled by administrative action and whe necessary through judicial procedures. When a student violate a Campus Standard, he/she is expected to accept responsibili for his/her actions.

The establishment, interpretation, and enforcement of Campu Standards is designed to assist each student in the realizatio of educational goals and to assist in providing an environme in which every student may achieve his or her potential. Henc disciplinary actions vary according to the situation. Each actio taken as a result of a Campus Standards violation must be tailore to fit the circumstances of the situation.

The disciplinary history of an individual student remains activ throughout his/her period of enrollment at Robeson Communi College. Thus, disciplinary violations carry over from semester semester and may impact on determining appropriate sanctio after a decision of guilt has been rendered in reviewing an inciden

Under normal conditions, the following principles, guidelines, an procedures prevail in dealing with violations of Campus Standard

Enforcement

Students violating the College's Student Code of Conduct ar subject to disciplinary action. Any member of the campu community may initiate a report of an alleged violation. In orde to ensure an orderly process for addressing alleged violations o the Student Code of Conduct, the following procedures will b followed:

- Alleged violations of any local, State or Federal regulatio or law will be reported to the appropriate law enforcemer agency by Campus Security.
- Classroom Disruptions – Inappropriate classroom behavio resulting in an instructor requesting a student leave th classroom will be reported to the director or assistant vice president responsible for the class.
- Disruptive incidents occurring in public areas on campu (parking lots, lounge areas, hallways, bathrooms, etc.) w be investigated by Campus Security.
- Disruptive incidents occurring at off-campus colleg sponsored activities, events, and classes will be reported t the responsible director or assistant vice-president.

Alleged violations of the College's Student Code of Conduc should be reported immediately, but not later than two schoo

lays after the date of the incident to the college official designated bove. Students will be accorded due process in all disciplinary roceedings.

Members of the college community reporting an alleged violation nust complete an incident report detailing the names of the ndividual(s) involved; the date, time, and location of the incident; ames of witnesses; a summary of the incident; and any action nitiated as a result of the incident. Upon receipt of the completed ncident report, the designated college official will complete an nvestigation of the incident.

The incident report, investigative findings and a description of ne Student Code of Conduct charges will be forwarded by the lesignated college official to the Assistant Vice-President of Student Services for review and action. The investigation of the ncident should be completed within three school days of receiving he completed incident report. Upon receipt of these materials, he Assistant Vice-President will notify the student(s) of the report nd of alleged violations of the Student Code of Conduct.

Conference Notification

Based on information gathered during the investigation of the lleged violation, the Assistant Vice President of Student Services r his/her designee will notify the student in writing of the specific harges, conference guidelines, and information regarding tudent rights/privileges. The Assistant Vice President of Student Services or his/her designee will initiate the written notification to he student charged with alleged violation(s) within three school days of the receipt of information from the designated college fficial. The student must schedule a conference appointment with the Assistant Vice President or his/her designee following nstructions outlined in the written notification.

Conference Guidelines

t is the responsibility of the Assistant Vice President of Student Services or his/her designee to act as a reviewer for the alleged iolation(s). He/she will review all written materials related to the ncident, talk with witnesses, staff and faculty involved, etc. who ave clarifying information. During the conference, the Assistant Vice-President or his/her designee will review the evidence with he student charged with the violation(s).

Upon completing the review of evidence with the student and discussing the incident with the student, the Assistant Vice President of Student Services or his/her designee will have the ollowing options to consider:

a. Dismiss the alleged violation(s) because of insufficient evidence, obvious innocence of the charges, etc.

b. Find the student guilty of the violation(s). Then, considering any extenuating circumstances, issue a sanction appropriate for the violation(s).

c. Due to the complexity of the alleged violations(s) or due to previous incidents involving the student, refer the student to the Campus Standards Committee for review and action.

d. Due to seriousness of the alleged violation(s), and/or the possible threat to the welfare of the college community, the student may be suspended from the college immediately.

After rendering a decision, the Assistant Vice President of Student Services or his/her designee will provide a written copy to the student of the decision, his/her requirements in working toward fulfilling the stated penalty/sanction, and appeal options.

Upon written notification of the decision, the student may appeal the findings of the Assistant Vice-President of Student Services or his/her designee to the Campus Standards Committee. To appeal, the student must make the request in writing to the Chairperson of the Campus Standards Committee. The written request must be submitted within three school days of the receipt of the written notification from the Assistant Vice President of Student Services or his/her designee.

Campus Standards Committee

Committee Memberships - The Committee will consist of members from the faculty, staff, and students. The faculty and staff members of the Committee will be appointed by the College President. Student members will be nominated by the President of the Student Government Association along with being confirmed by the Executive Council of the Student Government Association, and approved by the President of the college.

The Campus Standards Committee will be composed of four faculty members, three staff members, and three students. The College President will appoint administrators to serve as Committee chairperson, and vice chairperson. For each hearing, a minimum of four (4) Committee members must be present.

Hearings should be scheduled after class hours on the second (2nd), third (3rd), or fourth (4th) school day after the notification has been received by the student. The chairperson may schedule a different date for the hearing if good and sufficient cause is shown by either the student or by the Assistant Vice President of Student Services. Insofar as is feasible, however, the hearing should not be held later than the fourth (4th) school day following the day that the student receives the notification.

Chairperson Responsibilities - The chairperson has the following duties and responsibilities:

1. Schedule hearings
2. Notify Committee members of hearings
3. Provide adequate opportunities before the hearing to the student charged with the alleged violation(s) to ask any questions concerning the procedures followed by the Campus Standards Committee.
4. Chairs/conducts the hearing (**Note**: In cases in which the chairperson has prior knowledge of the incident, the chairperson may select from the Campus Standards Committee an individual to serve in the capacity of chairperson.)
5. Notify student in writing of the findings of the Committee and maintain all records of the hearing during the process.

6. The chairperson votes in the case of a committee tie vote.

Hearing Procedures - Whenever a student is charged with alleged violation(s) and a hearing is scheduled, the following due process procedures, as well as rules imposed by the chairperson in special circumstances, shall apply:

1. The jurisdiction and authority of the Committee is to hear evidence relevant to the alleged violation(s), to make findings of fact, and to reach a decision concerning the alleged violation(s).
2. No member of the Campus Standards Committee who has prior knowledge or interest in the case shall be allowed to participate in the hearing. The College President may appoint replacement(s) when needed.
3. The hearing will be closed to the public and will be recorded. Recordings become the property of Robeson Community College, and access to them will be determined by the chairperson and the Assistant Vice President of Student Services. All recordings will be maintained in the Office of the Assistant Vice President of Student Services.
4. Any proposed witness must submit a written statement of his/her testimony to the chairperson at least two (2) school days prior to the date of the hearing so that the chairperson can verify him/her as a witness or classify him/her as a member of the public. If it is impossible for a witness to attend the hearing, the written information provided to the chairperson may be used as evidence.
5. Once the hearing is called to order, charges will be read to the accused and to the Committee.
6. The plea of the accused will be given.
7. The student charged with the alleged violation(s) shall be present throughout the presentation of the evidence.
8. Witnesses may be present at the hearing only during the time they are called to present testimony.
9. When all evidence has been presented and any questions answered, the Committee will then proceed into an executive session to reach a decision of guilty or innocent. If a decision of guilty is rendered, then the Committee will review previous disciplinary-related problems of the student and reach a decision regarding the appropriate penalty.
10. The student will be notified in writing by the Campus Standards Committee chairperson of the decision of the Committee, as well as appeal options. (Copies of correspondence will be forwarded to the Assistant Vice President of Student Services.)

Appeal Procedure

Decisions rendered by the Campus Standards Committee may be appealed to the Vice President of Instruction and Support Services or his/her designee. To initiate an appeal, the student must appeal in writing within three school days after receipt of the Committee's decision. In an appeal the student should demonstrate that: (1) there is new evidence; (2) the Assistant Vice President of Student Services, his/her designee, and/or the Campus Standards Committee exhibited prejudice or other unfair treatment to the student; and/or (3) the decision does not relate appropriately to the charges. The Vice President shall have the authority to: (1) review the proceedings and findings the Campus Standards Committee: (2) conduct interviews w the student charged, the Assistant Vice President of Stude Services and/or his/her designee, Campus Standards Committ members, and/or witnesses; and (3) approve, modify, or overtu the decision or sanction of the Campus Standards Committe The Vice-President of the Instruction and Support Services or h her designee will inform the student in writing of the final decisi within five school days of the receipt of the appeal.

Decisions rendered by the Vice-President of Instruction a Support or his/her designee will be considered final with t exception of decisions resulting in a sanction of suspensi of expulsion. All cases involving a sanction of suspension expulsion will be reviewed by the President or his/her designe Any action initiated by the President or his designee will be ma within five school days and will be considered final.

Academic Honor Code

Robeson Community College (RCC) is committed to excellence teaching and committed to providing an environment for studer to excel in learning. It is the expectation of the College that students adhere to an academic code of integrity and hones Academic dishonesty is the giving, accepting, or presenting information or material by a student with the intent of unethica or fraudulently benefitting oneself or another on any work whi is to be considered for a grade or the completion of acadeı requirements. There are many forms of academic dishonesty, a it is the responsibility of the student to ensure that all acadeı work submitted is free of any type of dishonesty.

To ensure student awareness and compliance of the College Academic Honor Code, the following integrity statement is requir on all major graded assignments for face-to-face and distan learning courses.

By the submission of this assignment (or by the electro submission of this assignment), I attest that I followed the College Academic Honor Code, and I acknowledge that this represents r work!

Examples of Academic Dishonesty, but not limited to:

Cheating includes giving or receiving of unauthorized aid relat to academic work. Students must complete all tests, examinatior or assigned work without help or any form of unfair advantage.

Plagiarism includes copying the language, structure, idea images and/or thoughts of another without giving appropria recognition/citation and adapting it as one's original work. Cuttir and pasting directly from electronic sources without appropria recognition/citation is also considered unauthorized.

Falsification includes statement(s) or untruth(s), spok or written, concerning academic work or school activitie Unauthorized changing of grades/scores for academic work also a form of falsification.

Facilitating includes giving unauthorized assistance or information to another in order to assist in the violation of honesty or integrity.

Attempt includes the act of trying an academic violation of the honesty or integrity code, even if it is unsuccessful.

Complicity in academic violation includes any student who is aware that a violation of any standard, regulation, law, or ordinance is about to occur or is taking place shall make some reasonable effort to stop the offense or immediately notify a college staff member.

RCC prides itself on advancing qualified graduates; therefore, all instances of academic dishonesty will be considered serious violations of the Academic Honor Code.

Academic Honor Code Process

Academic integrity and honesty are necessary to achieve the College's mission of offering high quality educational programs. Maintaining standards of academic honesty and integrity are the responsibility of instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the procedure for student academic dishonesty outlined below in order to uphold the Academic Honor Code of Robeson Community College:

Procedure for Student Academic Dishonesty:

Faculty will use the settlement procedure described below to resolve an incident of academic dishonesty.

Step 1

Faculty will complete the Settlement of a Charge of Academic Dishonesty (SCAD) form. Forms are available in the Office of Educational Services.

Step 2

Faculty will determine if this is a campus wide first offense by verifying student status in the central repository located in Building 5. If it is determined this is a first offense for the student, faculty may impose the sanction of (a) a reduced grade other than a zero on the assignment or (b) a zero on the assignment. SCAD is submitted to the central repository.

Note: If faculty wish to impose a greater sanction for the first offense they must consult with Department Chair/Program Director and appropriate Assistant Vice President (AVP). For example, offenses considered egregious enough to endanger others or demonstrate dishonesty for profit may move from academic dishonesty to other interpretations of inappropriate behavior.

Step 3

Upon completion of the SCAD, if it is determined this is the student's second campus wide offense, faculty may elect to impose the sanction of (a) a reduced grade other than a zero on the assignment, (b) a zero on the assignment, or (c) refer to Campus Standards for the demonstrated pattern of academic dishonesty. The faculty member will communicate to Campus Standards in writing their recommendation for an appropriate sanction. However, the final decision of a sanction will reside with Campus Standards.

Step 4

Upon completion of the SCAD, if it is determined this is the student's third campus wide offense, the matter is automatically referred to Campus Standards Committee with a recommendation of an appropriate sanction from the faculty member. Alleged academic honor code violations referred to the Campus Standards Committee will follow committee guidelines beginning on page 125.

Penalties

Written Warning - A written communication which gives official notice to the student that any subsequent offense against the student code of conduct will carry heavier penalties because of this prior infraction. The written warning will be initiated by the Assistant Vice President of Student Services.

Disciplinary Probation - A student placed on disciplinary probation may have the following types of sanctions included within Disciplinary Probation guidelines:

1. Meet with a counselor or other designated person on a regular basis.
2. Not be guilty of any further violations of Campus Standards.
3. Removal from campus facilities. For example, a student may be allowed to attend class and complete all academic requirements but would not be allowed to visit the student lounge.
4. Other stipulations may be added to tailor the sanction to meet the needs of the institution and/or student.
5. The minimum time period that a student may be placed on disciplinary probation is one (1) semester.

Suspension - Suspension means that a student is dropped from the College. The minimum length of a suspension is the remainder of the current semester. Based on the seriousness of the violation, a longer suspension may be implemented. The student may apply for readmission after the specified time and may return if his/her application is approved by the Director of Admissions and the Assistant Vice President of Student Services. Notice of suspension will be placed in the student's official record file, but will be removed at the end of the suspension period.

Expulsion - Expulsion means that the student is separated from the College. The student loses indefinitely his/her student status. Notice of expulsion will be placed in the student's official record file. The student may be readmitted to the College only with approval of the College President.

Other Penalties or Sanctions - Other sanctions may be imposed for various violations. These sanctions will be reviewed by the Assistant Vice President of Student Services. For example, a student found guilty of vandalism to college property will be required to pay the College to repair/replace vandalized item(s); withholding transcript, diploma, or right to register imposed when financial obligations are not met; loss of academic credit or grade imposed as a result of academic dishonesty.

Temporary Suspensions

If the Assistant Vice President of Student Services or his designee determines that the behavior of an individual is dangerous to the welfare of the persons and/or property on the College campus and that immediate removal from campus is necessary, the Assistant Vice President of Student Services or designated official, in consultation with the College President or his designee, may implement a temporary suspension. A student who is temporarily suspended must leave campus immediately. The student will not be allowed to return until date and time of a scheduled review initiated by the Assistant Vice President of Student Services.

Withdrawals

A student may choose to withdraw from the College when confronted with disciplinary action. If a student withdraws from the College or leaves college, the investigation will be completed. Based on the completion of the investigation, appropriate judicial action will be initiated. In situations where an investigation results in judicial proceedings, the former student will be notified and will be allowed to participate in the proceedings. However, in cases where the former student is unable to participate in the judicial proceedings, the proceedings will be completed in the absence of the individual.

Student Grievance Procedure

Purpose - 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.

CAMPUS POLICIES

AIDS Policy

The primary goal of Robeson Community College in relation to AIDS will be education. There is no medical cure for AIDS. In addition, there is presently no vaccine to prevent further spread of the AIDS virus. Education about AIDS and its transmission is the most effective measure in the control of the disease.

1. Robeson Community College has established an AIDS Task Force to provide the best possible advice concerning issues related to the AIDS epidemic.
2. Educational programs about AIDS will be available to all curriculum and non-curriculum students, college employees, faculty and staff.
3. No person with AIDS, ARC, or confirmed HTLV-III antibody test will be denied admission to Robeson Community College on that factor alone. The College will analyze and respond to each case as required by its own particular facts. Persons with AIDS or AIDS-Related Conditions (ARC) represent no threat for AIDS transmission in the classroom and should be provided an education in the usual manner.
4. All students will be encouraged to inform the Vice President of Instruction and Support Services if they have AIDS, ARC or positive HTLV-III antibody test. Strict confidentiality will be maintained of any information and will only be used by the College to provide persons with proper medical care and education.
5. Robeson Community College will not screen students or employees for antibody to HTLV-III or require that they be screened. The AIDS Task Force will be familiar with sources of testing for antibody to HTLV-III and will refer students or employees requesting such testing.
6. No specific or detailed medical information of complaints or diagnosis of students or employees with AIDS, ARC, or a positive HTLV-III antibody test will be given to faculty, administrators, or parents without the expressed written permission of the student. This position is covered by the Family Education Rights and Privacy Act of 1974 as stated in this publication.
7. Medical information will not be included in the student's record as unauthorized disclosure of it may create liability. The number of people at Robeson Community College who are aware of the existence and/or identity of students or employees who have AIDS, ARC, or a positive HTLV-III antibody test should be kept to an absolute minimum.

Campus Law Enforcement/Campus Security

The mission of Campus Security is to provide the safest educational environment possible for all faculty, staff, students and visitors at all of RCC's campus locations.

Campus security is provided by Uniformed Officers of the Lumberton Police Department. While on duty at RCC these officers possess all powers of sworn police officers to make arrests for both felonies and misdemeanors and charge for infractions. Officers are on campus during most periods when students and visitors are present.

The Main Campus is located within the city limits of Lumberton and is under the jurisdiction of the Lumberton Police Department.

The one Pembroke facility is under the jurisdiction of the Robeson County Sheriff's Department.

The EMT facility is not within city limits; and is under the jurisdiction of the Robeson County Sheriff's Department.

Law Enforcement Support Agencies

NC State Bureau of Investigation

NC State Highway Patrol

Lumberton Police Department

Robeson County Sheriff's Department

Pembroke Police Department

Access To Campus Facilities

All RCC Campus locations are open to faculty, staff, students and visitors during normal operating hours.

All persons, while on the premises, are expected and required to obey all federal, state, and local laws and ordinances, as well as college procedures governing appropriate conduct.

Persons in violation of the above will be subject to any action deemed appropriate by competent authority.

The following procedure will be followed for access to campus buildings:

Accessibility During Closed Hours

There will be no access to RCC's buildings during the hours of 11:00 p.m. and 7:00 a.m.

Access during other closed hours will be governed by the following procedures:

1. **Off-campus locations:** Prior arrangements must be made and approved by the person responsible for these locations.
2. **Main Campus:** Prior arrangements must be made with and approved by the Assistant Vice President, Director or other supervisor in charge of the building or facility. The Facilities Coordinator's Office must be notified of the arrangements with times noted. The Security Guard or other such personnel on campus should be immediately located and notified upon arrival.

Students desiring access to any academic facility must be accompanied by a staff or faculty member. Two persons must be present at all times when using a facility such as a shop or laboratory where potential for injury exists.

Criminal Activity Reporting

Faculty/Staff/Students/Visitors: Known and suspected violations of Federal and North Carolina criminal laws will be reported to the College switchboard. The switchboard will notify

the V.P. for Institutional Services or his designee in order that appropriate action may be initiated.

Note: In life threatening situations, staff and/or faculty members should immediately call 911 to summon appropriate Emergency Services.

Vice President for Institutional Services or his designee: will, upon notification of criminal activity:

1. Involve (as necessary) the appropriate law enforcement support agency.
2. Conduct necessary follow-up activities and file required documentation to the College administration.

Responsible Administrator(s): Will review campus crime reports with the V.P. for Institutional Services to ensure that:

1. The data required by the Crime Awareness and Campus Security Act is compiled and disseminated.
2. Campus Crime prevention programs are followed with special emphasis placed on campus community involvement.
3. The information flow stresses the necessity for individual awareness and that staff, faculty and students take some responsibility for their own personal safety.

Criminal Activity At Off-Campus Student Organization Sponsored Activities

Criminal incidents occurring off campus to students participating in a college function should be reported to the law enforcement agency having jurisdiction. The Assistant Vice President of Student Services and the Vice President for Institutional Services should be informed of the incident as soon as possible.

Dress Code

Robeson Community College stresses a standard of neatness, cleanliness, and appropriateness of attire.

Students should keep in mind that prospective employers visit the College and the employability of our graduates may be affected by the visitor's impressions.

With this in mind, the following regulations are given for proper dress:

1. Dress should be neat and appropriate at all times. (Appropriateness of dress will be dictated by the specific occasions.)
2. Shoes and shirts must be worn at all times on campus.
3. Caps and hats are not to be worn inside the classroom (unless required in your area of study).

Evacuation Instructions

Numerous natural and man-made conditions could make it necessary to evacuate the buildings from time to time. Plans have been formulated to provide for the orderly and rapid evacuation of RCC buildings. Evacuation instructions and diagrams are posted in each building. Each student is encouraged and expected to read, be knowledgeable of, and comply with these instructions and directions. Copies of the Emergency Procedures/Safety Plan Handbook are available from the office of the Vice President Continuing Education. The contents of this handbook are cover by the instructors in the classrooms.

Hazardous Chemicals

It is important that each student enrolled in a classroom which m expose the student to hazardous chemicals be knowledgeab of classroom hazards and the appropriate control measure Students are encouraged to review hazardous chemical safe procedures described in the Emergency Procedures/Safety Pla Chemical Hygiene Plan; and Exposure Control Plan Handbook

I.D. Cards

Student identification cards are produced after each curriculu student has paid fees and tuition the first semester for which t student is enrolled for the academic year. The I.D. card will valid for a period of two years from the date issued. Students mu provide a registration form or paid receipt as proof of payment fees. Students must follow the Student Services guidelines a policies to obtain an I.D. card. The hours of operation are post in the Student Center and it is the student's responsibility to revie and follow these guidelines.

The I.D. card will be the student's ticket to SGA sponsored functior activities, open computer labs, and their Library access card. order for a student to use the open computer lab, a valid student is required by the third week of the semester. Possession of an I. card often provides the student with other advantages; i.e., sto discounts, lower air fares, and lower fees at athletic activities. Tl replacement cost to the student for an I.D. card is $5.00.

Inclement Weather Policy

During periods of inclement weather, there may be times in whi the College may close if the weather conditions present a safe hazard to students and college personnel. The following radio a television stations will be notified of official closings of the colleg

Radio

Fairmont	WSTS
Fayetteville	WKML
Fayetteville	WQSM & WFNC
Laurinburg	WFLB-FM
Fayetteville	WZFX
Red Springs	WTEL-AM

Television

Durham	WTVD (Channel 11)
Raleigh	WRAL (Channel 5)
Fayetteville	WUVC (Channel 40)
Wilmington	WECT (Channel 6)
Florence	WBTW (Channel 13)

atent and Copyright Policy

is the policy of Robeson Community College to comply with all pplicable laws regarding copyright use and ownership. As an stitution devoted to the creation, discovery, and dissemination knowledge, RCC shall support responsible, good faith exercise full fair use rights as codified in 17 U.S.C. Section 107, by culty, librarians, and staff in furtherance of teaching and service tivities and copyright ownership for creative, non directed works faculty, staff, and students subject to the "Copyright Use and wnership Policy" and the "Patent Policy" on file in the Student ervices Office.

arking

l faculty, staff and student vehicles shall be registered and all display a current RCC parking decal on the rear view mirror st. The decals are issued by Institutional Services Department students, staff and faculty located in Room 226, Building 2. A cal must be displayed on all vehicles to be operated on campus. a decal is lost or stolen, it should be reported immediately to the stitutional Services Office in Room 226, Building 2.

hicles are not allowed in the spaces reserved for disabled rsons, visitors or areas reserved for official school vehicles. Any hicle that is double parked, parked on curb, parked in unmarked eas, parked over the designated parking lines, blocking a ive way or in any way disrupting the orderly flow of traffic will subject to a fine of $5 and/or be towed away at the owner's pense. Parking in a space designated for handicapped persons an infraction and carries a penalty of at least $50.00 but no more an $100.00.

ction I - General Regulations

These regulations constitute the traffic code of Robeson Community College and shall be applicable to all faculty, staff, students and any other persons operating a motor vehicle on RCC owned or controlled property.

Traffic regulations are enforced at all times.

RCC reserves the right to regulate the use of any and all of its vehicle parking facilities to the extent of:

a. Denying vehicle parking privileges to an individual or group of individuals.

b. Reserving vehicle parking facilities for the exclusive use of selected and designated individuals and/or groups.

The responsibility for locating legal parking spaces rests with the operator of the motor vehicle.

Non-enforcement of any specific regulation does not negate RCC's authority to enforce that regulation in the future.

RCC reserves the right to amend these regulations and to add, remove or re-allocate parking spaces as the need arises. These changes, if any, will be effective with the posting of signs and/or markings as appropriate and will be communicated in college publications.

SECTION II - Vehicle Registration

1. It is the operator's responsibility to keep his/her vehicle properly registered with the college at all times. To register a vehicle you must obtain a vehicle registration form from the Institutional Services located in Room 226, Building 2. You will be issued a mirror hang tag when you return the completed form. The hang tag must be hung from the rearview mirror.
2. One vehicle hang tag will be issued per vehicle registered. Vehicle registration will be cross-referenced to student enrollment records and employment records. Termination of current enrollment or employment will terminate vehicle registration.
3. The Student Services Department will be notified of change in enrollment or employment status by the appropriate office or department.
4. Motorcycles and motor scooters must be registered and the parking decal affixed to the rear fender.

SECTION III - Driving and Parking Regulations

1. Areas posted "No Parking" shall be enforced at all times.
2. The maximum speed limit on campus is fifteen (15) miles per hour unless otherwise posted.
3. Vehicle movement on campus is not to be obstructed by stopping or standing for any reason except to park.
4. Driving or parking on lawns or walkways are prohibited.
5. Pedestrians shall be given the right-of-way.
6. All accidents involving motor vehicles shall be reported to campus Security.
7. Vehicles illegally parked or abandoned on campus will be towed away and placed in commercial storage. Towing and storage charges shall be borne by the owner of the vehicle.
8. Parking on or over white lines used to separate parking spaces is a violation.
9. Individuals with repeated violations may be prohibited from driving or parking on campus.
10. The following areas are off limits to general vehicles: loading and unloading areas, walking trails, shop ramps and enclosures, etc. Only maintenance, security, and grounds keeping vehicles may use these areas.

SECTION IV - Enforcement Procedures

1. Campus traffic regulations as published by RCC shall be administered under the supervision of the Institutional Services Office. Under North Carolina Statutes, these regulations have the force and effect of ordinances of the state and shall be enforced as such.
2. Campus police will issue citations to violators of most traffic and parking laws. In cases of moving or other major violations, campus police or other legally authorized law enforcement offices may issue citations of summons.

3. Fine and Penalties
   a. In all cases where a summons to civil or criminal court is issued, the fine upon conviction will be set by the court judge.
   b. Citations given by campus police will carry a $5 fine.
   c. Recipients of campus citations will pay the fine at the cashiers office located in the Business Office in Building 2. Recipients of campus citations who do not agree with the citation may appeal the issuance of the citation to the V.P. for Institutional Services. His ruling is final.
   d. Students who do not pay fines during the current semester will not be able to register for the next semester. Diplomas and transcripts cannot be obtained until all financial obligations are met.
   e. Employees who do not pay their fines will be subject to dismissal pursuant to Article 60 of Chapter 133 of the General Statutes of North Carolina.

Handicapped Parking

Special parking facilities are available for students with physical disabilities in cars and vans. Spaces are marked appropriately throughout campus. All vehicles parked in a designated handicapped parking area must display a Handicapped License Plate or Handicapped Parking Placard. Persons parked illegally in designated handicapped parking spaces are in violation of General Statute 620-37.9 and will be issued an illegal parking ticket by the Lumberton Police Department with fines up to $100.00.

Smoking, Eating, Drinking and Radios

Smoking is not permitted in any building on campus. Ash trays are located at building entrances to dispose of cigarette butts.

The Student Center has snack machines where food and drinks can be purchased and eaten. Eating and drinking are not allowed in classrooms, shops, or laboratories. Please use the trash containers located in the Student Center and throughout the campus to properly dispose of trash.

Radios and recorders are not permitted in the Student Lounge, classrooms or buildings except for instructional purpose. They are permitted on outside areas of the campus as long as the volume is controlled and they do not disturb others.

Visitors

We welcome all visitors, and ask that they report to the receptionist area in Building 2 or the Office of Admissions in Building 13 upon arrival on campus. All visitors must be accompanied by a tour guide and are subject to the regulations of the school while on campus. Former students are classified as visitors and must follow the same procedure. Any unauthorized personnel on campus can be requested to leave the College's premises. Refusal to leave the campus when requested will result in a request to the appropriate law enforcement personnel for removal. Trespassing charges may be filed.

ADULT AND CONTINUING EDUCATION

Occupational Extension
Customized Training Program
College and Career Readiness
Human Resources Development
Emergency Services Education
Community Services Education
Small Business Center

REGISTRATION CALENDAR 2012-2013

COLLEGE AND CAREER READINESS

FALL SEMESTER 2012
August 6-December 13, 2012

SPRING SEMESTER 2013
January 7-May 16, 2013

SUMMER SEMESTER 2013
May 28-July 18, 2013

COMMENCEMENT (AHS)
May 23, 2013

OCCUPATIONAL EXTENSION

FALL SEMESTER 2012
August 15-December 31, 2012

SPRING SEMESTER 2013
January 1-May 15, 2013

SUMMER SEMESTER 2013
May 16-August 14, 2013

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. Registration for courses is normally completed at the first class meeting, but some require preregistration. Classes are publicized by various means prior to the beginning of each semester. 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. Persons 16 or 17 years of age may enroll in Continuing Education classes that are held outside of regular school hours with permission from the school system. 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 $65-$175, and Community Services Education courses range from $0-$120. 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. There is a technology fee for computer classes and a campus access fee for all classes.

Tuition for Occupational Extension classes may be waived for one non-credit class per semester for senior citizens age 65 or older who are legal residents of North Carolina. In addition, rescue personnel, fire fighters, law enforcement officers, and lifesaving department personnel are eligible to have tuition waived for classes required in their respective vocations. Fees are also waived 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.

Campus Access/Security Fee

Continuing Education students enrolled in a classes (not seminars or workshops) will pay a campus access/security 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 910-272-3600.

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.

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 $65-$175 registration fee. Classes meet at varying times which helps accommodate today's busy schedule.

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 th needs of the students.

Licensing Preparation Courses

Licensing preparation courses are offered by Robeson Communit College Occupational Extension Department for real estate, notar public, and vehicle inspection. The following courses are amon the licensing preparation courses offered by the college.

Notary Public Education

Persons interested in becoming a notary must complete th course of study approved by the Secretary of State. Upon completio participants will be prepared to take and certify the knowledge of proc and execution or signing of any instrument or writing; take affidavits depositions; administer oaths and affirmations.

Real Estate Fundamentals

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

Vehicle Safety Inspection

This course covers the rules and regulations for safety inspectio of automobile vehicles. It is required of all mechanics prior t licensing to inspect vehicles.

Medical Terminology

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

COMPUTER EDUCATION

Introduction to PC's

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

Microsoft Excel I

This course will provide you with the essential information neede to develop spreadsheet skills. You will be introduced to workshee 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 buildin spreadsheets to fit your needs in the workplace. Basic typing skill 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.

CUSTOMIZED TRAINING PROGRAM

The Customized Training Program supports economic development efforts that provide training opportunities for eligible businesses and industries. This program combines the former New and Expanding Industry Training Program and Customized Industry Training Program to simultaneously prepare North Carolina's workforce with the skills essential to successful employment in emerging industries.

Program Design

The Program is designed to react quickly to the needs of businesses and to respect the confidential nature of proprietary processes and information within those businesses. Joint planning between company personnel, the community college and/or industrial training specialist calibrate and prepare a training proposal. The unlimited versatility and flexibility of the Customized Training Program enables the development of an approved training plan that can be successful.

Eligible businesses and industries must demonstrate two or more of the following criteria to receive state assistance:

- Demonstrate an appreciable capital investment;
- Deploy new technology;
- Create jobs, or enhance productivity and profitability of stateside operations;
- Or, workforce skills will be enhanced by the assistance.

Program Length and Location

The length of training is determined by the skills that are needed. There are no arbitrary minimum or maximum limits. A realistic training period is negotiated.

Classes are conducted on our main campus, satellite campus or at the company's facility. If none of these options are acceptable, state funds may be used to lease adequate training space in the community.

Student Population

Selection of students for training is left completely to the company. The college can provide either post-employment or pre-employment 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 community. Therefore, there are no direct charges to companies that use this service.

Where Can I Get More Information

Director of Customized Training

(910) 272-3632

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. Courses and services offered by the Small Business Center are free.

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 and 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 wi emphasis on job application techniques. Also, recognizing ar dealing with job dissatisfaction or problem employees.

Customer Relations

Satisfying customers and keep them coming back, dealing wi the angry customer, company image and developing employe appreciation for the customer.

Other Small Business Management Courses

Topics include time management strategies, communication skill coping with stress, increasing effectiveness at work and hom problem identification and decision making.

Continuing Professional Education for CPA's

Approved courses are designed to increase profession competency in one of the six fields of study recognized by th Board of CPA examiners - accounting and auditing, adviso services, management, personal development, specialize knowledge and applications, and taxation.

Continuing Legal Education for Attorneys

These approved programs are live teleconferences or vide replays from the NC Bar Foundation to provide CLE for attorney

REAL

REAL stands for "Rural Entrepreneurship through Action Learning NC REAL Enterprises is a non-profit organization based in Durhar that works with selected rural community colleges to provid adults of all ages with the opportunity to become entrepreneur REAL classes are designed to assist and empower a person wit entrepreneurial interest and abilities to plan and start a busines Prior business experience and/or courses are not required. If yo 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 prograr is for you.

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) 272-3631

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
- Pre-Hospital Trauma Life Support (PHTLS)
- CPR (Cardiopulmonary Resuscitation)
- Advanced Cardiac Life Support (ACLS)
- First Aid
- Nurses Assistant I
- Basic Trauma Life Support (BTLS)
- Mobile Intensive Care Nursing (MICN)
- Stress Management
- Basic Cardiac Life Support (CPR) Instructor
- Nurses Assistant Refresher
- Pediatric Advanced Life Support (PALS)
- Phlebotomy
- Medical Responder

Nursing Assistant I

This program is for listing on the state registry of the North Carolina Nurse Aide Registry. North Carolina registration is required for employment in a nursing home, long term care facility, hospital, or similar facility. The program consists of classroom work, practical exercises in skill areas and clinical work in a nursing home facility under the supervision of the instructor. This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communication, safety, patient's rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitiation, 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.

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 program is 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-I 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 IFSAC approved fire training to industry as well as volunteer and career firefighters. This training, taken directly to the local fire departments and industry, 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 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.

Robeson Community College offers 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
- Ropes
- Portable Fire Extinguishers
- Ladders
- Fire Hose, Appliances, & Streams
- Salvage
- Foam Fire Stream Practices

- Ventilation
- Rescue
- Personal Protective Equipment
- Sprinklers
- Fire Alarms and Communications
- Fire Behavior
- Fire Department Organization & Safety
- Water Supply
- Fire Control
- Overhaul
- Response to Hazardous Materials & Terrorism
- Fire Prevention, Education & Fire Cause Determination
- Building Construction

In addition to the standard training listed above, the following specialized courses are offered:

Arson Investigation	Officer Training
Arson Detection	Fire Brigade Training for Industry
Radio Communication	Advanced Forensic Fire Investigation
Southeast Fire/Rescue College	Civil Disorder
Driver Operator Certification	Bloodborne Pathogens
Bombing and Bomb Threats	Introduction to Firefighting
First Responder	Fire Apparatus Practices
Instructor Certification (Fire & EMS)	Fire Safety
LP Gas Emergencies	National Fire Academy Classes

Rescue Technician Certification Training

This training replaces Emergency 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 services personnel.

Courses that are included in the Rescue Technician Certification program:

- General - Incident Planning
- General - PPE
- General - Search
- General - Helicopter Transport
- General - Victim Management, Lifts, Carries, Drags
- General - Inspection & Maintenance
- General - Ropes, Anchors & Lowers
- VMR - Incident Planning
- VMR - PPE
- VMR - Equipment
- VMR - Extrication

Pre-requisites

Both of the pre-requisites must be completed before you a issued a Rescue Technician certificate: HazMat Level I Respond & Medical Requirement (i.e. EMT, First Responder, or Firefight Emergency Medical Care)

Driver Operations Training

This training is offered to all paid and volunteer emergenc services personnel for certification:

Driver/Operator

- Emergency Vehicle Driver

Pump Operations

- Introduction to Pumps
- Basic Pump Operations
- Pump Maintenance
- Sprinklers & Standpipe
- Pump Hydraulics
- Service Testing
- Water Supply for Pumps

Aerial Operations

- Introduction to Aerial Operations
- Basic Aerial Operations
- Aerial Maintenance
- Aerial Testing

Hazardous Materials Certifications

- Hazardous Merials Level I - Awareness & Terrorism
- Hazardous Materials Level II - Operations & Terrorism

Basic Law Enforcement Training

Robeson Community College offers basic, in-service an advanced law enforcement training to personnel of law enforcemer agencies. The goal is to promote and provide adequate trainin and education courses in legal and technological fields that wi keep law enforcement officers abreast of advancements in la enforcement techniques.

North Carolina State Law requires that new law enforcemen officers complete the Basic Law Enforcement Training Course Municipal police officers must complete the BLET prior to bein sworn in as officers. Sheriff's deputies have one year from the dat they are sworn in to begin the BLET.

Robeson Community College is certified to conduct the Basi Law Enforcement Training Course which is normally offered thre times per year, two times during the day and one class at night.

Many courses are offered through our Continuing Educatio Department or as they are requested by various law enforcemen

agencies. The required mandated in-service training for law enforcement officers is offered at least 3-4 times a year. Other specialized training for certified law enforcement officers is scheduled throughout the year.

Some of the courses available are listed below; however, other law enforcement courses are available upon request.

Accident Investigation	Criminal Drug Interdiction
Bomb Threats	Hostage Negotiations
CPR	Interview Techniques
Civil Liability	Crowd Management
Community Relations	General Instructor Training
Criminal Investigation	Laws of Arrest, Search & Seizure
Defensive Tactics	Drivers Training
Radar Operator School	Fingerprinting
Firearms Recertification	Supervision for LEO
Bloodborne Pathogens	ASP Training
Report Writing	Homicide Investigations
Peppermace Training	Officer Survival
FTO (Field Training Officer)	

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.

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. Vocational 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.

Drawing and Oil Painting	Pottery
Wine Making	Cake Decorating
Motorcycle Rider Course-Beginning	

COMMUNITY SERVICES EDUCATION COURSE DESCRIPTIONS

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.

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.

Wine Making

Learn the basic theory and process of wine making using fresh fruit as well as juice concentrate. The proper technique to sweetening and stabilizing finished wines will also be discussed.

Cake Decorating

There's more to cake decorating than just icing the cake. Designed for the beginners and advanced students, this course will cover all decorating basics. Learn from an expert how to master borders, flowers, string works, lattice work, writing and figure piping.

Motorcycle Rider Course-Beginning

Do you want to learn how to ride a motorcycle? Riding and street skill has at its core, 22 hours of instruction. Eight of these hours will be spent in the classroom in prepartion for fourteen hours of range activities. For more information or registration call the Continuing Education Office at (910) 272-3603.

COLLEGE AND CAREER READINESS

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, English as a Second Language, Family Literacy, General Educational Development, 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 report competencies needed are eligible to enroll in the program.

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 participating 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.

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 and rest homes. 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.

Family Literacy Education (Family Lit)

The Family Literacy program provides free daycare in the classroom. This unique opportunity allows parents to remain responsible caregivers yet manage their studies toward a high school diploma; advancing their career opportunities; and building the reading, writing, and communication skills that will be important tools in their role as their child's "first teacher."

Upon completing the program, students will have gained proficiency in the following areas:

- Development of Basic Math Skills
- Development of Fundamental Computer Skills
- Development of Critical Thinking Skills
- Development of Effective Communication

Prerequisites: Adults 18 years or older.

(Minors 16 and 17 years old meeting RCC criteria may be enrolled if they meet certain guidelines)

The Family Literacy program is open to a student who:

- Is a parent with a child four years of age or younger
- Does not have a high school diploma or its equivalent
- Scores 9.0 or above on both the Reading and Mathematic sections of the TABE (Test for Adult Basic Education) – Te into AHS
- Scores 8.9 or below on both the Reading and Mathematic sections of the TABE (Test for Adult Basic Education) – Te into ABE
- Has a high school diploma or General Educatio Development (GED) and scores 8.9 or below on the TABE
- Has an approved source of picture identification, such a a valid driver's license, personal passport or official Unite States identification documents

Registration and books are free!

Compensatory Education (CED)

Compensatory Education is a program of study of less tha high school level for intellectual disabled adults. Classes can b established within immured groups if students are diagnosed a intellectual disabled by a medical doctor, psychologist, psychiatris Classes include study in language, math, social science, consume education, community living, health, and vocational educatio RCC's Compensatory Education program cooperates and join with other agencies to provide these services to eligible students

Parents and guardians of MR adults, 18 years or older, ar encouraged to contact the Basic Skills Education Department fo information about classes or the establishment of new classes i unserved areas.

English As A Second Language (ESL)

The ESL Program is designed for persons who have limite English proficiency. Conversational English will be stressed, a well as vocabulary, spelling, and reading as it relates to everyda life. In addition, instruction in citizenship will be provided for thos adults wishing to seek U. S. Citizenship. Materials are designe with these adults in mind, and are related to practical situation adults deal with in everyday life. Registration is free.

Adult High School Program (AHS)

The Adult High School Diploma Program provides a student th opportunity to earn the Adult High School Diploma. Classes ar organized whenever and wherever there is a justifiable deman and funds are available.

Registration is free for those adults who have not graduated fror high school or who have not passed the GED test.

The entrance level of each student applying for admission to th Adult High School Diploma Program shall be determined in one o the following manners:

1. An assessment of academic skill by standardized test administered upon enrollment.
2. A certified transcript from a state or regionally accredite secondary school showing courses and years of wor completed. Copies of these transcripts should be forwarde

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, 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 $25.00 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 2250 points with no single test score below 410 and a combined average of 2250 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 (minors 16 and 17 years old meeting RCC criteria may be enrolled if they meet certain guidelines); (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 on campus or the ComTech Center; (4) have a valid vocational, educational, or other purpose in applying.

The college, through the Campus or ComTech/Adult High School/GED classes, offers the individual the opportunity to prepare for the GED Test.

All applicants for GED testing shall be referred to Campus or the ComTech Center. Applicants shall complete the following steps:

1. Student must take a placement test before entering GED program.
2. Complete an application for admission.
3. 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 College and Career Readiness.
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 College and Career Readiness 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.

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 College and Career Readiness Department, 910-272-3700.

HUMAN RESOURCES DEVELOPMENT

The Human Resources Development (HRD) program is an intensive program to recruit, train, and either place in employment or vocationally train unemployed or underemployed adults. The primary objective of the training component is to help the trainee orient himself or herself to the world of work, appreciate the effects of his or her behaviors on others, and develop the basic academic and communication skills prerequisite to obtaining and maintaining employment.

Student referrals to other special programs or supportive services are made on individual needs.

Cost of these classes range from $65–$175. Fees for these classes may be waived for students meeting eligibility criteria.

Basic Computer Skills

This course is designed to cover basic computer skills beginning with the components of a computer. Other skills include using a mouse, operating systems review, varying file commands, and a brief introduction to the Internet. Topics include: Introduction to computer, input devices, processing, data storage; Internet capabilities, email, job search engines; Working with applications, CD-ROM, output devices; and course review.

Internet KeyTrain Lab

This employability lab is designed to assist individuals in nine different areas: business writing, locating information, technology, mathematics, listening, teamwork, reading and observation. An

individual will receive career counseling to make appropriate decisions about career choices, assessment of current skill levels related to career choice, training in the skill area in which remediation is needed and finally formal assessment to determine if skills are at the appropriate level to pursue identified careers.

While working on the KeyTrain software, which is self-directed and self-paced, individuals will receive job search assistance, information on the local labor market and educational opportunities, and motivation from staff to find appropriate employment or referral to further training. This class is open-entry to allow individuals to access the training at the time unemployment occurs and open-exit as students may leave the class as they achieve the skills levels identified or when they obtain employment.

Service Industry Training Academy

It's no secret that the service industry experiences rapid and constant turnover in staff. Keeping customer service employees upbeat and motivated is no small task. By understanding the importance of providing excellent customer service, participants will be able to overcome some of the barriers that keep them from delivering it now. This training academy is designed for students interested in entering the Service Industry in a variety of job settings such as: Hospitality, Fast Food, & Cashier/Retail Sales. Class projects will help students' identify and choose which job is best suited to their interests and understand how to advance in the service industry arena.

WorkKeys

WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical to job success. These skills are valuable for any occupation-skilled or professional-and at any level of education. The WorkKeys assessment system includes nine assessment areas: applied mathematics, applied technology, business writing, listening, locating information, observation, reading for information, teamwork, and writing. Each WorkKeys assessment has a score level range which is usually 3 to 7. The scores indicate an individuals's ability to perform more complex skills as the score level increases. Individuals who use WorkKeys to document their readiness for work have an edge with the growing number of employers nationwide who accept or require that job applicants have WorkKeys scores.

Career Readiness Certificate (CRC)

The Career Readiness Certificate certifies that job seekers have the core employability skills required across multiple industries and occupations. It is a portable credential that promotes career development and skill attainment for the individual, and confirms to employers that an individual possesses basic workplace skills in reading, math, and locating information – skills that all jobs require. The Certificate is based on the WorkKeys skill levels an individual has achieved, typically in the areas of Applied Mathematics, Locating Information, and Reading for Information. Those who score at higher levels are qualified for more jobs.

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ROBESON COMMUNITY COLLEGE

AFFIRMATIVE ACTION
EQUAL OPPORTUNITY INSTITUTION

REV092012

2012-13 Academic Programs

Associate in Arts Degree

Transfer Core Diploma-Arts

Associate in Science Degree

Transfer Core Diploma-Science

Associate Degree in Applied Science

Associate Degree Nursing
Business Administration
Computer Information Technology
Criminal Justice Technology
Culinary Arts
Early Childhood Associate
Electrical/Electronics Technology
General Occupational Technology
Industrial Systems Technology
Medical Office Administration
Office Administration
Radiography
Respiratory Therapy

Diploma Programs

Air Conditioning, Heating, and Refrigeration Technology
Cosmetology
Electrical/Electronics Technology
Industrial Systems Technology
Practical Nursing
Surgical Technology

Certificate Programs

Air Conditioning Installation and Maintenance
Basic Law Enforcement Training
Electrical/Electronics Technology
  Electrical Contractor Preparation
Industrial Systems Technology
  Machine Shop-CNC Operator
Lateral Entry Teacher Certificate
Nursing Assistant

Specialized Studies

Developmental Studies

The following programs are offered as online programs.

Associate in Arts Degree
Business Administration
Early Childhood
Criminal Justice

Career and College Promise Programs

Core 44 College Transfer Certificate Pathways
Business and Economics, Engineering and Mathematics, Humanities and Social Science, and Life and Health Sciences

Career and Technical Education Certificate Pathways
Air Conditioning, Heating and Refrigeration, Business Administration, Computer Information Technology, Criminal Justice Technology, Culinary Arts, Early Childhood, Electrical/Electronics Technology, and Industrial Systems Technology and Nursing Assistant

Adult & Continuing Education Programs

Barbering
BioAg Education
Community Services Education
Emergency Medical Technician
Emergency Services Education
Fire Service Training
Health Related Training
Human Resources Development
Industrial Maintenance
Law Enforcement Training
New and Expanding Industry Training
Occupational Extension
Small Business Center

College & Career Readiness

Adult Basic Education
Adult High School Diploma
Compensatory Education
English as a Second Language
Family Literacy
General Educational Development

For more information, please contact:

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