Reach for Tomorrow!

Rockingham
Community College

Catalog
2002–2004

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Rockingham Community College
2002–2004

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Greetings from the President

Rockingham Community College has established a strong and rich tradition of providing educational programs, job training skills, and community services to the citizens of Rockingham County and the surrounding area. A wide array of academic programs is available for those wishing to begin work toward a traditional associate or bachelor's degree, as well as for those whose goal is to begin a career in technology, allied health, or one of many other career options.

The college is proud of its modern and beautiful campus which provides an ideal environment for learning. Recent renovations and construction will ensure that students will continue to learn with us in comfortable, safe, and convenient classrooms and laboratories using state-of-the-art equipment and technology. Every effort is made to maximize the learning opportunities for our students.

A highly qualified and very dedicated faculty and professional staff await your arrival and are eager to assist you in defining and reaching your educational goals. All faculty and staff at the college are committed to the success of students, which is the cornerstone of our college mission.

Whether your reason for attending is to acquire courses for transfer to a four-year college or university, to gain a technical skill which will lead directly to employment, or to enrich your life personally, Rockingham Community College is the place where you can be successful.

This two-year catalog is designed to provide basic information about the college's programs, services, and activities. However, should you have additional questions, please feel free to contact any staff member who will be delighted to assist you.

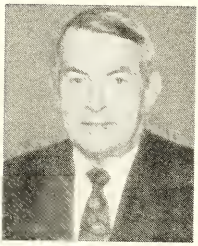
Best wishes for much success and I hope you will find that Rockingham Community College is indeed a place where you can "Reach for Tomorrow!"

Sincerely,

Robert C. Keys
President

Rockingham Community College Board of Trustees

W.B. "Dud" Apple, Jr.
Retired Banker



Jesse L. Burchell.
Insurance Industry
Vice Chair

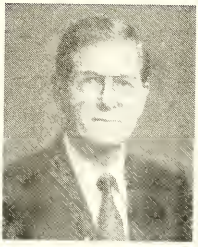
Frank M. Dalton
Retired Lab Technician

Sarah S. Day
Retired Educator

Robert A. Harris
Retired Industry Executive

Ruth A. Hodges
Homemaker

Barbara S. Moore
Realtor



C. Garland Rakestraw
Retired Entrepreneur

S. Jack Webster
Attorney

Cynthia S. Wharton
Wharton Enterprises
Chair

Vernie B. Williams
Child Care Director

ROCKINGHAM COMMUNITY COLLEGE 2002-2003 CALENDAR

2002

August 12	Monday	Faculty/Staff Return – Faculty/Staff Breakfast
August 15, 16	Thursday/Friday	Financial Aid Days
August 16	Friday	Final Day Fall Registration
August 19	Monday	Fall Classes Begin
September 2	Monday	Labor Day Holiday
October 14-15	Monday, Tuesday	Student Fall Break
November 28-29	Thursday, Friday	Thanksgiving Holidays
December 13	Friday	Fall Semester Ends
December 23-31	Monday/Tuesday	Christmas Holidays

2003

January 1	Wednesday	New Years' Holiday
January 2	Thursday	College Reopens
January 2, 3	Thursday, Friday	Financial Aid Days
January 3	Friday	Final Day Spring Registration
January 6	Monday	Spring Classes Begin
January 20	Monday	King Holiday (college closed)
March 17-21	Monday-Friday	Spring Break
May 5	Monday	Spring Semester Ends
May 9	Friday	Graduation
May 22, 27	Thursday, Tuesday	Financial Aid Days
May 26	Monday	Memorial Day Holiday
May 27	Tuesday	Final Day Summer Registration
May 28	Wednesday	Summer Session Begins
July 4	Friday	Independence Day Holiday
July 23	Wednesday	Summer Session Ends
July 25	Friday	Graduation

2003–2004 Calendar will be published in an addendum

Changes in Programs, Costs, Schedules, etc.

Rockingham Community College reserves the right to make changes in regulations, courses, schedules, fees, office locations, and other matters of policy and procedures as and when deemed necessary.

Accreditation

Rockingham Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia, Telephone number 404 679-4501, to award Associate Degrees.

Rockingham Community College History

June 1963—N. C. General Assembly passes enabling legislation leading to local elections on the establishment of community colleges and technical institutes across the state.

July 1963—The people of Rockingham County formally request approval from the State Board of Education for establishment of a community college in the county.

November 1963—The citizens of the county vote in favor of a community college, approving $1.25 million in bonds and a supporting tax levy.

December 1963—State Board of Education grants charter for Rockingham Community College. First trustees are appointed.

January 1964—Trustees hold first meeting, electing Welsford Bishopric of Eden as chairman.

April 1964—Dr. Gerald B. James is appointed RCC president. Work begins on site selection, architectural design, and faculty/staff employment.

January 1966—Groundbreaking ceremony is held as work begins on first four buildings (Shop, Classroom, Laboratory, and Learning Resources Center).

October 1966—Classes begin in Shop, Laboratory, and Classroom buildings as workmen add finishing touches. (Learning Resources Center opens in February, 1968.)

November 1966—Student Government Association holds first meeting.

June 1967—Trustees adopt college seal.

August 1967—RCC holds first graduation.

December 1967—Rockingham Community College is accredited by the Southern Association of Colleges and Schools, retroactive to the opening of the college, to grant the associate degree. (Accreditation reaffirmed in December, 1972, December, 1983 and December, 1993.)

October 1969—Physical Education Building is opened.

January 1970—RCC Foundation, Inc., files articles of incorporation, establishing it as a vehicle for receiving charitable contributions to the college.

April 1971—The Harold W. Whitcomb Student Center (the first building on campus to be named for an individual; also built and furnished entirely from individual and corporate gifts) is opened. The building houses Student Services offices as well as dining facilities, lounge, meeting and recreation rooms.

October 1975—Administration Building is completed.

October 1976—New campuswide governance system giving equal voice to students, faculty and staff is instituted. Building for receiving, storage, and maintenance is completed.

September 1979—Shop Building II is completed, with new facilities for auto body repair, light construction, and electrical installation and maintenance programs. State funds RCC's Special Needs Assistant Program (SNAP), one of the few assistance/counseling projects for students with disabilities in North Carolina. The Career Life Planning Center opens in the Whitcomb Student Center.

June 1982—The Special Collections Room, devoted to area heritage and historical research, is opened by RCC Foundation in the Learning Resources Center.

February 1983—RCC Foundation and Development Office begin first fund-raising drives in Eden, Reidsville, and Western Rockingham County.

July 1983—Dr. Gerald James retires as president. Dr. N. Jerry Owens, Jr., becomes RCC's second president.

April 1984—Multimedia Learning Center opens in the Lab Building. Self-paced Secretarial Science courses taught up to 14 hours a day with state-of-the-art equipment. Enrollment doubles in summer secretarial programs.

May 1984—Electromechanical Technology Program is approved for start of fall semester 1984.

September 1984—College logo approved.

November 1984—$4 million bond issue passes by 4-1 ratio, assuring construction of $3.6 million Technical Laboratories Building and $400,000 in other facilities.

September 1985—Associate in Fine Arts Degree offered.

September 1986—Heating, Air Conditioning and Refrigeration Program starts.

Fall 1986—Events held to commemorate 20th Anniversary of RCC.

January 1987—Julius J. Gwyn elected chair of Board of Trustees, succeeding Welsford F. Bishopric who served continuously as chair from January 1964. Both are original trustees.

Fall 1987—Fine and Creative Woodworking Program begins.

January 1988—Technical Laboratories Building opened and dedicated.

June 1988—Advanced Machinist Program established. RCC Foundation experiences its best year ever, receiving $242,788 in charitable contributions.

August 1988—Instruction/Storage Building completed.

December 1988—Small Business Center begins operation.

September 1989—Paralegal Technology and Practical Nursing programs started.

January 1990—Robert Harris elected Board of Trustees chair. Child Care Center opens.

March 1990—Law Enforcement Technology Program begins.

May 1990—Rockingham County Folk Festival draws an estimated 8,000-10,000 to RCC campus and is destined to become an annual event. Personnel Management and Travel and Tourism programs begin.

September 1990—Real Estate Technology Specialist program begins.

September 1991—Customer Service Technology Program begins.

October 1991—RCC celebrates its 25th year of service.

December 1991—Teacher Assistant Program begins.

January 1992—Joe King elected Board of Trustees chair.

September 1992—Manufacturing Systems Technology Program begins.

March 1993—Phlebotomy Program begins.

September 1993—Horticulture Technology programs begins.

November 1993—State-wide bond issues for community college construction passes. RCC receives $2.7 million for new Human Services Building.

January 1994—Garland Rakestraw elected Board of Trustees chair.

January 1994—Learning Resources Center renamed The Gerald B. James Library.

September 1994—Environmental Science Technology program begins.

October 1994—RCC received Title III Grant for $1.7M over 5 years.

December 1994—Surgical Technology program begins.

January 1995—Human Services Building named The N. Jerry Owens, Jr. Human Services Building.
December 1995—Human Services Building opens.
January 1996—W.B. Apple, Jr. elected Board of Trustees chair.
March 1996—Center for Active Retirement opened in Human Services Building.
June 1996—Dr. N. Jerry Owens, Jr. retires as president.
July 1996—Dr. Robert C. Keys becomes RCC's third president.
October 1996—College celebrates 30th year of service and Installation Ceremony for Dr. Robert C. Keys.
August 1997—Semester conversion begins.
September 1997—Distance Learning Center opened for students.
December 1997—Emergency Services Training Center opened.
January 1998—Ruth A. Hodges elected chair Board of Trustees.
August 1998—Occupational Therapy Assistant program begins.
August 1998—Fire Protection Technology program begins.
January 1999—Respiratory Therapy program begins with Kate B. Reynolds Grant monies.
August 1999—Criminal Justice Technology program begins.
September 1999—Whitcomb Student Center renovations completed.
January 2000—Frank M. Dalton elected Board of Trustees chair.
November 2000 – Laboratory Building renovations completed.
April 2001 — Ben R. and Lemma M. Apple Foundation Amphitheater opens.
January 2002 – Classroom Building renovations completed.
January 2002—Cynthia S. Wharton elected chair Board of Trustees.

Statements of Mission, Purpose and Values

Mission

The mission of Rockingham Community College is to enhance individual and community success in Rockingham County through education as well as full development of human potential, employment assistance, service to business and industry, and contributions to cultural and social development.

Purpose

Rockingham Community College was chartered in 1963 as a comprehensive, public community college with an open door admissions policy. Our purpose is to provide individuals with high quality, economical, and convenient educational opportunities

consistent with student and community needs. To fulfill its mission and achieve its purpose, Rockingham Community College provides:

- support services to assist individuals in problem-solving in their personal, career, and academic planning;
- courses for students who wish to complete high school or develop basic skills and competencies;
- training for employment in vocational and technical fields;
- courses to develop the skills of underprepared students;
- freshman and sophomore level courses transferable to other colleges and universities;
- courses to develop and upgrade students' vocational, technological, occupational, and academic skills and competencies;
- in-service and start-up training for area business and industry; and
- opportunities for continuing personal growth and cultural and academic enrichment for students and the community.

Values

Commitment to Students

We believe that each person is important. We appreciate the diversity in the students we serve. We treat our students with respect and fairness. We are committed to giving students individual assistance and support. We provide an educational environment that encourages students to progress to their maximum potential.

Commitment to Access

We believe that the programs and services of the college should be equally available and accessible to all.

Commitment to Excellence

We believe that each individual should strive for excellence and we value a job well done. We aim for the highest level of professionalism, competence, and productivity as standards for our college. We aim for responsible participation and high achievement as standards for our students and our community. As role models, our faculty and staff strive to improve the chance of success for each student.

Contribution to the Community

We are committed to enhancing the quality of life, increasing the value of education, and promoting the unity within the community to achieve social and economic success.

Quality Work Environment

We recognize the importance of faculty and staff through open and honest communications, and appropriate involvement in planning and decision-making. We encourage

responsible and creative risk-taking, recognize and reward exceptional performance, and provide for professional development.

Adopted with revisions by the Board of Trustees, July 2001

RECOGNITION

Meritorious Service Awards

Meritorious Service Awards may be awarded at Student Awards Day to individual and/or groups who, in the judgement of faculty, staff and students, have made a significant contribution to the progress of the college and/or well-being of the college community. This contribution would be above and beyond the normal expectations of performance as a member of an organization, as an office holder, as a student, etc.

A candidate may be nominated by faculty, staff, student, or campus organizations on a petition which must be endorsed by the signatures of at least two faculty, two staff, and two students. Petition signers may sign only two petitions in each category annually.

A committee consisting of the President, the Executive Vice President, the Vice President for College Advancement, Dean of Student Services, the Director of Student Life, the Chief Faculty Representative, the Chief Student Representative and the Chief Staff Representative will review the nominations and select the recipient(s) who have made contributions above and beyond the normal expectations. Unanimous approval for the active members of this committee will be required for selection.

Excellence in Teaching

The RCC annual Excellence In Teaching Award is designed to recognize a full-time faculty member and a part-time faculty member for excellence in teaching. The individuals are nominated by faculty, staff or students and screened by the Excellence in Teaching Committee. The committee may forward 1-3 nominees in each category to the Vice Presidents and President for final approval. The full-time faculty member is recognized at the May graduation with a certificate and invited to attend the Teaching Excellence National Conference at the University of Texas, Austin, the following spring. The individual is also nominated for an award given at the Texas conference. The part-time faculty member receives a certificate at graduation.

RCC's full-time winner will also be nominated for the State Board of North Carolina Community College System/RJ Reynolds Excellence in Teaching Award. The state winner will receive a cash prize of $5,000 and a plaque. The winner's college foundation will receive a cash prize of $1,250. All finalists will receive a cash award of $500 and plaques. All college nominees will receive a pin and certificate acknowledging their achievement.

College Academic Honors

President's List

To be eligible for the President's List within any given semester:

(1) A student must maintain a 4.00 grade point average within the semester with at least 12 credit hours being attempted.

Dean's List

To be eligible for the Dean's List within any given semester:

(1) A student must maintain a 3.25 grade point average within the semester with at least 12 credit hours being attempted with no grade less than a C at the end of that semester.

(2) Semester grade point averages will be computed at the end of each semester and grades received in any previous semester will not be included in computing the grade point average for the current semester.

Academic Honors at Graduation

In an effort to recognize sustained academic excellence, academic honors are awarded at graduation, based on cumulative grade point average in courses taken at Rockingham Community College. Only those courses used to meet graduation requirements in diploma or degree programs are used in computing this grade point average.

Permanent Dean's List	(GPA of 3.25-3.39)
Honors	(GPA of 3.40-3.69)
High Honors	(GPA of 3.70-4.00)

Phi Theta Kappa Honor Society

Phi Theta Kappa is the international honor society of two-year colleges. Founded in 1918, over 1.2 million members have been inducted. Our chapter, Alpha Kappa Pi, was chartered in 1985.

Membership in Alpha Kappa Pi is extended to any full or part time student who has completed 12 semester hours of credit leading to an associate degree, has a major GPA of 3.50, and enjoys full rights of citizenship. Membership offers opportunities for scholarships, intellectual enrichment, personal development and leadership.

Contact the Dean of Student Activities for additional information regarding membership.

Admission Procedures and Requirements

Rockingham Community College has an open door admissions policy for persons 18 years of age and over. The college will admit selected students between the ages of 16 and 18 or otherwise emancipated minors. Persons still enrolled in secondary schools must have the consent of the appropriate school official. State Board of Community Colleges Policy prohibits Rockingham Community College from serving students under the age of 16 in curriculum and literacy programs. See also Admission Criteria for Intellectually Gifted and Mature Students Under 16 Years Old.

A high school diploma or the equivalent is required for admission to any curriculum program. Admission to a specific course of study is based upon guidelines developed to help the student determine his/her chances of success in that course of study. These guidelines allow the counselor and the student to evaluate the student's chances of success in a particular program. When specific programs of study are filled, applicants for that program may be placed on a waiting list, enrolled in related work or enrolled in an alternate program of study.

RCC's Student Services Division offers a number of related services via the web page designed to assist students in developing self-reliant, responsible behavior. Students are invited to take advantage of the following offices and services:

Admissions
Records Office and Registration
Student Life
Inclement Weather Policy
Financial Aid and Veterans
Counseling Services
Job Placement
RCC Services for Students Brochure (in pdf format)
at http://www.rockinghamcc.edu/studentservices/studentservices.htm

Student Records

Upon receipt of the application for admission from the prospective student, a student record file is established by the Records Office. It is the policy of the college that this student record file shall be used throughout the student's enrollment and maintain pertinent basic data relative to the individual's admission and academic progress. It is the student's responsibility to notify the Records Office of name, address or other directory information changes.

The contents of the student record file are as follows: application for admission, transcripts of the student's previous educational record, placement test results, self-reported medical history, residency questionnaire, correspondence relative to admission and academic progress. The contents of the student record file are the property of Rockingham

Community college and are maintained in accordance with the Family Education Rights and Privacy Act of 1974.

Students that are no longer enrolled at Rockingham Community College will have the contents of their student record file maintained in accordance with the North Carolina Community College System Standard Records Retention and Disposition Schedule dated *April 1, 2001.*

College Transfer and Technologies Programs of Study

The admissions process requires that the applicant:

1. submit a completed admissions application,
2. submit a transcript of all previous education beyond the eighth grade.
3. report to the college for admissions counseling and placement testing. The student may be tested in areas of English, math, and reading to determine entry level skills.

   (Transfer students should refer to "Transfer Students" guidelines before placement testing.) Appropriate SAT scores can waive the placement tests. A student who has an SAT verbal score of 500+ may waive English, reading placement tests and SAT math score of 500+ may waive mathematics tests.
4. Applicants must have a diploma from an accredited high school or have a State approved diploma or equivalent education.
5. Additional requirements may be requested for admission to specific programs. Students should refer to the particular major in the catalog for complete admissions requirement or contact the Admissions Office.

Advanced Placement

A score of 3 or higher on any advanced placement examination of the CEEB will entitle the student to credit for comparable RCC courses. Results of the test must be forwarded to the Office of Admissions for evaluation.

Special Credit Student

A special credit student must meet pre and corequisites for curriculum courses to include placement tests for reading and English or for math courses as indicated in the catalog. Appropriate SAT scores can waive the placement tests. A student who has an SAT verbal score of 500+ may waive English, reading placement tests and SAT math score of 500+ may waive mathematics tests. SAT scores may not be used to place student in developmental level courses. Only the RCC and other comparable placement tests may be used to place students at the appropriate developmental level. Placements tests will be waived for individuals having completed appropriate English/math courses at another college or university with a grade of "C" or better.

Admission Criteria for Intellectually Gifted and Mature Students Under 16 Years Old

The 2001 Session of the NC General Assembly enacted House Bill 1246 that amended Chapter 115D of the General Statues by adding a new section 115D-1.1 to allow a student under the age of 16 to enroll in a community college if the president of the college or the president's designee finds that the student is intellectually gifted and has the maturity to justify admission to the college. See college counselor for specific requirements.

Readmission

A student who previously attended RCC but was not enrolled the preceding semester must make application for readmission. If the applicant was enrolled in another college during the interval, he/she must request that college to send an official transcript of academic work to the Admissions Office.

Transfer Students

A student transferring to RCC from another educational institution must:

1. have a diploma from an accredited high school or have a state approved diploma or equivalent education,
2. submit a completed admissions application,
3. furnish official transcripts of all academic work beyond eighth grade,
4. furnish documentation of prior learning experiences.
5. may be required to take placement testing. Placement tests may be waived for students who have appropriate credit from other colleges.

Validation of Prior Education Experiences

Prior experience, life experience or courses completed at other institutions will be accepted for credit when judged appropriate to the degree being pursued at RCC and when validated by means of the appropriate criteria below:

1. Courses Verified by an Official Transcript
   - A. Equivalent Courses—Courses which are judged equivalent in content and quantity to courses offered at RCC. Equivalency will be determined by:
     1. An evaluation of the catalog description of the course.
     2. Consideration of the program in which the student was enrolled when taking the course.
     3. When feasible, a conference with the student and/or a representative of the transferring institution.
   - B. Non-Equivalent Courses—Courses which are judged not to be equivalent in content and quality to courses offered at RCC. The appropriateness of non-equivalent courses will be determined by the Executive Vice President based upon a written recommendation from the appropriate Dean of the subject area involved. The recommendation should include a rationale and justification of appropriateness. The decision of the Executive Vice President will be based upon appropriate consultation with faculty and staff and will be final. Copies

of the recommendation and decision shall become a part of the student's permanent record.

C. Courses taken at institutions maintaining either the accredited, candidate, or correspondent status with one of the following lists of accrediting agencies:

Middle States Assoc. of Colleges and Secondary Schools
New England Assoc. of Colleges and Secondary Schools
North Central Assoc. of Colleges and Secondary Schools
Northwest Assoc. of Secondary and Higher Schools
Southern Assoc. of Colleges and Schools
Western Assoc. of Schools and Colleges

D. Courses at institutions not affiliated with one of the accrediting agencies listed above:

1. Course by Course—The acceptance of such courses for credit will be determined by the Executive Vice President based upon a written recommendation from the appropriate Dean of the subject area involved. The recommendation shall reflect a course by course review and should involve documentation of the validation process and a rationale and justification for granting credit. The review may include a demonstration of proficiency by the students. The decision of the Executive Vice President will be based upon appropriate consultation with faculty and staff and will be final. Copies of the recommendation, documentation, and decision shall become a part of the student's permanent record. (WARNING: Students should be advised that some institutions MAY NOT accept such courses for credit in future transfers.)

OR

2. Credit by Exam—Student may elect to validate such experience through registering for and completion of Credit by Exam in the appropriate subject content area provided Credit by Exam is available in that area.

E. Grades—All courses evaluated with a passing grade may be accepted for credit. Normally only those courses with a "C" or better will be accepted; however, some individual courses that are in sequence may be accepted when one grade of the sequence is less than a "C" if approved by the appropriate Dean and the Executive Vice President. Passing evaluation received under Pass/Fail or Satisfactory/Unsatisfactory grading system is acceptable. (WARNING: Students should be advised that some institutions MAY NOT accept courses with "D" grades in future transfers.)

2. Prior Learning Experiences Not Verified by a Transcript

A. Work and Other Experiences—Such experiences must be validated through: Credit by Exam—Registering for and successful completion of Credit by Exam in the appropriate subject content area.

B. Military Experiences—The acceptance of military experiences for credit may be based upon:

1. The criteria outlined in A Guide to the Evaluation of Educational Experiences in the Armed Forces

OR

2. Credit by Exam—Registering for and successful completion of Credit by Exam in the appropriate subject content area.

C. CLEP Subject Examination—Experiences may be validated through CLEP (College Level Examination Program) Subject Examinations which are judged equivalent to courses offered at RCC. Credit will be awarded for a score of 50 or above on a CLEP Subject Examination that is at or above the mean score achieved by students in the national norms sample who earned a grade of "C" in a regular college course in the subject. Equivalency and the amount of credit to be awarded will be determined by the Executive Vice President based upon a written recommendation from the appropriate Dean of the subject area involved. The recommendation should reflect the scope of the material measured and a rationale and justification of equivalency. The decision of the Executive Vice President will be based upon appropriate consultation with faculty and staff and will be final. Copies of the recommendation and decision shall become a part of the student's permanent record.

International (F-1 Status) Students

Definition of F-1 Status

An F-1 visa and F-1 Student status may be granted to an alien who is a bona fide student "qualified to pursue a full course of study" at an academic institution authorized to admit foreign students. When applying for an F-1 visa, the individual must prove to a U.S. consular official that he wishes to enter the U.S. temporarily and solely for purposes of study and that he has permanent residence in a foreign country which he has no intention of abandoning.

Procedures for Admission

All applicants from a country other than the United States must submit the following to the Admissions Office:

1. An official Rockingham Community College application.
2. An official transcript(s) from high school and any other previously attended schools.
3. Show proof of English proficiency — 450 score on Test of English as a Foreign Language (TOEFL), ELS proficiency at university level curricula, successful course work in English at another U.S. institution of higher education, or satisfactory completion of senior English at an accredited U.S. secondary school.
4. A letter of financial responsibility and proof of a deposit of return fare home.

When all the above requirements are met, RCC will issue a Form I-20 to the accepted student. **Students transferring** from another institution must meet the above requirements plus submit a I-538 (requesting permission to transfer) at least 15 days prior to the beginning of the semester.

Regulations Pertinent to the F-1 Status Student

Once an alien is admitted to the U.S. in F-1 status, he must meet certain obligations in order to maintain that status. First, he must continue to pursue a full course of study. This is defined as undergraduate study at a college or university which consists of at least 12 credit hours of instruction a week or its equivalent as certified by an authorized official of the institution. Secondly, the authorized school official must certify that successful completion of the course of study will lead to the attainment of a stated educational, professional, or vocational objective.

An F-1 student may accept off-campus employment only with prior immigration and Naturalization Service approval.

Nonimmigrant F-1 students must keep valid their permission to stay in the U.S. (Form I-94).

Registration, Tuition, and Fees

Registration

Rockingham Community College operates on the semester system. Students should bring their Social Security number (optional) and the appropriate tuition and fees to the registration process.

Students begin the registration process by making an appointment with an assigned advisor. Students are advised to set up an appointment with their advisor early by phone or in person.

Each student is assigned a faculty advisor who assists in planning an overall program of study and in making changes in that plan as they are needed. After the advisor has approved a student's course selection, the student is responsible for continuing the registration process through the Records Office. All students are expected to register during the time set aside for registration purpose. Applications requesting an Audit, S/U grade option, Notice of a Repeat course, Credit by Examination and Independent Study course approvals must be completed at the time of registration. (Registration and drop/add dates are listed in the college calendar and in the schedules.)

Drop/add schedule changes must be initiated with the advisor before submitting them to the Records Office.

An audit cannot be changed to credit or credit to audit after the deadline for adding courses without approval of the instructor, advisor and Executive Vice President.

Course Load

A full-time student is one who is carrying twelve or more semester credit hours of course work. Course schedules and course loads should be carefully planned through consultation with counselors and faculty advisors. No student may carry in excess of 19 credit hours without prior approval of the Executive Vice President.

Students who plan to work are advised to adjust their course loads proportionate to the number of hours of work.

Schedule Changes

At the beginning of each semester there is a scheduled period for students to drop and add courses. The time limit for such changes appears in the College Calendar, Student Handbook and Semester Schedule. Students wishing to add or drop courses during this period should see their advisor.

Tuition and Fees

Tuition is set by the State Board of Community Colleges and is subject to change without notice. Cost of textbooks and supplies are additional expenses and vary according to the program of study. Effective Fall Semester 2001 basic fees are as follows:

Curriculum Programs of Study

North Carolina Residents tuition is $31.00 per credit hour	
*maximum tuition is	$496.00
*maximum activity fee is	18.50
*total fee per semester	$514.50
Out-of-State Students tuition is $173.25 per credit hour	
*maximum tuition is	$2,772.00
*maximum activity fee is	18.50
*total fee per semester	$2,790.50
Maximum tuition for summer:	
*North Carolina residents:	$292.00
*Out of State students:	$1,572.25

Fees are payable each semester upon registration and must be paid before classes begin or make arrangements for payment through the Financial Aid Office. A student is not registered until tuition and fees are paid in the Business Office.

Establishment of Residency

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution in accordance with current North Carolina law.

*Activity Fee

(subject to change)

Fall and Spring Semesters:

Each student enrolled in twelve semester hours or more (full-time) will pay an $18.50 per semester student activity fee. Part-time students will pay activity fees according to the following schedule:

1–4 Credit Hours	$5.00
5–7 Credit Hours	$9.00
8–11 Credit Hours	$13.00
12 or more Credit Hours	$18.50

Summer:

Each student (full-time or part-time) will pay a $1.00 student fee.

Graduation Fee

A $25 graduation fee will be charged to all students completing a certificate, diploma or associate degree. The fee includes the cost of providing the certificate, diploma or degree, cover, cap, tassel, gown and 10 graduation invitations.

Technology Fee

A $25 technology fee will be charged for courses with lab and/or shop contact hours. However, if a student is registered for more than one class with lab and/or shop contact hours, the student will only be charged the fee one time for a maximum of $25 each semester.

Senior Citizens

North Carolina residents who are 65 years or older may take any curriculum courses or programs at Rockingham Community College with no tuition charged. It does not matter whether these senior citizens take one course or five—there is still no tuition. Textbook costs are the same for all students, regardless of age.

For Community and Workforce Education courses, senior citizens 65 or older who are North Carolina residents, pay no registration fees unless the course is being offered as "self-supporting." In many of the courses, however, there are charges for materials which senior citizens do pay.

Because costs are lower for senior citizens, Rockingham Community College has become a favorite place for people over 65 to meet, to learn new skills that may bring in some extra income, to explore new ideas, and to stay active during their retirement years.

HOPE SCHOLARSHIP TAX CREDIT and/or LIFETIME LEARNING TAX CREDIT

The Hope "Scholarship" is a tax credit available to eligible students beginning with post-secondary education expenses paid after December 31, 1997. The Hope "Scholarship" is not technically a "scholarship" but a tax credit to eligible students during their first two years of post-secondary education. The tax credit covers 100% of the first $1,000 of tuition and fees plus 50% of the second $1,000 during the qualified period. The credit is non-refundable. The amount of tuition and fees covered by the HOPE tax credit is reduced by other grants and/or scholarships received (PELL Grant, SEOG, scholarships, etc.) Student eligibility is as follows: (1) enrolled in a degree, certificate, or other program leading to a recognized educational credential and (2) enrolled at least half-time.

Beginning on July 1, 1998, taxpayers may be eligible to claim a non-refundable Lifetime Learning Tax Credit (LLTC) against their federal income taxes. The LLTC can be claimed only for qualified tuition and fees paid after June 30, 1998. That is to say, to claim LLTC, the tuition and fees required to be paid in order to be enrolled must be paid for classes beginning on or after July 1, 1998. (Charges and fees associated with student activities, insurance, books, equipment, transportation, etc., are not qualified expenses.)

Through 2002, the amount that may be claimed as a credit is equal to 20% of the taxpayer's first $5,000 and after 2002, the credit amount is equal to 20% of the taxpayer's first $10,000 of out-of-pocket qualified tuition expenses. Thus, the maximum credit a taxpayer may claim for a taxable year is $1,000 through 2002 and $2,000 thereafter. The credit is available for "enrollment in any course of instruction to acquire/improve a student's job skills during the calendar year."

Tuition Refunds

A. CURRICULUM

1. Classes Which Begin During First Week of Semester
   A student who officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar is due a 100 percent refund. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to "make" due to insufficient enrollment.

   A student who officially withdraws from the class(es) prior to or on the official 10 percent point of the semester will receive a 75 percent refund.
2. Classes Which Begin Other Than First Week of Semester
   For classes beginning at times other than the first week (seven calendar days) of the semester, a student who officially withdraws from the class prior to the first class meeting will receive a 100 percent refund. A student who officially withdraws from the class prior to or on the 10 percent point of the class will receive a 75 percent refund.

   To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule.
   Note: A student who officially withdraws from a class(es) will receive the pro rata share of his/her activity fee.

B. OCCUPATIONAL EXTENSION

1. Membership Classes

   A student who officially withdraws from an occupational extension class(es) prior to the first class meeting will be eligible for a 100 percent refund. Also, if an applicable class fails to "make" due to insufficient enrollment, a student is eligible for a 100 percent refund.

   After the class begins, a student who officially withdraws from the class prior to or on the 10 percent point of the scheduled hours of the class will be given, upon request of the student, a 75 percent refund. The rule applies regardless of the number of times the class meets or the number of hours the class is scheduled to meet.

2. Contact Hour Classes

   A student who officially withdraws from a contact hour occupational extension class(es) prior to the first class meeting will be eligible for a 100 percent refund. Also, if an applicable class fails to "make" due to insufficient enrollment, a student is eligible for a 100 percent refund. After the class begins, a student who officially withdraws from the class prior to or on the 5th calendar day of the first day of class(es) will be given, upon request of the student, a 75 percent refund. The rule applies regardless of the number of times the class meets or the number of hours the class is scheduled to meet.

Additional Costs

Accident Insurance

Accident insurance, covering the student during hours in school is available.
The premium is subject to change by the insuring agency. This insurance may be required in certain high-risk programs.

Textbooks and Supplies

Costs of textbooks and supplies are additional expenses for which the student should plan. These expenses vary according to the program of study.

Financial Aid

Financial Aid Policy

(Federal-Based Programs)

Introductory Comment

The primary responsibility for financing a college education rests with the individual. Generally, financial aid will be supplied according to current income and assets. The student is expected to share in this responsibility through savings, summer work, and part-time employment when necessary.

The College makes efforts to provide students with the appropriate type and amount of assistance once eligibility has been demonstrated. The purpose of the student financial aid program is to assist students who have demonstrated a financial need and who, without receipt of such aid, would be unable to begin or continue their studies at Rockingham Community College. Any monies awarded should supplement, rather than replace, the resources available to the student. Financial aid is to be used by the recipient for such expenses as tuition and fees, books, personal needs, travel, child care expenses, and room and board if necessary in order to remain in college.

Satisfactory Academic Progress Policy

A financial aid recipient must progress SATISFACTORILY AS DEFINED BY ROCKINGHAM COMMUNITY COLLEGE toward a specified degree or diploma and must meet the required criteria. The awarding and continuation of assistance is dependent upon the student's ability to maintain the minimum GPA and to receive a passing grade for the required number of hours. (Acceptable grades are A, AR, B, BR, C, CR, D, DR, S—all others are unacceptable.)

Students must pass (with acceptable grades) at least one-half of all credit hours taken each semester.

1. If, after the first semester of receiving aid, the student has not completed the required number of credit hours, the student will receive a warning and be further advised that progress must be made by the end of the following semester or aid will be terminated. If the recipient at the end of the second semester has met the standards shown above, aid is continued. If not, the aid is terminated for the next semester and further consideration for assistance will not be given until the requirements are met. It is understood that in certain cases, "progress" will be left to the judgment of the Director of Financial Aid and that extenuating circumstances will be taken into consideration when a student is unable to meet set requirements.
2. Financial aid recipients must have a "C" average or have academic standing consistent with the requirements for graduating from the program after the second academic year of enrollment at Rockingham Community College to be eligible to continue to receive aid at RCC.
3. Financial aid recipients may only receive financial assistance for 150% of the published length of the program. Listed below is the number of semesters of eligibility for each program at RCC:

DEGREES	
Associate in Arts	8 semesters
Associate in Science	8 semesters
Associate in Fine Arts	8 semesters
Accounting	8 semesters
Associate Degree Nursing	8 semesters
Business Administration	8 semesters
Criminal Justice Technology	8 semesters
Early Childhood Associate	8 semesters
Electronics Technology	8 semesters
Fine & Creative Woodworking	8 semesters
Horticulture Technology	8 semesters
Human Resources Management	8 semesters
Information Systems	9 semesters
Manufacturing Engineering Technology	8 semesters
Medical Office Administration	8 semesters
Occupational Therapy Assistant	8 semesters
Office Systems Technology	8 semesters
Office Systems Technology-Legal	8 semesters
Respiratory Therapy	9 semesters
Surgical Technology	8 semesters

DIPLOMAS	
Air Conditioning, Heating & Refrigeration Technology	5 semesters
Central Sterile Processing	5 semesters
Cosmetology	6 semesters
Early Childhood Associate	5 semesters
Electrical/Electronics Technology	6 semesters
Industrial Systems Technology	6 semesters
Machining Technology	5 semesters
Practical Nursing	5 semesters
Surgical Technology	5 semesters

CERTIFICATES	
General Occupational Technology (A55280N & A55280O)	3 semesters

4. A student changing programs will be evaluated according to those courses which give credit to the new program of study. However, no student will receive financial aid for more than 16 semesters. Students who graduate from one program and enter another will begin eligibility again. It is realized that any system which might be used may eventually be confronted with exceptional cases. Therefore, all applicants and recipients should be aware of their right to appeal their case before the Director of Financial Aid if it is felt that aid has been unjustly refused or terminated or if it is felt that special circumstances warrant further consideration of their case.

5. Recipients of the Federal Pell Grant must be enrolled full time (12 credit hours) to receive the full grant. Some less-than-full-time students may receive a grant, but it will be reduced according to the number of credit hours taken (i.e., 9-11 credit hours – 75%; 6-8 credit hours – 50%; below 6 credit hours – 25%.
6. Recipients of the North Carolina Community College Grant must be enrolled full time (12 credit hours) to receive the full grant. Some less-than-full-time students may receive a grant, but it will be reduced according to the number of credit hours taken (i.e. 9-11 credit hours – 75%; 6-8 credit hours – 50%). Students taking less than 6 credit hours are not eligible for a North Carolina Community College Grant.
7. Recipients of the North Carolina Student Incentive Grant, North Carolina Nurse Scholars, and the RCC Foundation Scholars must maintain 12 credit hours.
8. Students may not receive financial aid for classes taken by credit-by-exam or audit.

Dropping Classes/Withdrawal from Classes

Dropping classes or failing to report to classes for which you were paid through the Financial Aid Office WILL REQUIRE REPAYMENT BY YOU TO THE PELL GRANT PROGRAM. You must see the Director of Financial Aid before dropping classes.

Students receiving Title IV funds, i.e. Pell Grant, FSEOG, or Perkins Loan will be required to repay a portion of the aid received if they withdraw prior to the 60 percent point of the term.

Return of Title IV Funds Policy

The Higher Education Amendments of 1998 changed the formula for calculating the amount of aid a student and the school may keep when the student totally withdraws or ceases attending all classes. Effective October 7, 2000, students who withdraw from all classes prior to completing more that 60 percent of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws after completing only 30 percent of the semester will have earned only 30 percent of any Title IV aid received. The remaining 70 percent must be returned by the school and/or student. Students should read this policy carefully and consult the Financial Aid Office before withdrawing from all classes.

1. This policy shall apply to all students who withdraw, drop out, or cease attending all classes at Rockingham Community College and receive financial aid from Title IV funds:
   a. The term "Title IV Funds" refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the Federal Pell Grant, Federal SEOG, Federal Stafford Loan, and North Carolina Student Incentive Grant.
   b. A student's withdrawal date is:
      - the date the student began the institution's withdrawal process (as described in RCC's catalog), or

- the midpoint of the semester for a student who leaves without notifying the institution, or
- the student's last day of attendance at a documented academically-related activity.

2. Refunds on all institutional charges, including tuition and fees, will be calculated using the state refund policy published in the RCC Catalog.
3. Title IV aid is earned in a prorated manner on a semester basis up to and including the 60 percent point. Title IV aid is viewed as 100 percent earned after the 60 percent point of the semester.
   a. The percentage of Title IV aid shall be calculated as follows:

Number of days completed=Percent of semester completed
Total number of days in semester

The percent of semester completed shall be the percentage of Title IV aid earned by the student.

The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.

   b. The percentage of Title IV aid unearned shall be 100 percent minus the percent earned.
   c. Unearned aid shall be returned first by RCC from the student's account calculated as follows:

Total institutional charges X percent of unearned aid = amount returned to program(s).

Unearned Title IV aid shall be returned to the following programs in the following order:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. Parent Loans to Undergraduate Students (PLUS)
4. Federal Pell Grant
5. Federal SEOG
6. Other Title IV grant programs

Exception: No program shall receive a refund if the student did not receive aid from that program.

   d. When the total amount of unearned aid is greater than the amount returned by RCC from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:

1. Unsubsidized Stafford Loan*
2. Subsidized Stafford Loan*
3. Parent Loans to Undergraduate Students (PLUS)*
4. Federal Pell Grant **
5. Federal SEOG**
6. Other Title IV grant programs**

4. Refunds and adjusted bills will be sent to the student's home address on file in the Records Office following withdrawal. Students are responsible for any portion of

their institutional charges that are left outstanding after Title IV funds are returned.

5. Institutional and student responsibility in regard to the return of Title IV funds.
   a. RCC's responsibility in regard to the return of Title IV funds includes:
      - providing each student with the information given in this policy,
      - identifying students who are affected by this policy and completing the Return of Title IV funds calculation for those students,
      - returning any Title IV funds that are due the Title IV programs,
      - collecting from student any amount that the institution had to pay for textbooks and supplies.
   b. The student's responsibility in regard to return of Title IV funds includes:
      - becoming familiar with the Return of Title IV Funds policy and how complete withdrawal affects eligibility for Title IV aid,
      - notify Records Office of withdrawal by completing withdrawal form,
      - returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV funds calculation,
      - reimbursing RCC for any funds the institution had to pay for textbooks and supplies.
6. The fees, procedures and policies stated above supersede those published previously and are subject to change at any time.

* Loan amounts are returned with the terms of the promissory note.

** Amounts to be returned by the student to the federal grant programs will receive a 50 percent discount.

Appeal Process

Any student whose financial aid has been terminated may submit a written appeal to the Financial Aid Office explaining why satisfactory progress was not maintained and why aid should not be terminated.

Rights and Responsibilities

All student Financial Aid recipients should know and understand their rights and responsibilities for continuation of aid. These may be found in the student Financial Aid Booklet. These are available in the Financial Aid Office to all students.

A financial aid recipient is OBLIGATED TO REPORT TO THE FINANCIAL AID OFFICE ANY CHANGE IN HIS OR HER FAMILY'S FINANCIAL CIRCUMSTANCES. ALSO, THE SOURCE AND AMOUNT OF ANY OTHER FINANCIAL AID MUST BE REPORTED. This includes loans, scholarships, educational benefits, part-time jobs, assistantships, etc. Changes in the student's or family's financial circumstances, whether favorable or unfavorable, may cause revision of the original award. Types of student financial aid available at RCC are listed below:

Federal Pell Grant

Direct grants of gift assistance awarded to eligible students who are enrolled on a full-time or part-time basis in an eligible curriculum program. To apply for a Federal Pell Grant, the student must complete the Free Application for Federal Student Aid. These applications are available in the Financial Aid Office and at most high schools and public libraries.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Designed for the student who has demonstrated an "exceptional financial need." If a student receives an FSEOG, it cannot be less than $200 or more than $2,000 a year provided, however, in no case may the grant exceed one-half of the student's demonstrated financial need. Normally, an FSEOG may be received for up to four (4) years. However, the grant may be received for five (5) years when the course of study requires the extra time. The total that may be awarded is $4,000 for a four-year course of study or $5,000 for a five-year course.

North Carolina Student Incentive Grant (NCSIG)

Legal residents of North Carolina accepted for enrollment or enrolled full-time, in good standing, in an undergraduate program of study may apply for Student Incentive Grants which may not exceed one-half of the total financial need or $1,500 per academic year, whichever is less. To apply for a North Carolina Student Incentive Grant, students must complete the Free Application for Federal Student Aid by March 1.

North Carolina Community College Grant (NCCG)

Students enrolled for at least 6 credit hours in an eligible curriculum program who have an Expected Family Contribution less than 4000 may be considered for a North Carolina Community College Grant. Completion of the Free Application for Federal Financial Assistance is required. Grant amounts will vary according to the EFC.

College and Institutional Work Study

These programs allow an eligible student (eligibility determined through the Free Application for Federal Student Aid by April 15) to work on-campus for a department or instructor. Students may be assigned to work 7-15 hours per week at federal minimum wage and are paid once a month. Assignments may be subject to availability of funds.

Department of Veterans Affairs

The Veterans Administration provides a program of monetary entitlement for the education and training of eligible service persons, veterans, and reservists. The program is designed to promote self-improvement through educational opportunity.

Institutional curriculum programs are approved under the provisions of Title 38 and Title 10 United States Code for the educational training of veterans under Public Law

894 and for the children and spouses of deceased or totally disabled veterans under Public Law 634.

Students who are eligible and entitled to receive benefits under provisions of Chapter 30, 31, 35, 1606, and Sections 901 and 903 may enroll in programs approved by the North Carolina State Approving Agency and may apply for veteran educational benefits. Application for DVA educational benefits may be made in the Veteran Affairs Office on campus. Certified copies of Form DD214 are required.

A veteran who plans to attend Rockingham Community College must have his official high school transcript and official transcripts from colleges previously attended sent to the Admissions Office of Rockingham Community College. Transcripts must be on file and evaluated before the veteran's enrollment can be certified for educational benefits.

Veterans who wish to receive full educational benefits are required to carry a full class load (a minimum of 12 credit hours) in all degree and diploma programs. Benefits status and payment are determined by the following credit-hour rates:

12 (or more) credit hours—full time
9 -11 credit hours—3/4 time
6 -8 credit hours—1/2 time
Less than 1/2 time—pays tuition and fees

Regulations for Student Receiving

DVA Educational Benefits

DVA regulations require the college to monitor a veteran's academic progress. To ensure compliance with DVA regulations, the veteran should be aware of the following provisions:

1. **Audits:**
   No payment of educational benefits will be made to an eligible veteran for audited courses, because no credit toward an educational objective can be earned for an audited course..
2. **Independent Study:**
   Independent study can now be paid on a credit hour basis for single subject pursuits within the design of a post-secondary or higher learning curriculum or plan leading to an accredited, standard, college degree.
3. **Course Options:**
   All courses taken must apply toward degree/diploma requirements. A veteran may not take any courses for DVA educational benefits outside his specific program of study or take more electives than needed.

   Open-ended Courses:
   Open-ended courses are designed to provide self-paced flexibility. The student must meet attendance and/or satisfactory progression criteria as outlined in each open-ended course syllabus to be eligible to receive the "OE" grade option. Open-ended courses are approved for DVA benefits.

Internet/Telecourses:

In order to maintain a high quality of educational and academic excellence, all VA students receiving educational benefits from the Department of Veteran Affairs will meet the following criteria before enrolling in an Internet/Telecourse:

a. The veteran must first meet with the VA certifying official before registration so that proper information and procedures can be discussed.
b. The veteran must have completed 20 hours of course work in the current program with a grade point average of 2.0 or better in the current program.
c. The veteran must have completed any remedial work needed as determined by Rockingham Community College's placement tests.
d. The Internet/Telecourse must be an integral part of the veteran's current program.
e. The veteran must pass each Internet/Telecourse attempted in order to enroll in a subsequent Internet/Telecourse.
f. The veteran must limit Internet/Telecourse pursuits to not more than one-half of the total number of hours approved for graduation.

4. **Course Substitutions:**

A student may apply to his/her advisor for approval of up to three course substitutions. A course substitution requires final approval by the appropriate dean and the Executive Vice President. The approved document must be on file in the Records Office (student file) for audit purposes for graduation.

5. **Drops/Withdrawals:**

Effect of complete withdrawal from school.

A. **Instructor Initiated Drop:**
Instructor drops of veterans receiving benefits must be reported to DVA effective the last date attending class. If non-punitive grades are awarded, and no extenuating circumstances are reported, benefits are adjusted from the first day of classes. If punitive grades are awarded, benefits are payable to the last date attending class.

B. **Student Initiated Withdrawals:**
If the veteran initiates the withdrawal and the DVA determines that extenuating circumstances exist, the veteran will receive benefit payments to the last date of attendance in class.

C. Any change in veteran students' enrollment status must be promptly reported to the DVA to prevent overpayment of benefits.

6. **Changes of Program:**

After initially entering a program, students are allowed unlimited changes of program. The first change is approved without challenge, but the second change must be approved by the DVA after it is verified to be in the best interest of the student. When a program is completed and the student enters another program, a change will occur unless all of the credits transfer from the previous program.

7. **Grades:**

A. Non-punitive Grades:
Grades which do not have hours attempted or quality points to be added into the calculation of the accumulative quality-point average are considered non-

punitive grades by the Department of Veterans Administration. Benefits will not be paid for courses in which non-punitive grades are assigned unless mitigating circumstances are found to exist:

"W" or "WP": If an eligible veteran withdraws from a course after the drop-add period, receives a non-punitive W or WP grade, and mitigating circumstances are not found, benefits for that course will be terminated effective back to the first day of class in that course. The course can be repeated for DVA benefit payments. If the eligible veteran withdraws and mitigating circumstances are shown, the veteran will be eligible for benefits through the last day of attendance in that course.

"U": If an eligible veteran completes a course but receives a non-punitive U grade and mitigating circumstances are not found, benefits for that course will be terminated effective back to the first day of class in that course. The course can be repeated for DVA benefit payments.

"OE": Veteran students who do not complete an open-ended course, but who satisfactorily meet the attendance and/or progression criteria outlined in the course syllabus, may receive a provisional "OE" grade for the course. The student must register again the following semester and complete the course with a grade of A,B,C,D,F or S to receive DVA benefits for the course. One semester of benefits will be paid for successful completion of an open-ended course. If an "F" grade is assigned, the student may repeat the course and receive DVA benefits.

"I": If the veteran student has completed the majority of a course but, due to mitigating circumstances, was unable to complete the course requirements, an "I" grade may be assigned. If course requirements are completed and the "I" grade is changed to a grade of A,B,C,D,F or S prior to the end of the following semester, DVA benefits are payable for one semester. If the "I" grade is not removed within the allotted period, benefits will be terminated effective back to the first day of the semester in which the student initially enrolled for the course. If an "F" grade is assigned, the student may register again and receive DVA benefits while repeating the course. Veterans may not, however, repeat the course for DVA benefits if the grade assignment is A,B,C,D, or S.

"CE": If the eligible veteran completes a course through proficiency examination, VA benefits will not be payable for

that course. If CE credit has been given, the course may not be repeated for DVA benefits.

B. Punitive Grades:
Grades which have credit granted toward graduation, quality points, and/or hours attempted to be computed into the grade point average.

"A", "B", "C", "D", "S": If the eligible veteran completes a course and a grade of A, B, C, D, S is assigned for a course in which credit is granted toward graduation, DVA benefits will be paid for the entire semester. However, the course cannot be repeated for DVA benefits credit.

"WF": If the eligible veteran withdraws after the fourth week of the semester while failing the course and is assigned a punitive WF grade, the DVA benefits will be payable up to the last date of attendance in the course. This course can be repeated for DVA payment purposes.

"F": If the eligible veteran attends class, completes the course, but is assigned a punitive "F" grade for which no credit toward graduation is granted, DVA benefits will be paid for the entire semester. It is distinguished from non-punitive grades, because the hours attempted are used to determine the accumulative quality-point average for graduation purposes. The course can be repeated with DVA benefits.

C. Progress Records:
Records of Progress are kept by this institution on veteran and non-veteran students alike. Grade reports are furnished the students, veterans and non-veterans alike, at the end of each scheduled school term.

7. Probation:
All students receiving DVA educational benefits must maintain satisfactory progress toward their diplomas/degrees. (See RCC Academic Progress Policy and Procedure on page 70.) If progress is unsatisfactory, the law requires the College to report this to the DVA. Students receiving DVA benefits may have one semester on probation to bring their standing above probation status. If these requirements are not met, their DVA benefits will be terminated. Students must receive academic counseling and must show that the cause of unsatisfactory performance has been removed before enrollment will be re-certified for benefits.

Class Attendance

Students receiving DVA benefits are expected to attend all regular class meetings for which they are registered. Veteran students enrolled one-half time or more must respond to the DVA's monthly request for Verification of Attendance in order to receive payment. If a student receiving DVA benefits is dismissed from the college for misconduct, the benefits are terminated immediately.

Endowed Scholarships

Sudie P. Adams Nursing Scholarship

This scholarship was established in August 1994 by Mrs. Sudie P. Adams of the Bethany area in Rockingham County. It was Mrs. Adams' belief in education and the need for properly trained health-care providers that led her to establish the scholarship which is awarded to second-year nursing students with a 3.0 grade point average who demonstrate a commitment to the health care profession. Preference will be given to students with financial need.

The Patricia Lufty Apple Scholarship

Assisting students interested in helping others through medicine is what inspired Patricia Lufty Apple to establish this scholarship in July of 2000. Awards will be made to students residing in Rockingham and adjacent counties studying in an allied health field. Recipients will have a 3.0 grade point average and demonstrate a desire to help others through medicine. Financial need will also be considered. The scholarship is renewable for a second year if the required GPA is maintained.

BB&T Community Scholarship

As a part of a merger agreement with Mutual Saving Bank, BB&T established a community trust grant program to benefit area non-profit organizations. Endowing a scholarship at Rockingham Community College in 1999 with a portion of these funds was a way of fulfilling the corporation's mission to make the communities served by the bank more successful and ultimately better places to live. Recipients must be residents of Rockingham County; have a 2.75 grade point average; and be enrolled in any course of study leading to a degree or diploma. Scholastic merit and financial need will both be considered for the award. The scholarship is renewable for a second year if the required grade point average is maintained.

Marion "Mike" Bagwell Memorial Scholarship

This scholarship was established by family and friends of Marion "Mike" Bagwell in December 1994 to recognize his professional contributions to an area industry, Isometrics. The purpose of this scholarship, which was endowed in March of 1995, is to assist vocational students in attaining the specialized training their work requires. Scholarships will be awarded annually to students enrolled in the Machining Technology, Welding Technology or Industrial Systems Technology programs. Recipients must have a 2.75 grade point average and preference will be given to students planning to reside and work in Rockingham County.

Welsford Farrell Bishopric Scholarship

This scholarship was established in honor of Welsford Farrell Bishopric, who was elected the first chairman of the Board of Trustees of Rockingham Community College and served in that capacity for 23 consecutive years. The recipient must demonstrate finan-

cial need, enroll in a post-secondary degree or diploma program, and maintain a "C+" average. Preference will be given to Spray Cotton Mills employees or their children and Rockingham County residents.

Raymond W. Bratton Memorial Scholarship

Raymond Bratton's wife, Mary, and sons, Randy and William, established this scholarship in his memory in December of 1998. Mr. Bratton was a longtime resident of Reidsville, NC who valued education and admired the work RCC was doing in the county. Recipients of this scholarship will be enrolled in the college transfer program with a 2.75 grade point average and preference will be given to those planning to major in pharmacy or education. Students must demonstrate financial need and the scholarship is renewable if a 3.0 grade point average is maintained.

Richard Glenn Carter Memorial Scholarship

This scholarship was begun in May 1991 by members of the Shiloh Volunteer Fire Department in Rockingham County. A gift from Richard's parents, Norman and Donna Carter of Stoneville endowed the fund. The scholarship will be awarded to students in a vocational or technical program with preference being given to students in the nursing program and to those who have served their communities in some emergency service capacity. Recipients must demonstrate financial need, be residents of Rockingham County and maintain a 2.75 grade point average.

Cate Scholarship

This scholarship is given by the Cate family of Reidsville. Recipients must be twenty-five years of age or older and demonstrate financial need. Recipients must be a resident of Rockingham County enrolled in a two-year program and preference will be given to applicants who attend First Baptist Church on Main Street in Reidsville. This scholarship is renewable for a second year if the recipient maintains a "B" average.

Fred B. Coates Scholarship

This scholarship was established in honor of Fred B. Coates, a veterinarian in Reidsville. First priority will be given to a Rockingham County student who is enrolled in the College Transfer Program pursuing a career in veterinary medicine or a related field. Second priority will be given to a Rockingham County student enrolled in the College Transfer Program aspiring to become a medical doctor or nurse. Preference will be given to any student recommended by the Reidsville Veterinary Hospital. Recipients will automatically receive a second-year scholarship if a "B" average is maintained.

The Connolly Family Memorial Scholarship

The Connolly Family Memorial Scholarship was established in June 1991 by the children of Thomas and Margaret Connolly and siblings of Monica Connolly of Madison. This scholarship is awarded to a second-year associate degree nursing student in the top 25 percent of their class who is not receiving government tuition assistance.

The Merle Adams Dabbs Business Scholarship

The Merle Adams Dabbs Business Scholarship was established in December 1990 by a family member in memory of Mrs. Dabbs who owned and operated Dabbs Florist in Reidsville. The scholarship will be awarded to traditional students graduating from a Rockingham County high school on the basis of service, dedication, and participation in school and community activities. Recipients must (1) graduate in the top 25 percent of their senior class; (2) plan to major in a business curriculum; and (3) demonstrate a true desire to better themselves through education. If two candidates are equally qualified, financial need will be considered. The scholarship is renewable for a second year if the recipient maintains a 3.0 average.

The Dickerson-Blankenship Scholarship

The Dickerson-Blankenship Scholarship was established in February 1991 in memory of James Wesley "Buddy" Dickerson, Thelma Davis Dickerson, Cecil Norman Blankenship and Syble Allison Blankenship and in honor of their families. Scholarships will be awarded to students with a 2.0 grade point average who have been active in school, church, and/or community service organizations. Students may be enrolled in any program of study and demonstrate a desire to better themselves through education. The scholarship is renewable if the required GPA is maintained.

Duncan P. Dixon, Jr. Memorial Scholarship

Duncan Dixon was a mathematics instructor at Rockingham Community College when the college opened in 1966 and taught here for eleven years. Friends and fellow faculty members established this scholarship in July of 1998 in memory of the contributions to the college and the teaching profession that Duncan made. Recipients of the award must have a 2.75 grade point average, be from any geographical area and enrolled in any program leading to a degree or diploma. The scholarship is renewable for a second year if the required grade point average is maintained.

Alice and John Dyer Scholarship

The children of Alice and John Dyer established this scholarship in 1998 to express love and admiration for their parents who were life-long residents of Eden, North Carolina. The establishment of this scholarship is meant to show appreciation for their mother's and father's continual love, guidance, tenderness, dedication, and patience. Recipients will be full-time students; residents of Rockingham County; have a minimum grade point average of 2.75; and be enrolled in a technical or vocational curriculum. Financial need will be considered in awarding this scholarship that is renewable for a second year if the required grade point average is maintained.

The Eden Business Scholarship

The Eden Business Scholarship was established in 1996 by local businesses to assist and encourage Morehead High School graduates in their pursuit of business careers by providing financial support associated with the cost of attending Rockingham Community

College. This scholarship will be awarded to Morehead High School graduates (both traditional and non-traditional) who are full-time students in the college transfer program for the business curriculum. The recipient must have achieved at least a 2.75 Morehead High School grade point average, have demonstrated a true desire to better themselves through education and have been a well-rounded student who participated in school and community activities. The scholarship is renewable for a second year if the student maintains a 3.0 RCC grade point average.

Martha Jacobs Eula Endowed Scholarship

The Martha Jacobs Eula Endowed Scholarship was established in November 1989 through a bequest made by Mrs. Eula. It was Mrs. Eula's dedication to education and her experience in RCC art classes that prompted her to include this scholarship in her will. This scholarship is to be awarded to a student studying in the arts field. There are no geographical restrictions on residency and financial need is a consideration for making this award.

The Kempson Ellington and Thelma Heggie Freeman Memorial Scholarship

The Kempson Ellington and Thelma Heggie Freeman Memorial Scholarship was established in 1996 through a bequest from the Freemans' estate. As residents of Rockingham County, the Freemans knew the value of Rockingham Community College and its ability to provide students with a quality education. Scholarships will be made to residents of Rockingham County who desire to better themselves through education. Students must have a 2.5 grade point average to qualify for a scholarship and scholarships are renewable for a second year if the required average is maintained.

Jerry L. Frye Scholarship

An intense interest in and dedication to education led Faye Frye and her sons, Matt and Chris of Stoneville to endow a scholarship in her husband's and their father's name. Recipients of this scholarship will be high school seniors from the Stoneville attendance area of the Rockingham County School system. Scholars may be enrolled in any area of study and financial need will be considered if two or more students are equally qualified. The scholarship is renewable for a second year if the student maintains a 2.75 grade point average.

The Garrett Endowed Scholarship

The Garrett Scholarship was begun by Mr. and Mrs. John W. Garrett, III in March 1991. This scholarship will be awarded to a Reidsville High School student who graduates in the top third of their class. The scholarship is renewable for a second year if the recipient maintains a "B" average.

Gillie Memorial Scholarship

The Gillie Memorial Scholarship was begun in December 1989 in memory of Garland Kemp Gillie, Sr., as a tribute to his willingness to help others whenever possible and in memory of Garland Kemp Gillie, Jr., in recognition of his interest in education and his respect for academics. This scholarship will be awarded to students from Rockingham, Stokes, or Caswell Counties on the basis of service, dedication, and participation in school and community activities. Recipients should (1) graduate in the top 25 percent of their high school class, (2) plan to major in the liberal arts, and (3) demonstrate a true desire to better themselves through education. If two or more applicants appear to be equally qualified, financial need of the applicant will be the determining factor.

Gray-Truslow Scholarship

The Gray-Truslow Scholarship was begun in November 1989 to honor Caroline (Tine) Gray Truslow's parents, the late Dr. and Mrs. Eugene Price Gray of Winston-Salem, NC, and to acknowledge the advantages she and her husband, Dr. Roy E. Truslow, have been fortunate enough to enjoy and want to share with others. The only requirement the recipient must meet is to have a desire to better himself through education. This scholarship does not have any geographical restrictions, scholastic requirements, or designated field of study. The award may be made to either a first- or second-year student at RCC.

Robert Harris Scholarship

This scholarship was established in December 1997 by friends of Robert Harris of Eden to recognize his many contributions to Rockingham Community College as a trustee and member of the RCC Foundation Board of Directors. Recipients will be residents of Rockingham County studying in any area leading to a degree or diploma. Harris Scholars will be high school seniors who have a 2.75 grade point average and demonstrate financial need. The scholarship is renewable for a second year if this grade point average is maintained.

Maude C. Heffner Memorial Scholarship

This scholarship was established through a bequest made by Ms. Heffner and may be awarded to students enrolled in any program leading to a degree or diploma. Recipients must demonstrate financial need and maintain a "C" average. This scholarship is renewable if a "C" average is maintained.

Hickman-Mitchell Memorial Scholarship

The Stoneville, North Carolina Rotary Club established the Hickman-Mitchell Scholarship in June 1998 in memory of Powell Hickman and Elizabeth Mitchell, residents of Stoneville who were killed by the tornado that struck the area on March 20, 1998. Club members felt that by creating a scholarship in memory of the retired farmer and young schoolteacher that something good could come out of the tragedy. Recipients of the scholarship must have a 3.0 grade point average and be from the Stoneville attendance

zone in the Rockingham County School system. Scholars may be enrolled in any area of study that leads to a degree or diploma and the award is renewable for a second year if the grade point average is maintained.

Ellen Hinson Scholarship and Emergency Grant Fund

RCC alumna, Ellen Hinson, endowed this unique combination scholarship and grant fund in May 2001. Ms. Hinson's belief that a person's life is enhanced by education and her desire to assist students in achieving their educational goals led her to create this scholarship and emergency grant fund. Hinson scholars will be enrolled in the college transfer program or a two-year associate degree program in the liberal arts area. Students must have a 3.0 grade point average and maintain this average to renew the scholarship for a second or third year if necessary. If two or more applicants are equally qualified, financial need will be considered.

The Home Builders Association of Rockingham County Scholarship

This scholarship was established in 1988 by the Rockingham County Chapter of the Home Builders Association and is awarded to a Rockingham County resident who is a high school graduate and has maintained a "C" average. Preference will be given to students in vocational programs related to the building industry. Recipients must demonstrate financial need.

Patty Hoskins Memorial Education Scholarship

This scholarship was endowed in August 1994 by Mr. and Mrs. James R. Walker of Eden, NC. Mrs. Walker established the scholarship in memory of her daughter, Patty who was an outgoing young woman who loved people, animals of all kinds and life in general. Recipients of this scholarship will be college transfer students majoring in education with the intent to teach with a grade point average of 3.0 or better. Financial need will be considered.

Mary Sue Hutcherson Memorial Scholarship

The Mary Sue Hutcherson Memorial Scholarship was established in 1999 by her niece, Mrs. Ethylanne H. Burch of Reidsville. Mrs. Hutcherson was a loving and talented nurse whose career at Reidsville's Annie Penn Hospital spanned over 30 years. Hutcherson Scholars must have a 2.75 grade point average and be enrolled in an allied health program. Scholastic merit and financial need will be considered and the scholarship is renewable for a second year if the required grade point average is maintained.

Dee and Gerald B. James Scholarship

Named for Rockingham Community College's founding President and his wife, this scholarship provides funds for students interested in bettering themselves through education. The scholarship is awarded to residents of Rockingham County on the basis of

scholastic achievement. Students may be enrolled in any area of study and financial need is not a requirement.

Virginia Jett Scholarship

This scholarship is given by the First Presbyterian Church of Reidsville in memory of Virginia Jett, who was a lifelong resident of Reidsville. The annual scholarship(s) will be awarded to a student(s) from Rockingham County.

Anne Simpson Jones Memorial Scholarship

This scholarship was established in memory of Anne Simpson Jones by her son, Robert Jones. Mrs. Jones was an active participant of several fine arts activities and the scholarship is available to a resident of Rockingham County who plans to enroll in the Fine Arts Associate Degree Program.

Gena Leigh Joyce Memorial Scholarship

This scholarship was given by the parents of Gena Leigh Joyce. Gena was a high school senior at the time of her death who planned to attend Rockingham Community College the next fall. The recipient of this scholarship must be a resident of Rockingham County, in the top 10 percent of their graduating high school class, enrolled in the College Transfer program and demonstrate financial need. This scholarship is renewable for a second year if a "B" average is maintained.

The E. Lee and Vivian P. Kimbro Scholarship

Mr. and Mrs. Lee Kimbro, who were natives and longtime residents of Reidsville, established this scholarship in 1999 to assist deserving students with a financial need in furthering their education beyond high school. Recipients must be residents of Rockingham County; have a minimum 2.5 grade point average; be enrolled in a vocational program; and demonstrate a willingness to better themselves through education. The scholarship is renewable for a second year if the required gpa is maintained.

Edna Price King Memorial Scholarship

This scholarship was established in memory of Edna Price King by her husband, Elwood King, and her sons. This scholarship will be awarded to a Reidsville resident or a Rockingham County resident who plans to enroll in the Nursing Program at Rockingham Community College. The recipient must also demonstrate financial need.

Emily Patterson Kinlaw Memorial Scholarship

This scholarship was established in memory of Emily Patterson Kinlaw who was the daughter of John Kinlaw and Susan Thompson. The recipient must be a Rockingham County resident and a graduate of Rockingham County Senior High School or Reidsville Senior High School. The recipient must demonstrate financial need and have a "B" average. This scholarship is renewable if the student maintains a "B" average.

Leaksville High School Class of 1952 Scholarship

Alumni of the Leaksville High School Class of 1952 established this scholarship at their 45th class reunion in December of 1997. The class chose to create this scholarship to assist and encourage Morehead High School graduates who are full-time students in RCC's college transfer program. Recipients must have a 2.75 Morehead High School grade point average, have demonstrated a desire to better themselves through education and have been a well-rounded student who participated in school and community activities. The scholarship is renewable for a second year if the student maintains a 3.0 average.

H. Maud G. Lemons and Wade W. Lemons Memorial Scholarship

This scholarship was established by a bequest made by the late Maud G. Lemons. Annual scholarships will be awarded to students graduating from McMichael High School in western Rockingham County. Maud Lemons served as a school teacher for 46 years, the majority of which was spent in the Madison-Mayodan city school system.

The C.P. "Casey" Lewis, Jr. Memorial Scholarship

In October 1997, Mrs. Margaret Seaks Lewis of Reidsville established this scholarship in honor of her husband, Dr. C.P. "Casey" Lewis, Jr. She created this scholarship to recognize his high regard for education and to honor his service as a physician to their community. Students with a 2.75 grade point average who are enrolled in any program of study leading to a degree or diploma are eligible for this scholarship. Recipients will demonstrate financial need and the scholarship is renewable if a 2.75 GPA is maintained.

Dr. Robert Long Endowed Scholarship

The Dr. Robert Long Scholarship was begun in December 1989 by family friends to honor Long on his 60th birthday. Dr. Long joined the staff of RCC in 1968. He served the college in various capacities including Executive Vice President from 1980 until his retirement in 1983. This scholarship will be awarded to a student studying Office Systems Technology. The recipient must be a citizen of Rockingham County and preference will be given to students from the Mayfield Community. Financial need is a consideration but not a requirement. The recipient must maintain a "C+" average to continue receiving the scholarship.

John D. Love Family Scholarship

This scholarship was established in February 1994 by Mrs. Dorothy Love of Reidsville in memory of her husband, John, and in honor of her family. Recipients must be students in the business technology area with plans to attain an associate degree or transfer to a four-year institution to major in business. Students must be a resident of Rockingham County and have a 3.0 grade point average. Financial need will be considered.

Rachel Creech Lufty Scholarship

Mrs. Lufty established this scholarship in October 1994 to honor the memory of her parents, J. Rufus and Rachel Jones Creech of Johnston County, NC. It was her parents' deep belief in the value of education, their commitment to ensuring that young people had access to education and their concern for the general welfare of all citizens that led Mrs. Lufty to create this scholarship. Recipients must be permanent residents of Rockingham County and be between the ages of 17 and 20 years of age when applying for the scholarship. Lufty scholars must have a 3.0 grade point average, be enrolled in any area of study leading to a degree or diploma and demonstrate financial need.

Michael Mansfield Scholarship

Mr. and Mrs. William T. Mansfield established this scholarship in honor of their son Michael, an alumnus of RCC, and in appreciation for the quality education that he received here. This scholarship reflects Michael's interest and accomplishments in the computer field. Michael Mansfield scholars will be enrolled in the information systems technology program or in a vocational field related to manufacturing. Recipients must have a 2.75 GPA and demonstrate financial need. Partial scholarships are available to students enrolled less than full-time.

Steven Mansfield Scholarship

The Steven Mansfield Scholarship was created by Mr. and Mrs. William Mansfield, in honor of their son Steven, an alumnus of RCC, and in appreciation for the quality education he received here. Steven's interest and accomplishments in the engineering field and his wife Tara's involvement in early childhood education are reflected in this scholarship. Recipients of the Steven Mansfield scholarships will be enrolled in the college transfer program, with a preference for those majoring in engineering fields or the early childhood education program. Recipients must have a 2.75 GPA and demonstrate financial need. Partial scholarships will be available to students enrolled less than full-time.

Gail P. Martin Scholarship

The Marion "Mike" Bagwell family established the Gail P. Martin Scholarship in honor of Mrs. Martin who served as Mr. Bagwell's assistant at Isometrics, Inc. from 1965 until Mr. Bagwell's death in 1993. The family wanted to honor Mrs. Martin's professional and personal commitment to her work and to express appreciation for her loyalty as an Isometric employee. Martin scholars will be residents of Rockingham County who are enrolled in an associate degree or college transfer program. Recipients must have a 3.0 GPA and preference will be given to students with financial need and/or have family members employed by Isometrics, Inc. The scholarship is renewable for a second year if the required GPA is maintained.

Elizabeth "Beth" Webster Mitchell Memorial Scholarship

Residents of Rockingham County along with family and friends of "Beth" Mitchell established this scholarship in May 1998 in her memory after she lost her life in the tornado that struck Stoneville on March 20, 1998. This scholarship recognizes Beth's inspirational spirit which she shared with all around her including her students and fellow teachers at Stoneville Elementary School where she had taught for two years. Recipients of the award will be studying in the humanities area with preference being given to students from western Rockingham County or those planning working in some aspect of education. Students must have a 2.75 grade point average and demonstrate financial need. The scholarship is renewable for a second year if the minimum grade point average is maintained.

Bernice Penn Moore Endowed Scholarship

The Bernice Penn Moore Endowed Scholarship was established by Mrs. Moore to promote the value and access to education for residents of Rockingham County. Recipients must be a resident of Rockingham County with preference being given to residents of Reidsville. The scholarship is renewable for a second year if a "B" average is maintained.

William Worth Murphy Scholarship

This scholarship was established in 1969 by Dr. and Mrs. Roy Truslow of Reidsville to honor Mrs. Truslow's stepfather. This scholarship is awarded to a Rockingham County resident planning a career in nursing or a related medical field. Students must demonstrate a financial need and maintain a "C" average.

Thomas Graves Nelson Memorial Scholarship

This scholarship was begun in March 1993 by William Nelson, III and his wife, Anne, in memory of Will's brother Tommy. The Nelsons established this scholarship as a tribute to Tommy and as an expression of the Nelson family's commitment to higher education, to Rockingham County and to RCC. Qualified recipients of the scholarship will be graduates of a Rockingham County high school who plan to study in the college transfer curriculum and transfer to a senior institution to complete a four-year degree. Recipients must have a 2.75 grade point average and demonstrate financial need. Preference will be given to graduates of Morehead High School in Eden.

The Dollibelle Gregory Newnam Memorial Scholarship

The Dollibelle Gregory Newnam Memorial Scholarship was established by her sister, Mrs. Franklin Oakley of Reidsville. The scholarship will be awarded to students from Rockingham County in their second year of study in the business technologies area who are intent upon completing their associate degree at RCC.

Nolen-Snodderly Memorial Scholarship

This scholarship was given by Don and Lorene Snodderly of Stoneville. The recipient of this scholarship must be a resident of Rockingham County and preference will be given to graduates of Morehead High School in Eden, NC and McMichael High School in Western Rockingham County. The recipient must be enrolled in either the Associate Degree Nursing program or Horticulture Technology and must maintain a "B" average after the first semester of enrollment. This scholarship may be renewed for a second year if the student maintains a "B" average.

The John A. Overby Memorial Scholarship

A special project commemorating the 50th Anniversary of Short Sugar's Drive-In in Reidsville, North Carolina established the John A. Overby Memorial Scholarship. Johnnie Overby was one of the original owners of Short Sugar's and was involved with the youth of Rockingham County all his life. This scholarship was established to honor and continue Overby's interest in the young people of this county. Recipients will be enrolled for a minimum of six (6) credit hours in any of area of study leading to a degree or diploma. Scholars must have a 2.75 grade point average and be well-rounded students participating in school and community activities. Preference will be given to employees of Short Sugar's or their children. Financial need will be considered and the scholarship is renewable for a second year if the required GPA is maintained.

The N. Jerry Owens, Jr. Scholarship

The N. Jerry Owens, Jr. Scholarship was established in 1996 by the trustees of Rockingham Community College, RCC faculty and staff, the RCC Foundation and area citizens to honor Dr. Owens' retirement as the second president of Rockingham Community College. This scholarship will be awarded to residents of Rockingham County enrolled in any course of study leading to a degree or diploma. Recipients must have a 2.5 grade point average or better and demonstrate financial need. The scholarship is renewable for a second year if the required grade point average is maintained.

Gladys Leon Rakestraw Memorial Scholarship

This scholarship was established in June 1994 by Miss Rakestraw's sisters, Marie Rakestraw Irving and Helen Rakestraw Tuttle, both of Stoneville, NC. This scholarship is intended to recognize Miss Rakestraw's commitment to teaching as evidenced by her thirty years as a second grade teacher and her desire to make education accessible to all who wanted to learn. Recipients must reside in Rockingham County, have a 2.85 grade point average, demonstrate financial need and be enrolled in any area of study at RCC.

The William Alexander Rankin and William Alexander Rankin Jr. Memorial Scholarship

This scholarship was created by Mrs. Lucy Rankin in 1972 to memorialize her husband, William Alexander Rankin and her son, William Alexander Rankin, Jr. Preference will

be given to graduates of Rockingham County Senior High School. Applicants may be enrolled in any program at RCC and must demonstrate financial need.

The C. P. and Ruby Robertson Scholarship

The C. P. and Ruby Robertson Scholarship was established by Mrs. Ruby Robertson in memory of her husband to perpetuate his high regard for education. Recipients will have a "C+" average; demonstrate financial need; be enrolled in any area of study leading to a degree, certificate or diploma; and have a true desire to better themselves through education. The award is renewable for a second year if the student maintains a 2.5 average. Preference will be given to students from western Rockingham and eastern Stokes counties.

Alexander Powell Sands Memorial Scholarship

This scholarship was established in memory of Alexander Powell Sands and is awarded to a resident of Rockingham County. Recipients must have financial need and preference is given to students enrolled in the College Transfer Program and planning to major in an agricultural-related field at a four-year institution. Recipients are eligible for a second-year scholarship if a "B" average is maintained.

The Thomas R. "Sonny" Schoolfield, IV Memorial Scholarship

The Sonny Schoolfield Memorial Scholarship was begun in May of 1990 by friends of the Schoolfield family in memory of Sonny Schoolfield who died in a boating accident at the end of his junior year in college. This scholarship will be awarded to a North Carolina resident studying in a technical field. Preference will be given to Burlington Industries employees or their family members. Recipients should demonstrate a strong sense of responsibility and a desire to better themselves through education. If two candidates are equally qualified, then financial need will be considered. The scholarship is renewable for a second year if the recipient maintains a "B" average.

The Melody Harris Shropshire Memorial Scholarship

The Melody Harris Shropshire Memorial Scholarship was established in October of 1990 by her husband, Randy, as a tribute to a wonderful wife and mother who was dedicated to teaching and loving children. Students from Rockingham County, NC and Henry County, VA who are planning to enter the teaching profession are eligible. Recipients maintaining a "B" average will be eligible to receive the award for a second year.

Edith A. Small Scholarship

Miss Small was a teacher who established this scholarship through a bequest from her estate in July 1994. She chose to create this scholarship at RCC because she believed in education and this institution's ability to provide students with an education of outstanding quality. Recipients must demonstrate financial need and a desire to better

themselves through education. Students must have a 2.0 grade point average and priority shall be given to students preparing to enter the nursing or teaching professions.

The Sudie V. Small Scholarship

The Sudie V. Small Scholarship was established in 1996 by a bequest from Miss Small's estate. Miss Small, a lifetime resident of the Reidsville area chose to establish the scholarship at Rockingham Community College because she believed in education and the College's ability to provide a quality education. Scholarships will be awarded to students who demonstrate a financial need and a desire to better themselves through education. Scholarships are renewable for a second year if recipients maintain a 2.5 grade point average.

The Sarah Watt Stokes Memorial Scholarship

The Sarah Watt Stokes Memorial Scholarship was established by her family in January 1991. Eligible recipients are students enrolled in the Criminal Justice Technology Program. The scholarship is renewable if the recipient maintains a "C;pl" average.

The William C. Stokes Memorial Scholarship

This scholarship was established in memory of William C. Stokes, who was one of the original trustees at Rockingham Community College. Recipients must be a resident of Rockingham County and demonstrate financial need. This award is renewable if a "B" average is maintained. Recipients may be enrolled in any program leading toward a certificate, diploma or degree.

The Clarence Tatum Endowed Scholarship

The Clarence Tatum Endowed Scholarship was established in 1991. Recipients of this scholarship must demonstrate financial need, satisfactory academic progress and may be enrolled in any curriculum program. Preference is given to Western Rockingham County residents.

James and Margaret Thomas Memorial Scholarship

Mrs. Louise Thomas Hornaday of Snow Camp, NC established the James and Margaret Thomas Memorial Scholarship in honor of her parents. Mr. Thomas was an executive with Fieldcrest Mills in Eden and civic leader. Mrs. Thomas was a homemaker and mother to eight children. Mrs. Hornaday created this scholarship in recognition of her parents' passion for education and their commitment to making it accessible to everyone. Thomas Scholarship recipients will be residents of Rockingham County who are enrolled in any program leading to a degree or diploma. Students must have a 3.0 GPA and demonstrate financial need. The scholarship is renewable for a second year if the required GPA is maintained.

Elton and Plum Trent Scholarship

The Elton and Plum Trent Scholarship was established by the Trents who have committed themselves to bettering the community of Reidsville where they work and live. Mr. Trent wanted to give back to the community that made his success in the construction business possible. Trent Scholars must be residents of Rockingham County and be enrolled in any program leading to a degree or diploma. They will be selected their senior year in high school, have a 2.75 GPA, demonstrate financial need and be involved in some form of volunteer work. This scholarship is renewable for a second year if the GPA is maintained.

The Sadie and Grover Truslow Scholarship

This scholarship was established by Dr. and Mrs. Roy Truslow of Reidsville in 1966 in memory of Sadie A. and Grover C. Truslow and their family. The scholarship will be awarded to a Rockingham County resident planning to enter the nursing or other medically related field. The recipient will have a "C" average or better and demonstrate financial need.

Scott M. Varner Scholarship

This scholarship was established in March 1992 by Scott's family and friends to affirm his strong belief in education and to acknowledge his deep concern that everyone have access to an education that could lead to their self-fulfillment. The scholarship will be awarded to residents of Rockingham County enrolled in the college transfer program. Preference will be given to volunteer fire fighters in the county or their children who have a letter of recommendation from their area fire chief. Secondary consideration will be given to employees or dependents of employees of the police departments, sheriff's department, emergency medical services or rescue squads who have a letter of recommendation from the appropriate department head. Financial need will be considered and the award is renewable for a second year if a 2.75 grade point average is maintained.

Dorothy G. Waynick Memorial Scholarship

This scholarship was established by Mrs. Waynick's son, William Waynick in August 1994. He endowed this scholarship to honor his mother's long-time commitment to education and her wish to help students who had a true desire to help themselves through education. Scholarship recipients will be residents of Rockingham County who plan to enter the nursing or teaching professions. Students must have a 2.75 grade point average. Financial need will be considered.

Robert S. Waynick, Jr. Memorial Scholarship

This scholarship was established in January of 1994 by Mrs. Dorothy Waynick of Reidsville in memory of her son, Robert. Recipients of the scholarship must be residents of Rockingham County who are enrolled in the college transfer program. Preference will be given to students majoring in history. Recipients must maintain a 2.75 grade point average and financial need will be considered if two or more applicants are equally qualified.

Ruby Malinda Williams Memorial Scholarship

The Ruby Malinda Williams Memorial Scholarship was established in April 1992 by Rear Admiral and Mrs. Winford Barrow to recognize Miss Williams' years of service as a natural science teacher at Reidsville High School from 1934 to 1945. The Barrows created this scholarship in appreciation for Miss Williams' talents in teaching, counseling and nurturing her students to reach their full potential in academics and good citizenship. This scholarship will be awarded to a senior from Reidsville High School who graduates in the top twenty-five percent (25%) of their class or has a 3.25 average, whichever is higher. Preference will be given to students planning on majoring in the natural sciences or teaching.

The Raymond "Winky" Willis Memorial Scholarship

The Raymond "Winky" Willis Memorial Scholarship was established in 1994 by the Youth for Truth organization and its supporters in Mayodan and Madison, NC to recognize the many contributions that Willis made to the youth in the these communities. This scholarship will be awarded to students residing in western Rockingham County who are studying in any area leading to a degree, diploma or certificate. Students must have a 2.0 grade point average to qualify for the scholarship and demonstrate financial need. The scholarship is renewable for a second year if a 2.0 grade point average is maintained.

Warren and Louise Wilson Memorial Scholarship

This scholarship was established in September 1994 by the Wilsons' sons, Bruce and Stephen, in memory of their devotion and commitment to church, family and community and their strength in the face of adversity. Recipients will have a C+ or higher grade point average, demonstrate financial need, be enrolled in any area of study leading to a degree, diploma or certificate and have a true desire to better themselves through education. Preference will be given to students from Rockingham County and especially Eden, NC.

Annie Wootton Memorial Scholarship

The interest from a bequest by the late Ms. Annie Wootton, teacher and former counselor with the Reidsville City Schools, will be awarded annually. Preference is given to graduates of Reidsville Senior High School.

Elmer A. Wrenn Memorial Scholarship

Established in memory of the first business manager at RCC, this scholarship will be awarded to a student pursuing a business administration major or other major in a closely related field.

Institutional Scholarships

Ben R. and Lemma M. Apple Foundation Scholarship

This scholarship was created to promote the value of education among residents of western Rockingham and eastern Stokes Counties. Graduates of McMichael High School, North Stokes High School and South Stokes High School may apply for this scholarship which may be renewable for up to four years depending on the area of study.

The Charles E. Stowe Memorial Scholarship

The Charles E. Stowe Memorial Scholarship, in the amount of $350, is awarded annually at the end of the first clinical term to a deserving surgical technology student at Rockingham Community College. The scholarship is awarded jointly by Morehead Memorial Hospital and Rockingham Community College in memory of Charles (Charlie) E. Stowe, the former Director of Surgical Services at Morehead Memorial Hospital.

The Nurse Education Scholarship Loan Program

Enacted by the 1989 General Assembly, the NESLP is a scholarship loan program based upon financial need. Recipients must agree to work in a health-care facility upon graduation or repay the amount received. Awards range from $400 to $3,000 and are available to Associate Degree Nursing and Practical Nursing students. Applicants should complete the Free Application for Federal Student Aid and submit a request in writing to the Financial Aid Office to be considered for this loan program.

The Nurse Scholars Program

Enacted by the 1989 General Assembly, the NSP is a merit scholarship loan program for full-time students. Financial need is not a selection criterion. Associate Degree Nursing students may receive $3,000 per year for up to two years. Nominees must have a 3.0 GPA, be a North Carolina resident, and agree to enter into a contractual agreement with the State Education Assistance Authority to practice at an approved site as a full-time RN in the State upon graduation. Eligible applicants will be contacted by the Financial Aid Office. Students enrolled in the UNCG BSN program on RCC's campus should contact the UNCG Financial Aid Office for information on this program.

RCC Foundation Scholars Program

Scholarships in the amount of $1,250 are awarded annually to two graduates of each of the four Rockingham County high schools. Recipients must be in the top 15 percent of their graduating class. Financial need is not a consideration and there is no restriction as to program of study, except the student must be enrolled full time. These scholarships are renewable for a second year if a "B" average is maintained. High school seniors should contact their high school counselors for an application.

Wachovia Technical Scholarship

Established by the Wachovia Bank and Trust Company, two scholarships in the amount of $500 are awarded each year. Recipients must be enrolled full-time in the second year of the Electronics Technology, Business Administration, or Information Systems Technology Program. Students should also demonstrate scholastic promise and financial need.

Students are invited to inquire about other scholarships which may be available through the Financial Aid Office. All scholarship applications are due in the Financial Aid Office no later than April 15 each year.

Loan Funds

Federal Perkins Loan

Formerly known as the National Direct Student Loan, this program was designed to provide long-term, low interest bearing loans with cancellation provisions for certain full-time teaching service. The interest rate is 5% per annum, but does not accrue during the borrower's in-school period. The first payment is not due until the borrower has been out of school for nine months. The normal payment is $40.00 per month and repayment may be deferred for up to three years for military, Peace Corps, or VISTA service. A maximum of $3,000 may be borrowed during the first two years of study.

Federal Stafford Loan

The Federal Stafford Loan program enables students to borrow money at a low interest rate from banks, credit unions, savings and loan associations, or other participating lenders. Annual loan limits are $2,625 for freshmen and $3,500 for sophomores. Loan repayments begin six months after the student ceases to be enrolled at least half time. Deferments may be granted for half-time enrollment in an eligible institution; enrollment in a full-time course of study in a graduate fellowship program; engagement in a full-time rehabilitation training program for individuals with disabilities; conscientiously seeking, but unable to find, full-time employment (for up to three years); or experiencing an economic hardship as determined by federal law (for up to three years). Since all Federal Stafford Loans are based on financial need, applicants must complete the Free Application for Federal Student Aid, be considered for a Federal Pell Grant, and submit a student loan application to the Financial Aid Office. Enrolled loan applicants are required to have at least a 2.0 grade point average.

Rockingham Community College, Duncan-Marion, Mary Rochester, Jack Garber, Jean Irving, Hooper-Shockley, and Mary Owens Emergency Loan Funds

Small amounts may be borrowed for tuition and fees. The loan is made for a short term (one semester) and no interest is charged. All funds operate as revolving accounts, and the availability of funds is totally dependent upon the borrower's cooperation in repaying all loan money within the specified time.

Other Sources

The College serves as a referral and information agency for the following resources:

1. Veterans Benefits
2. Social Security
3. Department of Social Services
4. Vocational Rehabilitation
5. Job Resource Center

All financial aid is awarded on the basis of demonstrated need. Those persons who foresee a need for financial assistance are encouraged to complete a financial aid application early in the year preceding the date of expected enrollment. Applications may be obtained from the Financial Aid Office.

Financial aid awards are NOT automatically renewable. The academic year covered by the awards will be shown on the student's award letter and consideration for aid beyond that time can be made only after an updated application has been received.

Students needing assistance should contact the Financial Aid Office.

Services for Students

RCC's Student Services Division offers a number of related services via the web page designed to assist students in developing self-reliant, responsible behavior. Students are invited to take advantage of the following offices and services:

Admissions
Records Office and Registration
Student Life
Inclement Weather Policy
Financial Aid and Veterans
Counseling Services
Job Placement
RCC Services for Students Brochure (in pdf format)
at http://www.rockinghamcc.edu/studentservices/studentservices.htm

Advisement Services

Academic advising at Rockingham Community College is viewed as a continuing teaching and learning process in which the resources of the institution are available to assist the student in his/her total development. The primary facilitator for this process is the faculty advisor who as a teacher, role model and mentor assists the student in designing and modifying an academic plan which reflects the student's career decisions. The relationship between the advisor and student should be one of trust and commitment, in which both understand and perform their respective roles and responsibilities. This relationship is enhanced through cooperation, encouragement, and stimulation.

The advisor helps the student identify his/her goals, objectives and concerns at Rockingham Community College. As a teacher, the advisor assists the student in developing skills in asking questions, in planning and implementing, and in making decisions. As an academic role model, the advisor brings to the relationship a concern for the student and his/her academic program as well as information, experience, and resources which can be of assistance to the student. As a mentor, the advisor raises appropriate questions, offers advice and facilitates the solving of academic problems. In the event the student's personal problems interfere with academic success, the advisor may assist the student in identifying and utilizing college and community resources.

The student brings to the advisor/student relationship an openness concerning his/her interests, responsibilities, experiences, goals, and abilities. As a learner, the student recognizes the importance of working with his/her advisor and seeks to strengthen the relationship through honest expressions of the self.

Frequent advisor-student contact should enhance the probability that a student will be able to make appropriate course selections and thereby transfer to other programs and/or institutions without problems. Frequent contact will also be beneficial in the event of problems in classes in which the student is currently enrolled.

Advisor Responsibilities:

To provide technical assistance by:

1. Discussing and explaining the advisement process.
2. Monitoring advisee progress through scheduled appointments to obtain feedback.
3. Maintaining an active file on each advisee.
4. Maintaining an updated graduation check list.
5. Maintaining office hours and appointment sheets for advisees.
6. Assisting advisees to develop long range plan of study.
7. Assisting advisees in selection of courses for a particular semester.
8. Approving the registration for advisees by signing the appropriate registration forms.

Student Responsibilities:

To assume responsibility for his/her education by:

1. Scheduling an appointment with their advisor at least 2 weeks prior to the beginning of registration. (To make an appointment, the student must go to the advisor's office and reserve a time on the sign-up sheet.)
2. College transfer students should obtain a copy of the transfer requirements (if available) from the school to which they wish to transfer from the Career Center and/or copy of the appropriate college catalog(s) and take them with you when you meet with your advisor.
3. Discussing with your advisor your long-range plan of study that is appropriate for your particular career life goals.
4. As soon as schedules are available, selecting courses and developing a suitable schedule of classes using the program planning sheet.

5. Meeting with your advisor during registration to fill out and sign registration forms and make any necessary changes.
6. Discussing any changes in schedule and registration with your advisor.
7. During the semester if you wish to drop a course, meet with your advisor and discuss the drop, revise the long-range plan and fill out the appropriate forms.

If the student wishes to change programs, you should see a counselor to discuss your plans and complete the necessary forms. If you wish to change only an advisor, see an admissions counselor or your current advisor to make the necessary changes,

All students are responsible for the proper completion of their academic program, for familiarity with all requirements of the catalog, for maintaining the grade average required and knowing their academic standing, and for meeting all other requirements. Advisors and counselors are available to all students, but final responsibility remains with the student.

Counseling Services

The primary objectives of counseling at Rockingham Community College are:

—to help people reach personal goals

—to help people create realistic plans which meet their needs in all areas of living

—to help people improve decision-making abilities which will aid them in exercising self-direction and problem-solving in personal, academic and career planning.

Counseling Services are available to all students and offer the opportunity for each individual to explore with a nationally certified counselor individual concerns, skills development, hopes, dilemmas, crises, or choices which may affect them during their college years.

Typical counseling sessions deal with such matters as educational and vocational choice, personal concerns and academic progress. Referral services to other agencies are available for those individuals who may be in need of them.

Vocational and career testing are an integral part of the counseling resources at Rockingham Community College. These tests and inventories are designed to furnish the individual with information related to their personal abilities, interests, values, needs, etc. and to evaluate this information into a career/life planning process.

People are encouraged to use the counseling services as an important part of their college lives. For further information, visit or call the Student Services Office, extension 2333.

Career and Life Planning

Rockingham Community College's Career Center provides resources and services to assist people in career/life planning. The center is located in the Whitcomb Student Center.

The resources are designed to encourage individuals to examine and understand their personal aptitudes, interests, behaviors, abilities, skills and values and to use this information in exploring and establishing realistic career goals. Types of resources offered include: individual and group counseling by nationally certified career counselor; a variety of testing and assessment inventories (abilities, interests, values, needs, etc.) and interpretation; educational, career and job search information; career and employment classes, workshops, and seminars. "CHOICES-CT" and "SIGI-PLUS", computerized

career exploration and information systems, are available to assist individuals in career life planning. A career library containing occupational materials including books, pamphlets, videotapes, cassettes, and employment-related information is maintained in the Career Center. Also, a collection of materials concerning colleges, universities, trade and professional schools is available.

Printouts of course equivalency information for the major N.C. schools are available upon request in the Career Center.

All resources and services are available free of charge to students, alumni, employees and area citizens.

Placement Services

The Job Placement Office at Rockingham Community College assists students and alumni in seeking full-time, permanent employment upon graduation, as well as finding part-time, temporary employment while attending school. The Job Placement Office also provides job and career information for anyone in the community that may be looking for employment.

The RCC Placement Office can help employers contact new or past graduates of the following divisions: Business Technology, Allied Health, and Vocational Technology, as well as College Transfer and alumni.

On Campus Recruiting

Job development within each curriculum is promoted at RCC on an ongoing basis. Employers from business, industry, government, and education recruit at RCC. The placement office gives employers a centralized location for contact. Employers may contact the Director of Placement to schedule recruiting times on campus.

In the spring, an annual Job Fair is held on campus for the majority of the curricula. The Job Fair caters to the four major divisions on campus: Business Technology, Vocational Technology, Allied Health, and College Transfer. Alumni and others in the community seeking employment are also urged to attend.

Resume Assistance

Resume assistance is also available through Career Services and the Job Placement Office at RCC. Students, alumni, and others in the community are able to receive assistance.

Job Opportunity Listings

Employers may contact the Job Placement Office through e-mail, fax, phone or mail to list any employment opportunities. These openings will remain active for five weeks within the Placement Office. This information is shared with alumni and department heads upon receipt.

Job opportunities are posted on the Job Bulletin Boards located in Whitcomb Student Center, the Technical Laboratories Building, the Vocational Building, and the Classroom Building. These listings may also be mailed to alumni who request this information. By completing a "Job Placement and Assistance Request" form and returning it to the Placement Office, a student/alumni can receive the information.

Services for Students With Special Needs

The College is committed to ensuring that persons with special needs due to disabilities will be provided assistance to help integrate them into the programs and activities of the College. It is the intent of the College that all courses of study be fully accessible to all qualified students; to this end, assistance may be provided including special parking privileges, relocation of classes, modified instructional and/or testing methods and help to acquire auxiliary aids when needed. Special parking stickers for persons with disabilities may be secured from the Dean of Student Services' Office. To facilitate the delivery of these services, RCC would appreciate the advance notice of three months from those with special needs so that special equipment and necessary adjustments in programs and facilities may be made.

Rockingham Community College is committed to providing quality educational services to all qualified students in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. A computer workstation is available in the multi-media learning center to facilitate the learning process for students with special needs. This workstation features hardware and software designed to accommodate students with a variety of special needs including vision and hearing impairment, limb paralysis and learning disabilities.

A student with a disability that may affect his/her education should contact Terry Kent or LaVonne James in Student Services. It is the responsibility of the student to self-disclose the disability, to provide appropriate, current documentation and to request services in a timely manner.

Math-Science Learning Lab

The Math/Science Learning Lab provides faculty and peer student tutoring for students in developmental mathematics courses. Further, audio and video rooms are available for students performing assignments in the curriculum mathematics and science courses. As part of the learning lab a computer room is available to students to aid them in their math and science assignments requiring data analysis, research, and report writing. The Math/Science Learning Lab is open during selected day and evening hours.

Learning Assistance Center

The Learning Assistance Center offers a variety of tutoring services in the humanities, particularly foreign languages, grammar, writing, computer literacy, research skills, and study skills. Tutoring is achieved through several methods in order to meet the needs of different learning styles; we offer computer-assisted instruction, audio tapes, and printed material as well as one-on-one tutoring by both instructors and peer tutors. In addition, the Center houses computers available for student use, with qualified assistants on hand to aid the student in their operation.

Campus Government and Student Life

Each student at Rockingham Community College is invited to take an active part in the making of decisions; indeed, taking part in campus government is regarded as an important part of one's education. The supervision of all student activities is the responsibility

of the Director of Student Life and must relate to the mission and purpose of the college.

Students share equally with faculty and staff in creating policies that affect the campus community. This is done through the College Assembly, which is made up of five students, five faculty, and five non-teaching staff representatives, elected by the campus community. The College Assembly operates through a variety of standing and temporary committees, such as the College Calendar Committee and the Resource Management Team, and recommends policies for final approval by the President and Trustees of RCC.

The five students elected to the College Assembly are the Student Caucus. These five students also serve in the capacity of a Student Government Association. Students seek elected office in the SGA/Caucus by running for President, Vice President, or three at large offices. The President of the SGA serves as a non-voting Trustee.

In addition, students are encouraged to take part in one or more of a variety of clubs and committees on the RCC campus. The student newspaper, The Rock, provides reporting, creative writing, photography, advertising sales, editorial and layout experience for its staff.

Students join clubs which express their own interests or organize other Clubs which they feel are more appropriate. The College Assembly has developed an overall club policy but does not interfere with the functions or activities of the clubs. Clubs and committees at RCC are:

Alpha-Omega Club, the Science-Fiction Club, the Nature Club, the Athletics Committee, the Chess Club, the Astronomy Club, Alpha Kappa Pi chapter of Phi Theta Kappa (academic honors society), Cultural Diversity Club, SIFE Club, and Criminal Justice Club.

For more details about the College Assembly and the entire club/committee system at Rockingham Community College, see the Student or Faculty/Staff Handbooks.

The Harold W. Whitcomb Student Center

The Whitcomb Student Center provides members of the College community the opportunity to experience creative, cultural, educational, and social activities. As one of the several college facilities and programs which contribute uniquely to human development, the Center provides an opportunity for the expression and confrontation of ideas and concepts.

Cooperating with the total college community in planning activities and providing facilities for programs, the Center provides an opportunity for students, faculty, staff, and the Rockingham County community to gather in an informal setting to become more fully involved in the life of the college.

Located in the Whitcomb Student Center are areas for lounging, meeting friends, selecting items from a short-order grill, television viewing, computer usage, playing small games, ping pong, and pool, studying, reading, conversing, and a large screen television. The Information Desk is the focal point of the Center and provides direction or aid for students and the community. The Center is the place to meet an old friend or to make a new one. All students, faculty, and staff are warmly invited to participate in the development, production, and evaluation of the Center's programs.

Food Service

The RCC Cafe, located in the lower level of the Whitcomb Student Center, provides short orders and plate lunches on a daily basis. Also provided through vending machines is a selection of sandwiches and other food. The cafeteria operates from 8:00 a.m. to 1:30 p.m. Monday through Friday. Also, vending machines are available in the cafe and in other buildings on campus.

Bookstore

The Bookstore, on the upper level of Whitcomb Student Center, carries all instructional supplies for classes as well as a variety of paperbacks, pens, pencils, notebooks, gifts and RCC clothing items. The Bookstore is open from 8:30 a.m. until 6:00 p.m. Mondays and Thursdays. It is also open from 8:30 a.m. until 3:30 p.m. on Tuesdays, Wednesdays and Fridays when classes are in session. The Bookstore is open additional hours during buyback and registration.

Bookstore Refund Policy

If you are not satisfied with your purchase, the RCC Bookstore will be happy to issue a refund, subject to the following policy:

1. Cash register receipt must accompany all returns for refund.
2. Merchandise must be in saleable condition (i.e., unopened package, not written in or otherwise defaced, not used or worn.)
3. Merchandise defective due to publishers or manufacturer's error will always be replaced.
4. Textbook returns should be made within the first two weeks of class. Refunds will be mailed by the RCC Business Office and should be received within 3 weeks after the return. All returns are subject to the approval of bookstore personnel, and any exceptions to this policy must have the approval of the bookstore manager.

Child Development Center

Opened in 1990, the Child Development Center (CDC) provides developmentally appropriate care and education for pre-school children while serving as a hands-on laboratory site for students enrolled in the Early Childhood Associate program and other College programs of study. The CDC offers students the opportunity to learn about child development and the education of young children by observing and interacting with preschoolers under the supervision of qualified teachers and staff. In addition, the CDC serves as a convenient resource for students with young children. The CDC also accepts applications from faculty, staff and the general public.

The CDC enrolls children from infancy through five years of age. Operational hours are 7:30 a.m. to 5:30 p.m., Monday through Friday. The facility is licensed at the Four Star rating by the Division of Child Development of the North Carolina Department of Health and Human Services.

Sports and Games

Intercollegiate Athletics

RCC offers men's basketball, and baseball, and women's basketball, and volleyball. Individuals interested in playing intercollegiate athletics at RCC should call the Director of Student Life at (336) 342-4261 ext. 2230.

Re: Admission

In accordance with Rockingham Community College's open door admissions policy, students admitted to the college who plan to participate in intercollegiate athletics must meet all admissions criteria set forth in the college catalog.

Re: Recruitment

Athletic recruitment will occur within the guidelines set forth by the National Junior College Athletic Association and the potential student-athletes' ability to benefit from Rockingham Community College's program and services.

Re: Financial Aid

Financial Aid for Student-Athletes will be administered through the Financial Aid Office. Student-Athletes are encouraged to apply for all the financial aid for which they may qualify. Though the institution currently awards no scholarships based purely on athletic participation, the institution is striving to build a base of support to fund future athletic scholarships.

Re: Continuing Eligibility

Student-Athletes must maintain satisfactory progress in their chosen majors. This satisfactory progress is determined jointly by RCC's Academic Progress Policy and Procedure and NJCAA eligibility guidelines.

Inter-organizational Competition

Inter-organizational competition among RCC students and between RCC students and representatives of non-RCC organizations is permitted when participation in such activities is judged to contribute to the educational objectives of college instructional and/or student activities programs.

Inter-organizational competition refers to any organized competitive co-curricular activity involving RCC students. Such activities may involve team sports such as volleyball and softball, individual sports such as golf or tennis, or recreational matches such as chess and bridge.

Intramural Sports Program

An extensive program of intramural sports is available to all RCC curriculum Students. Participating in these sports is voluntary and college credit is not given. Interested students should call the Director of Student Life at (336) 342-4261 ext. 2230.

Gymnasium

The Gym is open for free-play during specified times on Mondays through Fridays when the college is in session. Times available for free-play are posted outside the Gym Office.

Students, faculty, staff, and employees of organizations that are in partnership agreement with RCC are eligible to use the Gym during free-play times. However, a current RCC ID card is required by all that wish to use the Gym. Qualified personnel can get their RCC ID cards at the Student Center during normal college hours. Expectations for people using the Gym are posted over the main door. These expectations of behavior must be followed.

Fitness Center

The Fitness Center is open during specified times on Mondays through Fridays when the college is in session. Times are posted outside the Gym Office and these times will vary from week-to-week. Students, faculty, staff, and employees of organizations that are in a partnership agreement with RCC are eligible to use the Fitness Center during free-play times. However, a current RCC ID card is required. Qualified personnel can get their RCC ID cards at the Student Center. Regulations applicable to the use of the Fitness Center are posted on the wall in the Fitness Center. All Fitness Center users must follow these regulations.

Recreational Program

The College maintains athletic fields, a gymnasium, and a student center which provides students opportunities to pursue varied recreational interests. The gymnasium features areas for rhythm activities, weight training, and various indoor sports such as basketball, volleyball, and badminton. These facilities and activities are open to all Rockingham Community College full-time curriculum students, and equipment may be checked out for recreational and leisure time activities with an RCC student ID card. Time and supervision of free play is governed by the Physical Education instructors.

Gerald B. James Library

The Gerald B. James Library offers a wide variety of materials and services to the students and faculty of Rockingham Community College and to the citizens of Rockingham County. Individuals are invited to come to the library to acquire materials needed for classes or for personal enrichment, to study, or to get assistance with special research problems.

Library Materials and Services

The library houses more than 40,000 books, non-print media, periodicals, newspapers and other materials to support the instructional programs of the college. A staff member is always on hand to assist students in locating needed information and in demonstrating equipment use. The library also provides electronic access to information including computerized online services, CD-ROM databases and access to the Internet. Resources from other libraries are available through CCLINC and Interlibrary Loan.

Hours: Monday through Thursday 7:45 a.m. to 9:00 p.m.
Friday 7:45 a.m. to 5:00 p.m.
Closed Weekends
Hours for summer and breaks are posted at the library.
For more information, please call (336) 342-4261 ext. 2247.

Rockingham County Historical Collections

Of growing interest for both the classroom student and for the independent researcher in local history and genealogy is the collection of materials including deeds, wills, trusts, marriage notices and similar documents. Old newspapers, local histories, and architectural surveys are also materials which have been increasingly popular. Within the limits of available funds, the library is committed to expanding the local history collection consistent with its role as an adjunct to classroom teaching and its role as the resource agency for a community institution. The collection is a project of the Rockingham Community College Foundation, which is a group separate from but supportive of the College.

Student Academic Success Services (SASS)

SASS is open to all students who want to be successful in college. Services include counseling, support services, study skills, tutoring, referrals to campus and community resources and learning to maximize one's learning style. Software and equipment include word processors, computer assisted instruction, and electronic spellers. SASS is especially useful to students with special needs, such as homemakers returning to school or students with disabilities. SASS, located upstairs in the James Library, is open from 8:00 – 5:00, and other times by appointment. For more information call (336) 342-4261 ext. 2243, TTY (336) 634-0132.

Application for Graduation

Students who expect to complete requirements for a degree, diploma, or certificate must apply to the Records Office for graduation by filling out a Notice for Degree form. These forms should be completed at the time of registration for the semester in which the student expects to graduate.

Transcript Requests

Transcripts can be requested in person at the Records Office or by submitting a written request. Requests are not accepted by telephone. You can print a copy of the Transcript Request Form from the web page and mail the completed form to the Records Office. A faxed request can be sent to 336 342-1809. E-mail requests are not accepted without an electronic signature. There is no charge for the transcript.

Academic Regulations

The catalog of Rockingham Community College is intended to describe the operations and programs offered by the College.

Students generally may expect to earn a diploma or degree in accordance with the curriculum requirements outlined in the catalog published at the time of initial enrollment. However, the College reserves the right to make changes in the curricula and/or schedule when it is deemed to be in the best interest of the students and/or College.

When changes occur students must adjust to these changes unless special permission is granted.

If a student withdraws and then re-enters the same program, the catalog in effect at the time of re-entry will be the catalog used to determine diploma or degree requirements.

Variation in Degree Requirements

In exceptional cases, variations in degree requirements can be approved by the Executive Vice President. In cases where institutional error or oversight is believed to have occurred or exceptional circumstances need to be considered, requests for variation in graduation requirements can be made in writing to the Executive Vice President. The request should include a rationale and justification for variation in requirements. The decision of the Vice President will be based upon appropriate consultation with faculty and staff and will be final. Copies of the request, documentation of the review process and the decision shall become part of the student's permanent record.

Scholastic Standards

Rockingham Community College students are expected to maintain satisfactory scholastic standards. At the end of each semester an assessment shall be made of each student's total scholastic record. The academic policies are directed toward (1) prevention of failure, (2) remediation, and when other methods do not succeed, (3) exclusion from a program or the college.

Graduate Competencies

Students meeting the requirements for graduation from Rockingham Community College's associate degree and diploma programs should:

Demonstrate effective speaking, writing, and reading skills.
Gather and analyze information to make logical decisions.
Demonstrate positive interpersonal skills.
Demonstrate appropriate mathematical skills.
Demonstrate appropriate computer skills.
Perform technical skills applicable to their chosen program.

RCC Academic Honesty Policy

Academic integrity will not be compromised at Rockingham Community College. Cheating, plagiarizing, falsifying results of study or facilitating academic dishonesty are prohibited and can result in sanctions as extreme as suspension from class(es) and/or from RCC.

It is the right and responsibility of instructors to maintain an atmosphere of high academic integrity within their classrooms. A charge of academic dishonesty and the assigned consequences thereof are the right of the instructor. It is the right of the student to contest a charge of academic dishonesty and/or the consequences assigned by the instructor. The procedures for contesting a charge of academic dishonesty are the same as those for contesting an assigned grade. Those procedures are specified in the Grade Contesting Policy. (Page 70 of the current RCC Catalog).

In the event of cheating or academic dishonesty that extends beyond a single class, faculty members, deans, or counselors may send the charge to the Executive Vice President. If deemed necessary by the Executive Vice President, an ad hoc committee may be appointed to investigate the charge and recommend an action to be taken.
(Complete policy is published in the Student Handbook).

Grading

Philosophy

Operating under the "OPEN DOOR" policy, Rockingham Community College accepts all adults who make application and can benefit from any of the programs offered (see admission procedures and requirements). It is believed that, given the proper program and circumstances, most students can perform satisfactorily. The overall objective is to work with students at their present levels of achievement and ability and help them reach their optimum potentials insofar as possible within the capabilities and limitations of the institution. To accomplish these goals the faculty and staff seek to help students to understand clearly what level of achievement is expected of them and how that level may be reached. The grading system is designed to provide students with constructive feedback about their progress and goal attainment.

In order to fulfill their primary purpose of enhancing learning, grades must serve a communicating and motivating purpose. RCC's grading system seeks to fulfill this dual role. It is designed to reflect the belief that students learn better when motivated by success rather than failure and that they should, therefore, be informed of good performances and successful results. Likewise, it is designed with the belief that students should be provided with knowledge of mistakes and how to correct them. In addition, the system attempts to accommodate the fact that different students require different time spans to master given subjects.

Rights and Responsibilities

Involved in any grading system are certain rights and responsibilities of students, instructors, administrators, advisors, and counselors. The following list represents only those rights and responsibilities which relate directly to the Rockingham Community College

grading system. Other rights and responsibilities are outlined in appropriate sections of this catalog and in other College publications such as the Student Handbook and the Faculty-Staff Handbook:

Students

1. The student has the responsibility to put forth sincere, conscientious effort to fulfill the objectives of courses in which he/she is enrolled.
2. The student has the responsibility to meet with his/her instructors, advisor, or counselor if the student feels he/she is in academic difficulty.
3. The student has the right to know the basis on which he/she will be evaluated.
4. The student has the responsibility, with the aid of his/her instructors and counselors, to set realistic goals.
5. The student has the responsibility to pace himself/herself in an open-ended course (a course in which the time allowed for completion of the objectives is flexible.)
6. The student has the right to appeal a grade and the responsibility to know the correct procedure for appeal.
7. The student has the responsibility to contact his/her instructor regarding the grade of "I" and to make arrangements to complete the necessary work to remove the "I" within the time allowed.
8. The student has the responsibility to follow the established procedures when withdrawing from a course or from the institution.
9. When repeating a course, the student has the responsibility to complete a Repeat Card and deliver it to the Records Office during registration. If a Repeat Card is not submitted to the Records Office, the grade will be changed to an audit (AU) grade.
10. The student has the responsibility, prior to filing a notice with the Records Office for a degree, diploma, or certificate to review his/her record in consultation with his/her advisor to assure that all graduation requirements will be met before the proposed graduation date.
11. The student has the responsibility to be familiar with the Student Handbook, the RCC Catalog, any additional academic policies and procedures not specifically outlined in Items 1 through 10 listed above, and to plan his/her program accordingly.
12. Additional rights and responsibilities for students as outlined in appropriate sections of this catalog and in other college publications such as the Student Handbook.

Instructors

1. The instructor has the right to define performance requirements for specific grades.
2. The instructor has the responsibility to state the course objectives and grading system early in the semester.
3. The instructor has the right and the responsibility to continue his/her efforts in learning new and different ways to facilitate student instruction and evaluation.
4. The instructor has the right and responsibility to determine the best methods of presenting material in his/her courses.
5. The instructor has the responsibility to evaluate his/her grading procedures periodically.

6. Additional rights and responsibilities for instructors are outlined in appropriate sections of this catalog and in other college publications such as the Faculty-Staff Handbook.

Administrators

1. The administrator has the responsibility to recommend the employment of faculty and other professional staff whose philosophy is consistent with that of the institution.
2. The administrator has the responsibility to provide the time, resources, and facilities necessary for the teaching and learning process.
3. The administrator has the responsibility to provide a process for grade appeals.
4. The administrator has the responsibility to provide in-service training for the faculty.
5. The administrator has the responsibility to provide appropriate counseling and advising services.
6. The administrator has the responsibility to provide services for effective placement of students in courses.
7. The administrator has the responsibility to provide leadership in the development and continuing evaluation of a standard grading system.
8. Additional rights and responsibilities for administrators are outlined in appropriate sections of this catalog and in other college publications such as the Faculty-Staff Handbook.

Advisors

1. The advisor has the responsibility to consult with the student's instructor and/or counselor in cases where the student's progress in a course or program is in question.
2. The advisor has the counselor-shared responsibility to assist the student in preparing grade contesting requests.

Counselors

1. The counselor has the responsibility to consult with the student's instructor and/or advisor in cases where the student's progress in a course or program is in question.
2. The counselor has the advisor-shared responsibility to assist the student in preparing grade contesting requests.

Grading Symbols

Since the RCC grading system operates on the firm belief that each student has the right to know the basis on which he/she will be evaluated, every effort is made to identify and define symbols used in the institution and in each course. A total of sixteen different symbols have been identified and defined for use in the RCC grading system. Open-ended courses and courses which may be taken on the S/U or CE basis are identified in the course syllabi. All courses, except those designed open-ended or CE will utilize the other eleven symbols.

Grade	Definition	Quality Points
A	The student has, in a superior way, met the objectives established for the course by the instructor and department or departments involved.	4 per sem. hr.
B	The student has more than adequately met the objectives established for the course by the instructor and the department or departments involved.	3 per sem. hr.
C	The student has adequately met the objectives established for the course by the instructor and the department or departments involved.	2 per sem. hr.
D	The student has minimally met the objectives established for the course by the instructor and department or departments involved.	1 per sem. hr.
F	The student failed to meet the objectives established by the instructor and the department or departments involved in a traditional course or failed to make satisfactory progress in an open-ended course.	0 per sem. hr.
I	The student has completed the major portion of the course and due to extenuating circumstances has not been able to complete all the requirements. The students should be able to complete the course with minimum assistance from the instructor. This symbol does not count as hours attempted or hours earned. If the "I" grade is not removed by the end of the twelfth week of the semester following the one in which it was given, the instructor will receive a notification from Records Office and the instructor will assign a grade (A, B, C, D, F, S, U) as appropriate to the course by the end of the fourteenth week or request through the Executive Vice President's Office a specific time extension. This procedure is followed regardless of whether the student is enrolled. The "NC" symbol may be used only for the removal of the incomplete grade when the student has not completed the course requirements.	0 per sem. hr.
S	The student successfully completed the course on the S-U option or completed a course in which the S or U is given. The symbol does not count as hours attempted but does count as hours earned. The "S" grade indicates that the course was completed with a "C" or better.	0 per sem. hr.
U	The student did not successfully complete a course taken on the S-U option or did not successfully complete a course in which the S or U is given. This symbol does not count as hours attempted or as hours earned.	0 per sem. hr.
OE	The student progressed satisfactorily in an open-ended course but did not complete the requirements of the course. This symbol does not count as hours attempted or as hours earned.	0 per sem. hr.
AU	Audit. This symbol does not count as hours attempted or as hours earned.	0 per sem. hr.

W	The student withdrew during the 60th percent point of a regular semester or its equivalent in an abbreviated semester. Withdrawals may be student or instructor initiated. This symbol does not count as hours attempted or as hours earned. An asterisk indicates that the student withdrew before the 10 percent point of the semester.	0 per sem. hr.
WP	The instructor withdraws a student after the 60th percent point or its equivalent due to absences or other considerations while the student is doing satisfactory work. This symbol does not count as hours attempted or as hours earned.	0 per sem. hr.
WF	The instructor withdraws a student after the 60th percent point or its equivalent due to absences or other considerations while the student is doing unsatisfactory work. This symbol counts as hours attempted but not as hours earned.	0 per sem. hr.
CE	Credit by Exam. The student received credit for course through proficiency examination (see Credit By Exam, below). This symbol counts as hours earned but not as hours attempted. Not more than one-half of the required credit for a degree or as a diploma may be earned through a "Credit by Exam" unless otherwise approved by the Executive Vice President.	0 per sem. hr.
NC	The student earned no credit for the course. This symbol does not count for hours attempted or hours earned. The symbol may be used only for the removal of the incomplete grade.	0 per sem. hr.

NOTE: Grades given in developmental courses do not earn quality points. When the letter "R" follows a letter grade it indicates that the grade is being received in a developmental course.

Audit

Students wishing to audit courses must officially register for such courses. Auditors receive no credit and the grade symbol "AU" will be recorded on the student's transcript. Auditors are encouraged to attend class, participate in discussions, and take examinations.

Students may audit a course one time prior to taking the course for credit. Once academic credit has been awarded for a course, students may audit the class one additional time.

To audit a course, the student should officially register for the course in the normal registration process as required of any other course before the final date for adding courses in any given semester. Fees for auditing a course are the same as for taking a course for credit.

Students taking classes for Audit may not receive financial aid.

Credit By Exam

Credit by Exam may be defined as an evaluative procedure whereby a student professing adequate competence in a particular subject area may undertake an examination designed to measure his/her competence within that given subject area. Upon completion of such examination and the scoring on such tests at or above a predetermined minimum score, the individual shall be given credit for such course. Such credit shall be recorded on the individual's transcript as hours earned only. The student must apply, register, pay the required fee, and take the Credit by Exam "examination" administered by Rockingham Community College.

Students taking classes for Credit by Exam may not receive financial aid.

1. Credit by Exam "examinations" will be prepared by appropriate dean in cooperation with individual instructors within departments.
2. Students will be charged a registration fee for Credit by Exam courses at the same rate as for any other course.
3. Only those courses listed in the current catalog which are approved for Credit by Exam may be taken for such credit and only in the amount of credit listed. Each department has determined which of its course offerings may be completed through Credit by Exam.
4. Credit by Exam "examinations" for approved courses may be taken during any semester regardless of whether such courses are listed on the Schedule of Courses to be taught within any given semester, and such examinations may be taken beginning with the first day of classes but not later than two weeks prior to the end of the semester.
5. Rockingham Community College may accept credit that is granted via Credit by Exam at other colleges but such credit will be included in the maximum allowed via Credit by Exam at Rockingham Community College.
6. The symbol "Credit by Exam" or equivalent abbreviation will be printed on the student's transcript if he/she completes a course through such proficiency examination. However, this credit will not be included in the student's grade point average.
7. No more than one-half of the required credits for a degree or diploma may be earned through Credit by Exam unless otherwise approved by the Executive Vice President.
8. Students are urged to inquire into the regulations of the college or university to which they intend to transfer relative to such institution's policy regarding the acceptance of Credit by Exam course credits.
9. Credit by Exam may be granted to Rockingham Community College students who are registered in college at the time the Credit by Exam course is taken and are eligible to take the class under college regulations.
10. To attempt a course via Credit by Exam, the student must:
    A. Secure an application from his/her advisor.
    B. Furnish proof to the satisfaction of his/her advisor, instructor, and Dean of the department involved that his/her previous experience or training will insure a reasonable measure of success on the examination.

C. Have the Credit by Exam application endorsed by his/her advisor, instructor, and appropriate Dean of the department involved.
D. Submit forms for Credit by Exam to the Records Office at the time of registration and pay appropriate tuition and fees for the course:

11. Information concerning which departments offer Credit by Exam courses may be obtained from the Records Office.

The Incomplete Grade

The following definition and procedure govern the use of the "I" grade.

1. Definition: The student has completed the major portion of the course and due to extenuating circumstances has not been able to complete all the requirements. The student should be able to complete the course with minimal assistance from the instructor. This symbol does not count as hours attempted or hours earned.
2. The instructor will make a listing of what is needed to remove an "I" grade. This should be turned in to the instructor's supervisor by end-of-grades due period.
3. If the "I" grade is not removed by the end of the twelfth week of the semester following the one in which it was given, the instructor will receive a notification from the Records Office and the instructor should assign a grade (A, B, C, D, F, S, U, NC) as appropriate to the course by the end of the fourteenth week or request through the Executive Vice President's Office a specific time extension. This procedure should be followed regardless of whether or not the student is enrolled. If the instructor does not remove the "I" grade nor requests a time extension, the "I" grade will automatically be changed to a "NC".

Satisfactory/Unsatisfactory Grading Option

This grading system encourages students to explore courses for credit outside their major. Because these courses will not count in the GPA but will count toward credits earned, the possibility of failure, strong competition, etc., is removed. The students could use this option in choosing electives where they have some interest but little or no previous experience or skill in taking courses outside their program.

Policy

1. Courses may be taken on S/U basis only with the approval of the student's advisor and the instructor of the course.
2. A student may earn not more than 6 credit hours of "S" toward the total credit hours required for a diploma or a degree. Any course which is offered only on a S/U basis will not be included in the 6 hours of "S" limitation.
3. A student may take only one course per semester on the S/U option. Exception must be approved by the student's advisor.
4. A grade of "S" indicates that the student has satisfactorily met the objectives of the course. The "S" does not count as hours attempted but does count as hours earned. A grade of "U" indicates that the student did not successfully complete the course. The "U" does not count as hours attempted or as hours earned. The "S" grade indicates that the course was completed with a "C" or better.

5. The student must declare his intention to take the S/U option prior to the end of the drop/add period. In order to declare the S/U grading option, the student must:
   a) Report to his/her advisor, discuss the S/U option, complete the proper form, and obtain his/her advisor's approval.
   b) Report to the instructor, discuss the S/U option, and obtain the instructor's approval.
   c) Submit the form to the Records Office before the end of the drop/add period.
6. To assist a student in registering to take a course under the S/U grading option, the advisor should:
   a) Provide the student with the S/U option application form.
   b) Assist the student in completing the form by dating and endorsing the application in the blank marked "advisor".
   c) Instruct the student to list the course on the registration form (or drop/add form in the case of an added course).
   d) Instruct the student to contact the appropriate instructor involved to secure his/her signature of approval.
   e) Provide the student with the name of the Dean involved and instruct him/her to secure the signature of approval.
   f) Instruct the student to turn in the S/U Grading Option application form during registration.

Grade Point Average

Grade Point Average (GPA) is defined as the total quality points earned divided by the total number of credit hours attempted. Quality points are the numerical equivalents of the letter grades and are used to determine academic honors. A minimum GPA of 2.0 in the program of study is necessary to meet grade requirements for graduation.

Grade Forgiveness

A student's official transcript is a record of the student's entire academic history within this institution. Alteration of a student's transcript is never permissible without proper authority. If it can be clearly established and defended that a mistake has been made in placing a student in a given course or program, or that any other error has been made that is beyond the student's control, then the Executive Vice President may authorize such a change. The procedure by which such a change is made is very carefully described and will be implemented as follows: a counselor or a student's advisor will initiate the request for grade forgiveness. This person will prepare a file in writing supporting the proposed change. This file will be examined by and discussed with the instructor(s) and the appropriate Dean. If the instructor approves of this change, he/she will indicate in writing that he/she has been consulted and has given his/her approval. All of the persons listed will be involved prior to the delivery of the case to the Executive Vice President. The Executive Vice President will not give approval without the concurrence of the instructional staff. In cases where the instructor cannot be consulted, the appropriate Dean will act in the instructor's place. In cases where a grade is forgiven, the Executive

Vice President will send the Records Office a memorandum to that effect and a completed Change of Grade Form. The memorandum will be attached to the student record. The change will be made by printing the grade symbol 'AU' in the grade column. A comment will be added to the transcript for the semester of the grade forgiveness to state "for 'audit' grade in (dept. and course number) – see grade forgiveness authorization".

Grade Contesting Policy

All students enrolled in classes at Rockingham Community College have the right to contest grades assigned to them. The following procedure will be followed by the student who desires to contest a grade:

1. Schedule an appointment with the instructor who has assigned the grade. Discuss the matter with the instructor, asking him/her to review the basis for assigning the grade. If the disagreement about the grade is resolved in this discussion, grade change action, where needed, should originate through the instructor.
2. If not resolved here, schedule an appointment with a counselor or advisor, who will aid the student in the writing of the case, and schedule an appointment with the instructor's Dean.
3. If the matter is not resolved, a final review will be made by the Executive Vice President in consultation with all individuals involved. Upon recommendation by the Executive Vice President (after all steps have been followed), the grade in question may be set aside and declared invalid in which case the student will be given a comprehensive examination by the department involved to establish a grade of record.

The right to contest a grade expires at the end of the semester following the one in which the grade is assigned. The time limit will be waived only in unusual circumstances. When a student contests a grade assigned by an instructor no longer employed by the college, Step One (1) above does not apply.

Grade Changes

Awarding grades to students is the responsibility of the instructor of the course in which the student is registered. Once awarded, grades may be changed, lowered, or raised only when a written explanation and authorization for the change is submitted by the instructor and approved by the Executive Vice President.

Academic Progress Policy and Procedure

The policies governing academic progress at Rockingham Community College are intended to assist students in successfully completing their programs of study. Procedures are designed to identify students experiencing academic difficulty and to ensure effective corrective action. These procedures are designed to:

1. Inform all students of minimum academic standards and grading procedures.
2. Identify and alert students displaying signs of academic difficulty as early in the semester as possible.

3. Notify all students of their grade point averages immediately following the semester grading term.
4. Provide opportunities for corrective action to such students.

Students enrolled in degree and diploma programs are expected to maintain satisfactory academic progress toward the completion of the requirements for their program. Since a 2.0 minimum grade point average in the program of study is required for graduation from all programs, students are expected to maintain at least a 2.0 GPA.

For the purpose of determining academic progress, final grades on all courses within the student's program will be considered. The following scales are used to determine satisfactory academic progress:

Satisfactory Progress in Associate Degree Programs

Credit Hours Attempted	Minimum Grade Point Average
0-19	1.25
20-30	1.50
31-40	1.75
41-50	1.90
51-completion	2.00

Satisfactory Progress in Diploma Programs

Credit Hours Attempted	Minimum Grade Point Average
0-10	1.25
11-20	1.50
21-30	1.75
31-completion	2.00

Note: Allied Health programs of study may require a higher GPA for satisfactory progress.

Academic Warning

Because a period of adjustment to college life is often necessary for new students, an academic warning will be issued to students who do not achieve the appropriate minimum average shown above in the beginning semester of their program. The warning advises students of their academic status and encourages them to meet with their academic advisor/counselor to discuss success strategies.

Academic Probation

After their initial semester, students who do not achieve the appropriate minimum average shown above will be placed on academic probation by the Dean of Student Services. Students will be required to consult with their academic advisor and a Student Services Counselor to assess the problems impeding success and to identify possible corrective measures.

Students who are placed on academic probation must demonstrate progress toward removing the probationary status. Progress toward removing probationary status is defined as enhanced grade point average from the previous semester. Students who do not demonstrate progress toward removing themselves from probationary status must meet with their advisor and/or counselor and will be required to do one or more of the following:

1. Reduce their academic course load
2. Schedule preparatory (ACA 115) or remedial courses as needed
3. Schedule repeat of courses
4. Transfer to another curriculum

Repeat of Courses

Repeat of courses is governed by the following policies:

1. If a student receives a grade of D or F in a credit course (but not A, B, or C), he/she will be permitted to repeat that course for credit. In so doing, the student will accept the condition that the grade he/she makes the second time will become the grade of record. This policy will be maintained whether the second grade is higher or lower than the first.
2. If a student has taken a course twice with grades of D or F he/she may take a course a third time only with the permission of his/her advisor (after advisor consultation with the instructor(s) and with approval of the Executive Vice President). In some cases a student may be allowed to take a course for the third time on an audit basis only. If a third or subsequent enrollment for credit is permitted, the grade earned by the student enrolled a third time will be the grade of record in this course.
3. A course in which a grade of A, B, C, or S has been earned may not be repeated except for audit purposes. If a student does repeat a course in which he/she earned a grade of A, B, C, or S, the original grade is the grade of record and the second will be entered as an "AU". In exceptional cases a repeat of a grade of B, C, or S for a higher grade may be permitted with written approval by the Executive Vice President. If a repeat in this case is allowed, the grade earned in such repeated course will be the only grade used in grade point calculations. This policy is retroactive to September, 1966.
4. A grade point average will not be recalculated unless the student completes a repeat card which is approved by the student's advisor and delivered to the Records Office during registration. Recalculation will occur only if the student makes A, B, C, D, or F in the repeated course.
5. All grades received will remain on the student's transcript, but when a course is repeated, the grade(s) of previous enrollment(s) will not be used in the grade point calculation at Rockingham Community College.

Course Substitution

Under extenuating circumstances, a student may apply to his/her advisor for approval of a course substitution. A course substitution requires final approval by the appropriate dean and the Executive Vice President. The approved document must be on file in the Records Office (student file) for audit purposes for graduation.

Course Prerequisites

Students must comply with College requirements stipulating that courses may not be taken until all prerequisites have been met. Instructors should state clearly the prerequisite of the course at the initial class meeting. Students not eligible for the course should be sent to the Records Office immediately to process a schedule change.

Student Change of Program

Students desiring to change their programs of study should contact a counselor at least two weeks before registration to allow ample time for any necessary placement testing and evaluation of previous course work.

When a student decides to change programs (e.g. business administration to college parallel, machine shop to welding, etc.) the procedure officially begins with a conference with a counselor. The counselor will assist the student in preparing the appropriate forms which will be processed through the Admissions Office.

The new advisor will be sent a new advisement sheet and copy of the student's transcript.

The Records Office will record the change of program and forward the transcripts to the Admissions and Records Specialist to be evaluated into the new program. The GPA will be recalculated on the basis of the new program and copies of the evaluation will be sent to the advisor and to the student.

Recalculation of GPA for Program Change

The GPA will be recalculated on the basis of the following guidelines when a program is changed:

1. If a student has made a grade of A, B, C, D, or S in a course that is normally considered to be a part of the new program, the student will receive full credit for that course.
2. If a student made a grade of F or WF in a course that is normally considered to be a part of the new program, the student will receive no credit for that course, but the course will be included as an F in the new GPA calculation.
3. If a student has made a grade of W, NC, OE, WP, or U in a course that is normally considered to be a part of the new program, this grade or course will not in any way be included in the recalculation of GPA.
4. Courses that are not applicable to the new program will not be included in the recalculation of GPA.
5. If a student transfers out of a program into another and then transfers back to the original one, the recalculation of GPA will be done on the same basis as outlined above, i.e., it will include all applicable courses taken at any time.
6. The responsibility for deciding which courses (other than those specifically appearing in both programs) are transferable rests upon the Registrar. The advisor, the Dean and others may be consulted in making this decision.
   (*Special Note to Veterans*): Because of specific Veterans Administration policies regarding benefits, questions concerning program change, repeat courses, and the academic probation policy should be referred to the RCC Veterans Affairs Officer.

Recalculation of GPA for Repeat Courses

A grade point average will not be recalculated unless the student completes a repeat card which is approved by his/her advisor and delivered to the Records Office during registration. Recalculation will occur only if the student makes an A, B, C, D, F, or S in the repeated course. All grades received will remain on the student's transcript but when a course is repeated, the grade(s) of previous enrollment(s) will not be used in the grade point calculation of Rockingham Community College.

1. If a student receives a grade of D or F in a credit course (but not A, B, or C), the student will be permitted to repeat that course for credit. In so doing, the student will accept the condition that the grade he/she makes the second time will become a grade of record. This policy will be maintained whether the second grade is higher or lower than the first.
2. If a student has taken a course twice with grades of D or F, he/she may take a course a third time only with the permission of the student's advisor after advisor consultation with the instructor(s) and with the approval of the Executive Vice President. In some cases a student may be allowed to take a course for the third time on an audit basis only. If a third or subsequent enrollment for credit is permitted, the grade earned by the student enrolled a third time will be the grade of record in this course.
3. A course in which a grade of A, B, C or S has been earned may not be repeated except for audit purposes. If a student does repeat a course in which he/she earned a grade of A, B, C, or S, the original grade is the grade of record and the second will not be recorded. In exceptional cases a repeat of a grade of B, C, or S for a higher grade may be permitted with written approval by the Executive Vice President. If a repeat in this case is allowed, the grade earned in such repeated course will be the grade used in grade point calculations. This policy is retroactive to September, 1966.

Class Attendance

The College's attendance policy is designed to promote student success. Students are expected to attend every scheduled lecture, lab, shop and clinic on time and be prepared to engage in the teaching/learning process. Students are responsible for all materials covered and all assignments made in class. When a student is absent from a lecture, laboratory, shop or clinic, it is the student's responsibility to make satisfactory arrangements for any make-up work permitted by the instructor. An absence is defined as nonattendance for any reason, including illness, emergency or official leave.

Specific information regarding class attendance will be included in the course syllabus provided by the instructor. Students need to be aware that being dropped from some courses could also result in being dropped from a program of study.

Withdrawals from the College

A student must see a counselor and complete the necessary forms in the Student Services Office before the student may officially withdraw from the college. Failure to do so may be damaging to the student's academic record. Grades will be assigned as outlined in the Student Initiated Course Withdrawal Policy.

Official withdrawal procedures are as follows:

1. The student reports to the Student Services Office for a withdrawal interview with a counselor and completes an application to withdraw.
2. The student obtains clearance on the Application to Withdraw form from the f following:
   a. Instructors who will assign grades according to course withdrawal policy.
   b. Gerald B. James Library
   c. Financial Aid Office (when applicable)
   d. Veterans Affairs Office (when applicable)
   e. Business Office
   f. Records Office
3. The student must leave the form with the Records Office. The student's withdrawal is not official until the form is accepted by the Records Office.
4. The Records Office notifies each instructor and the student's advisor of the completed withdrawal.
5. When applicable, the Records Office will notify such agencies as Social Security, Veterans Administration, Vocational Rehabilitation, Financial Aid Office etc., of the completed withdrawal.

Withdrawals from Programs

(Transfer to a New Program of Study)

Students desiring to withdraw from a program of study should discuss the possibility of transferring to another more appropriate program of instruction within the college with their counselor. Procedures for transferring courses common to the old and the new programs assure the student of a minimum loss of course work.

Withdrawal from Courses

In all cases of withdrawals from courses, a student or instructor must complete the appropriate forms through the Records Office at the time of withdrawal. A student who has withdrawn from all courses is no longer considered a registered student.

Student Withdrawal from Courses

RCC recognizes that there are situations when students need to withdraw from a course; however, students should be encouraged to explore other options before withdrawing and should remain in the course long enough to make a sound determination of the appropriateness of the course to their needs.

It is the student's responsibility to initiate a withdrawal from a course. Students may withdraw from a course through the end of the 60th percent point of the semester or its equivalent in a shortened session. Students are not allowed to initiate drops beyond this point. After the thirteenth week of classes or its equivalent in a shortened session, students are required to have instructors initiate withdrawals for justifiable reasons.

In order for a student to initiate a withdrawal, all the following steps must be completed.

Students will:

1. Obtain the withdrawal form. Forms are available from either area secretaries or Student Services.
2. Discuss the intention to withdraw with the course instructor. Obtain the instructor's initials on the appropriate place on the withdrawal form.
3. Discuss intention to withdraw with his/her advisor and obtain signature in the appropriate place on the withdrawal form.
4. Return the completed form to the Records Office. Withdrawal is not complete until the form is returned to the Records Office.

Instructors will:

1. Discuss ramifications of withdrawal and other options available with students before approving withdrawal.
2. Assign grade of "W" and indicate last date of attendance.
3. Initial the drop form if drop is approved.
4. Notify the Veterans' Affairs and Financial Aid offices if a student receiving VA or financial aid has missed two weeks of classes with no contact from the student.

Advisors will:

1. Discuss the ramifications of withdrawal on a student's program progression and other options available to them before approving withdrawal.
2. Sign the drop form if the drop is approved.
3. Remind the student to return the withdrawal form to the Records Office.

Instructor-Initiated

Instructor-initiated course withdrawals are governed by the following policies:

A. Absences

Rockingham Community College does not have a policy on student class attendance which covers the whole institution. Rather, the determination of class attendance policy is considered to be a responsibility of the instructor. There are three rules about class attendance, however, that must be followed by all:

1. The regulations require that the College maintain an accurate record of class attendance for all students.
2. Withdrawal and readmission are left to the discretion of the instructor. Notice should be sent to the Records Office at the time of withdrawal or readmission.
3. Each instructor is required to describe his/her policy on absences. If a student misses a class for any reason, it is his/her responsibility to confer with the instructor at his/her earliest opportunity. When a student is withdrawn for excessive absences, the grade normally assigned will be a "W", "WP" or "WF". The grade assigned will depend upon when in the semester the withdrawal occurs and the nature of the student's work. (See grade symbol definitions.)

B. Disruption of Class

Students who disrupt class may be withdrawn from a course only after the instructor has taken corrective measures such as conferences with the student in question

and/or referral to other appropriate faculty or staff. When a student is withdrawn for disruption of class, the grade assigned will be a "W", "WP", or "WF". The grade normally assigned will depend upon when in the semester the withdrawal occurs and the nature of the student's work. (See grade symbol definitions.)

C. Student Achievement Limitations

In cases where student achievement limitations hamper the instructional effectiveness of a course, the instructor may initiate a withdrawal with the approval of the appropriate dean and the Executive Vice President. A grade of "W" will be assigned to students withdrawing for achievement limitations.

Independent Study

Independent Study at Rockingham Community College is provided to permit flexibility in the development of students' program of study, to enhance students' breadth of learning, and to develop within students a high degree of self-motivation toward academic pursuits. Such courses are equivalent in terms of quality and quantity to regularly scheduled courses appearing under course designations in the catalog.

If the student wishes to engage in the study of subject matter for which a comparable course is offered at RCC but under special circumstances needs to meet the course requirements through Independent Study, the student would complete the Independent Study Approval Form and register for the course according to the registration procedures outlined in the catalog.

Special circumstances under which a student may need to attempt a course through Independent Study under this second plan are:

1. To take a course out of the normal scheduling sequence but which is needed to meet graduation requirements.
2. To engage in Independent Study because of the nature of a learning disability.
3. To take a course which conflicts with a regularly scheduled course.

When the student engages in an Independent Study course with a regular course description (i.e., MAT, ENG, HIS), the grade symbols adopted and approved for that particular course will be awarded.

No student may apply more than two independent study courses to meet graduation requirements.

Approval of independent study depends upon the availability of qualified instructors to direct the study. Faculty should not agree to offer independent study unless they have the time and expertise to direct the student in a meaningful learning experience.

A student wishing to take an Independent Study Course should:

1. Report to his/her advisor, discuss the option of taking a course through Independent Study, verify that the student will not exceed the limit of two independent study courses, and obtain the Independent Study Approval Form.
2. Report to his/her instructor, discuss the option of taking a course through Independent Study, complete the appropriate sections of the Independent Study Approval Form, and secure the instructor's signature.

3. Have the Independent Study Approval Form endorsed by his/her advisor and the appropriate Dean of the department involved.
4. Officially register for the course by completing the normal registration process as required of any other course before the final date for adding courses.

Cooperative Education

Cooperative Education offers students the opportunity to apply classroom and laboratory/shop instruction to supervised work experience related to the student's career goals. In this way local business and industry become laboratories offering students a glimpse into the realities of their chosen fields. The program is designed to provide the necessary tools to further prepare students for the transition from community college to career.

Eligibility

Any student enrolled in a program approved for cooperative education is eligible to enroll in Cooperative Education courses provided he/she meets the following requirements.

1. Has approval from the supervising instructor
2. Has a 2.00 grade point average (overall)
3. Has completed six semester hours of major courses
4. Has agreed to the rules and regulations of the employing firm during the time enrolled in the Cooperative Education course
5. Possesses the abilities, interest, and maturity to benefit from the Cooperative Education experience.

Academic Credit

Credit hours for Cooperative Education courses are listed in the back of the catalog. Credit for work experiences may not exceed the number of credits approved for the program in which the student is enrolled. No more than two credits of Cooperative Education should be taken per semester.

Grading Policy

A letter grade (S, U) will be assigned for a Cooperative Education course at the end of the grading period. Grades will assigned to the student based on:

1. The employer representative's evaluation of the student's work while on-the-job.
2. The supervising instructor's evaluation based on student interviews, employment site visits, and evaluation of the student's goals and objectives for the course.
3. Student's self-evaluation/end-of-term report.

How to Apply

If a student is interested in a Cooperative Education course he/she should obtain an "Approval for Cooperative Education" form from their faculty advisor and/or the super-

visory instructor. The student will complete the form and return it to the instructor. The faculty member will then review the form and conduct an interview with the student regarding career interests and possible cooperative work assignments.

If a student is already employed, continuing employment may be approved for Cooperative Education if the employment meets program requirements. Cooperative Education credit will not be given for previous employment held prior to registration for the course.

Registration

Students must have the "Approval for Cooperative Education" form and "Cooperative Education Agreement" form signed by the appropriate individuals before registering for a Cooperative Education course. Students who are approved and have a position must register before going on assignment.

Student Responsibilities

The student enrolled in a Cooperative Education course will act as a good will ambassador for Rockingham Community College. Therefore, it is very important that the student maintain a professional attitude while on the job. Energy, enthusiasm, interest, and a willingness to do the best work possible are vital components of the cooperative education experience.

Students interested in Cooperative Education courses should contact their advisors and/or supervising instructors for complete details of the program.

Part-Time Faculty Employment Policy

It is the policy of Rockingham Community College that no more than 25 percent of the total curriculum course sections offered during the academic year will be the responsibility of part-time faculty.

Performance Measures and Standards

In order to insure public accountability for programs and services, the State Board of Community Colleges adopted in February 1999 twelve performance measures as core indicators of student success. Each of the community colleges annually reports data on each of the measures. Rockingham Community College's performance for 1999-2000 was as follows:

1. *Goal completion of program completers and non-completers*
   Goal: 90% will have accomplished their goal for having attended RCC.
   Results: RCC Graduates, 99%; Non-completers, 65%; Average, 90%
2. *Employment status of graduates*
   Goal: 90% of RCC graduates will be employed within one year.
   Results: RCC 1998-1999 Graduates, 100%

3. *Performance of students who transfer to the university system*
   Goal: 84% of transfer students will have an overall GPA of 2.0 or higher after two semesters at a UNC institution.
   Results: Average, 75%
4. *Progress of basic skills students*
   Goal: 75% of the students enrolled in basic skills will be progressing within a level, completing the level entered or a predetermined goal, or completing the level entered and advancing to a higher level.
   Results: RCC students, 79%
5. *Passing rate for licensure and certification examinations*
   Goal: Passing rate of first-time test takers must be over 70% for each test and 80% overall rate.
   Results: Passing rate for all examinations was greater than 70% except EMT and EMT-I; the aggregate institutional score is 75%.
6. *Student satisfaction of completers and non-completers*
   Goal: 85% of the completers and non-completers will be satisfied with the overall quality of the college's programs and services.
   Results: RCC 2000 graduates, 98% satisfied; Non-completers, 94% satisfied; Average, 97%
7. *Passing rates of students in developmental courses*
   Goal: 70% of the students who complete a developmental course will have a grade of "C" or better for that course.
   Results: RCC's developmental math students, 79%; developmental English students, 92%; developmental reading students, 93%; overall percentage for developmental courses, 82%
8. *Success rate of developmental students in subsequent college-level courses*
   Goal: Success rate must be statistically the same for students enrolled in developmental courses and students who are not required to take developmental courses.
   Results: (measure to be reported for 2001-2002)
9. *Curriculum student graduation and retention*
   Goal: 60% of the students who enter in the fall will either have completed their program or still be enrolled the following fall.
   Results: 69% of RCC's Fall 1999 enrollment either graduated or returned Fall 2000.
10. *Employer satisfaction with graduates*
    Goal: 85% of employers surveyed will report satisfaction with the skills of employees trained or educated by the community college.
    Results: (measure to be reported for 2001-2002)
11. *Client satisfaction with customized training*
    Goal: 85% of the businesses/industries surveyed will report satisfaction with customized training.
    Results: 99% of those surveyed were satisfied with RCC's customized training.
12. *Program enrollment*
    Goal: The three-year average annual unduplicated headcount enrollment in curriculum programs will be at least 10.
    Results: 100% of RCC programs have a minimum three-year average of 10

Distance Learning

Distance learning curriculum courses are offered by cassette tapes and over the internet. These courses parallel the traditional course offerings and have comparable outcomes. The distance learning courses require similar textbooks and have the same competencies. The same course description, from the State Common Course Library, is utilized and all the content material is covered. A notation following the course description in the back of the catalog identifies the course as a distance learning course. Such courses are also identified in the semester class schedule.

Distance learning courses are integrated into existing curriculum programs. The College does not offer diplomas or degrees through distance learning courses. Distance learning courses enable the College to offer a wider variety of classes than would normally be offered during a semester and give the students an opportunity to take classes in their homes on their schedule.

Admission or graduation requirements for students enrolled in distance learning courses are no different from those students enrolled in traditional classes except for students receiving Department of Veteran Affairs educational benefits. The specific requirements for VA students are listed in the catalog under Department of Veteran Affairs.

While there is no restriction on admission to distance learning courses, except as noted, students are carefully advised and must attend a required orientation to fully understand course delivery mode and requirements. This is done to help ensure student success in distance learning courses. Advisors warn students that a distance learning course is not an easier option than traditional courses. Successful course completion requires self-motivation and persistence.

POLICIES AND PROCEDURES

Equal Opportunity/Affirmative Action

Rockingham Community College does not discriminate in administering or access to, or treatment of employment or admission in its program and activities. No person shall be discriminated against on the basis of race, color, sex, religion, age, national origin, or disability.

Inquiries may be directed to the Equal Opportunity/Affirmative Action Compliance Officers at the college.

In addition, Rockingham Community College is committed to a policy of affirmative action. As part of our commitment to increase the number of minority personnel, the institution has established a goal that the proportion of minority employees should reflect their proportionate representation in the relevant labor markets. The Trustees and the President shall oversee the plan of action, and the President shall monitor the implementation of this plan through the Affirmative Action Officer. Affirmative action and equal opportunity are considered integral parts of the mission and purpose of Rockingham Community College.

Grievance Procedures

Applicants, employees, and students of Rockingham Community College may lodge grievances involving alleged violations of their rights under the provisions of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 with the Equal Opportunity/Affirmative Action Officer at (336) 342-4261 or the Assistant Secretary, Office for Civil Rights, 330 C. Street S.W., Washington, D.C. 20202.

Americans with Disabilities Act (ADA) Policy

Rockingham Community College will comply with the Americans with Disabilities Act, as well as Section 504 of the Rehabilitation Act of 1973.

Family Educational Rights and Privacy Act

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of Rockingham Community College (RCC).

RCC will disclose personally identifiable information from the education records of a student, without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll. RCC will also disclose personally identifiable information from an enrolled student's education records, without the student's prior written consent, to officials of another school or school system in which the student is contemporaneously enrolled.

RCC also makes public certain information that has been designated as "directory

information": the student's name, address, telephone listing, date and place of birth, major field of study, class, enrollment (full-time, half-time, or part-time), participation in officially recognized activities, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Examples of ways in which some of this information is made public include: names of students who receive honors and awards, who make the Dean's List, or who hold offices. The annual commencement program publishes the names of degree recipients.

Students who do not wish to have any or all "directory information" made public without their prior consent, must send the Records Office of Rockingham Community College (Whitcomb Student Center) a signed and dated notice specifying items that are not to be published. To ensure that a listing for the student will not be published, this notice must be received by the Records Office by the end of the registration period for the semester of first enrollment or, after an absence, of reenrollment. Such a notice will be honored until the student graduates, ceases to attend, or withdraws from RCC unless the student notifies the Records Office to the contrary in writing.

Students also have the right to inspect their "education records" as defined in the FERPA regulations. They may not inspect financial records and statements of their parents; confidential letters of recommendation placed in their education records before January 1, 1975 (with some exceptions); or confidential letters of recommendation placed in their education records after January 1, 1975, if they have waived their rights to inspect and review such letters.

A student who believes that information in his or her education records is inaccurate or misleading or violates his or her privacy or other rights may request that the institution amend the records, and, if the request is denied, he or she has the right to a hearing. If, after the hearing, the institution decides that the information is not inaccurate, misleading, or violative of privacy or other rights, the student has a right to place a statement in those records commenting on the information in question or giving the student's reasons for disagreeing with the institutional decision. The student may also place such a statement in his or her records in lieu of requesting a hearing. Complaints alleging violations of FERPA rights may also be filed with the U.S. Department of Education.

Questions about FERPA should be addressed to the Director of Admissions and Records in the Whitcomb Student Center. The text of FERPA and its regulations and the Rockingham Community College FERPA policy are also available for inspection in the Records Office of the Whitcomb Student Center.

Sexual Harassment Policy

The Equal Employment Opportunity Commission (EEOC) has issued guidelines setting forth the Commission's interpretation regarding sexual harassment as a violation of Title VII of the Civil Rights Act of 1964. These guidelines are consistent with the long-standing policy of Rockingham Community College that conduct creating an intimidating, hostile, or offensive environment for either employees or students will not be tolerated, and those violating this practice may be subject to disciplinary action up to and including termination of employment or student status.

Any employee or student who feels that he or she has been or is being subjected to

sexual harassment is urged to immediately contact the Dean of Student Services, Executive Vice President, Vice President for College Advancement, Vice President for Administrative Services, or Director of Human Resources.

Sexual Assault Program and Response Procedures

Rockingham Community College sponsors presentations to students as well as faculty and staff in an effort to prevent sex offenses. Such presentations promote the awareness of rape, acquaintance rape, and other sex offenses.

The procedures below define and coordinate the efforts of Rockingham Community College in order to provide a caring and effective institutional response to student sexual assaults. Such definition and coordination is intended to make the institutional response "more than the sum of its parts" for the benefit of the survivor of assault and the community at large. While allowing flexibility, these procedures are intended to ensure continuity and consistency for both victims/survivors and accused perpetrators to receive needed support services.

These procedures are based on the following understanding of sexual assaults:

1. Sexual assault is a term covering a range of coercive behaviors. The common element of these behaviors is use of coercion, force, or threat of force to obtain sexual contact against a person's will. The type of coercion may range from unwanted sexual touching to intercourse. The perpetrator of sexual assault may often be known to the victim/survivor. The experience may severely traumatize the victim-survivor even when no force was used in the coercion.
2. Victims/survivors of sexual assault need clear boundaries and role definitions in those professionals who offer help because their personal boundaries have been violated. Victims/survivors need to know what services are available and who provides them. Similarly, they need to know what is outside the scope of any given provider's services, and they need to know that providers will stay within their roles.
3. Victims/survivors of sexual assault need clearly defined choice points and options because they have been in a powerless position and denied choice. They need a chance to re-establish a sense of personal control.
4. All actions undertaken by the college in a sexual assault incident should be completed in a timely manner.
5. Trust in others may have been severely damaged, so all helping efforts should respect the victim's/survivor's need for safety and control. In general, the victim/survivor needs to be heard, needs to be respected, needs to understand options, and needs to move her or his pace through the process of recovery.
6. The accused is known and is an RCC student and either the victim/survivor has given permission to identify the accused or a police investigation has begun, options and services should be offered to the accused as soon as possible. Referrals to campus and local counseling services should be made. One such local service is Help, Inc., at 336 342-3331.

These procedures also recognize that the immediate community response it outlines is only part of the picture.

Sexual Assault Services Coordinator

RCC's Dean of Student Services will serve as the College Sexual Assault Services Coordinator (SASC) and will oversee the implementation of these procedures. The SASC serves as a primary resource for the student reporting an assault. A telephone call will be made to the SASC immediately following the initial contact. If the student decides not to speak to the SASC, the SASC will still oversee the implementation of these procedures.

Campus Alert

If the SASC or county sheriff's department determine that a reported incident of sexual assault represents a potential danger to the campus community, the President will be contacted. He will decide if a potential danger to the community exists, which is defined as follows:

- a pattern of acquaintance sexual assaults
- a stranger assault
- a violent or sadistic assault
- gang rape

The President will determine if a campus alert is warranted.

Comprehensive Guidelines

The goal of these procedures is to provide the following information for the campus community, which constitutes the immediate support network for students involved in a case of sexual assault:

- boundaries of confidentiality
- services offered by the college
- options and choices available to the student
- statements about services offered by local sexual assault service agencies and law enforcement services

1. All reports are filed with the Sexual Assaults Services Coordinator. This report may be filed with the victim/survivor's name (if permission is granted) or with other identifying information. In cases, which represent clear danger to the community at large, a Campus Alert Notification may be released to protect the community while respecting the reporting student's right to anonymity. With the exception of the incident report, the student can speak confidentially with the Sexual Assault Services provider.
2. Use of any and all services by the student is fully voluntary. The Sexual Assault Services Coordinator will offer overall assistance and follow-up to the student.

Confidentiality

Except in the case of emergency medical treatment, the SASC first arranges a time and place to meet with the victim/survivor. The SASC will make certain that the selected location is confidential and safe for both parties. If the assault just happened, make sure that the accused perpetrator, if know, is absent from the scene. The SASC often establishes rapport and helps the victim/survivor to feel safe.

Information and Referral

The goal of all information and referral is to return control to the victim/survivor and to provide support services to both the victim/survivor and the accused perpetrator. The SASC will explain the options available to each student, concerning academics, law enforcement, and safety matters. The staff member will also encourage the victim/survivor to seek counseling, medical attention (immediate appointments or for the next working day can be arranged, if necessary), and consider filing an official police report. All final choices of each student will be supported, and information for future referral will be provided in writing.

Uniformity, consistency, and continuity are of the essence in the treatment of a sexual assault victim/survivor and accused perpetrator. These concepts are incorporated into the college policy on sexual assault to assure a consistent and comprehensive message, and to assure that the victim/survivor and accused perpetrator receive exactly the same accurate information from the SASC and college officials involved in the case. In such a case, the SASC will provide information and support the choices of the victim/survivor (including decisions to take no actions at the present time) while facilitating referral in and assistance in a confidential manner.

Administrative Office Hours

College administrative offices are open Monday through Friday from 8:00 a.m. to 5:00 p.m. A night coordinator is on duty Monday through Thursday until 10:00 p.m. The Student Services Office is open each Monday, Tuesday, Wednesday and Thursday until 8:00 p.m., and on Friday until 5:00 p.m. except when RCC is closed for holidays or other reasons.

Housing

Rockingham Community College is a commuting institution. As such we regret we are unable to provide housing or assistance with locating housing.

Health Services

A first aid and emergency station is located in the gymnasium. First aid kits are located at the College switchboard, Information Desk at the Whitcomb Student Center, and at the secretarial stations in all faculty office areas.

Night Programs and Services

To serve area residents who may have daytime commitments that prevent them from attending college during the day, Rockingham Community College provides a wide range of Continuing Education and curriculum programs at night. Where there is sufficient demand, some programs are offered both day and night. Most curriculum programs are offered in a sequence where individuals will attend RCC on a part-time basis. However, there are a few programs that can be pursued on a full-time evening/night basis.

The Student Services office is open evenings until 8 p.m., Monday through Thurs-

day, to serve students and prospective students. To the extent possible, student services that are provided to day students are also available to evening/night students. An administrative coordinator is also on duty Monday through Thursday evenings.

Student Conduct Code

Rockingham Community College students are responsible citizens. As such, students:

1. obey national, state, and local laws;
2. act at all times as mature persons;
3. are courteous to instructors, fellow students and to the public;
4. are honest in academic work and in dealing with others;
5. respect the property of the College and of fellow students;
6. exercise reasonable care in the use of books, furniture, and buildings;
7. observe all college regulations.

Standards of Student Behavior

Any action performed on the campus of Rockingham Community College or at any activity sponsored by or officially affiliated with the College will be defined as being a violation of the standards of student behavior provided:

1. The action interferes with the normal classroom activity or,
2. The action directly precipitates physical violence resulting in bodily injury or property damage or,
3. The action is a violation of the duly established regulations of the College, Administration, or of the laws of the State of North Carolina or of the United States of America.

Student Discipline

Each faculty member is his own disciplinarian in class and is also authorized to correct any infraction of accepted decorum anywhere on College property at any time. The responsibility for initiating disciplinary action arising from a violation of the rules against dishonesty during a course are vested in the instructor. Depending upon the nature of the charge, an ad hoc committee may be appointed by the President to investigate the case and to recommend actions to the President.

In cases where students report infractions of rules, whether academic or social, and in all other cases where the nature of the problem permits, the case is handled by the reference to the Faculty Staff Handbook Section on Rights and Responsibilities and Due Process.

Alcohol and Drugs

The use or possession of alcoholic beverages and/or drugs on campus, on College property, or at any College-sponsored function is prohibited. **Policies on Substance Abuse Prevention and Drug Free Workplace appear in both the Student Handbook and the Faculty-Staff Handbook. All students and employees are responsible for knowing the contents of these policies.**

Smoking

Board of Trustee policy is that RCC shall have smoke-free buildings. However, smoking is allowed on the campus grounds.

Traffic and Parking Regulations

1. Purpose:
   To provide for orderly and safe traffic and parking for all who study, work and visit on the campus of RCC.
2. Personal Responsibility:
   It is the responsibility of all who enter upon the campus to observe the traffic and parking regulations.
3. Operation of Motor Vehicles on Campus:
   All the provisions of Chapter 20 of the General Statutes of the state of North Carolina relating to the use of highways within the state and the operation of motor vehicles thereon are applicable to Rockingham Community College.
4. Speed Limit:
   The speed limit from the main college entrance off Highway #65 to the first junction is 35 MPH. The speed limit on all other roads, alleys, and driveways on the campus is 25 MPH except the speed limit within parking lots, which is 10 MPH.
5. Parking:
   Parking is permitted in marked spaces only. Faculty and staff may not park in student and visitor spaces. Students may not park in faculty and visitor spaces. All "NO PARKING" signs must be observed.
   Parking regulations will be in effect during day and evening hours Monday through Friday.
   Visitors who receive parking citations are to give the citations to the person visited who will, in turn, give the citation to the administrative head of his area.
6. Vehicle Registration:
   All students, faculty, and staff are required to register their motor vehicles. Students register their motor vehicles at the Information Desk in the Whitcomb Student Center; faculty and staff register their vehicles at the switchboard in the Administration Building.
   Citations will be issued for failure to display parking stickers. Parking stickers must be placed inside the front windshield above the inspection sticker *Temporary parking permits are available from the Information Desk in Whitcomb Student Center. They must be used if it is necessary to drive an unregistered vehicle on campus.*

7. Fine Structure:

a.	Failure to display parking sticker	$5.00
b.	Parking sticker improperly displayed	$5.00
c.	Prohibited parking (in alleys, road, driveways or on sidewalks or grass)	$5.00
d.	Unauthorized parking in reserved space	$5.00
e.	Parking in such a manner that two parking spaces are utilized for one vehicle	$5.00
f.	Unauthorized parking in handicapped space	100.00

Waiting for an Instructor

In exceptional cases instructors may be unavoidably detained. Students must wait ten minutes for an instructor before leaving class. After waiting this time the students may assume the instructor is absent and class shall not be held. Upon written or verbal communication that the instructor is unavoidably detained, all class members shall wait for the instructor. In said cases, students will be held accountable for knowledge of the material covered by the instructor after his arrival.

Inclement Weather

Occasionally during the winter months the college may be closed or classes may be canceled or delayed due to inclement weather. Announcement of school closing or delay will be made on area radio and TV stations.

Encumbrance of Student Records

Student records may be encumbered by the Student Life Office for failure to pay a parking fine; by the Gerald B. James Library for losses, damages, or unpaid fines; by the Business Office and Child Care Center for unpaid bills or bad checks; by the Financial Aid Office; or the Admissions Office for failing to attend Freshman Orientation or failing to submit appropriate transcripts.

Also, encumbrances may be issued by Whitcomb Student Center or by the Gym for damaged or lost equipment, and by the educational staff for books or materials not returned to them.

Encumbrance means that the student may not receive a grade report, have a transcript sent or register and cannot participate in graduation ceremonies or receive a certificate, diploma or degree at RCC until the encumbrance has been cleared.

To clear an encumbrance a student must contact the office or offices initiating the encumbrance, satisfy the requirements of that office and have a written release presented to the Records Office.

Campus Security

Rockingham Community College encourages students, employees and visitors to be concerned about a secure campus environment and to be aware of security and personal safety on campus. The college's annual Campus Safety and Security Report, available

from the Office of Administrative Services or on the Internet at http:// www.rockinghamcc.edu/aboutrcc/safety.htm, outlines some important college policies and procedures to enhance the security of everyone on campus. RCC fully complies with the requirements of the Crime Awareness and Campus Security Act of 1990.

A contract security company is responsible for the security of campus buildings, grounds and equipment. Easily identified by their uniforms and badges, security personnel may ask individuals who are on campus when classes are not scheduled to identify themselves and to state their reasons for being on campus.

Employer Guarantee

Upon graduation from any technical program of study, Rockingham Community College will guarantee a student fully ready and capable to begin work in an appropriate entry-level position. Should the graduate not demonstrate proficiency which might be expected of a graduate of the program, Rockingham Community College will work with the employer to identify and remediate the deficiency at no cost to the employer or employee. The cost will be limited to tuition, books, and fees, and the deficiency must be identified within six months of initial employment and be directly related to courses taken in the program.

Commencement Exercises

Commencement exercises to award diplomas, degrees, and certificates are held at the end of the Spring and Summer. The specific dates of commencement are listed in the College Calendar. All students who expect to receive certificates, diplomas or degrees should fill out a Notice for Degree card and plan to attend commencement exercises. See page ??? for graduation fee.

TECHNOLOGIES PROGRAMS OF STUDY

Associate in Applied Science Degree

Accounting
Associate Degree Nursing
Business Administration
Criminal Justice Technology
Early Childhood Associate
Electronics Technology
Emergency Medical Science
Fine and Creative Woodworking
Horticulture Technology
Human Resources Management
Information Systems Technology
Medical Office Administration
Occupational Therapy Assistant
Office Systems Technology
Physical Therapist Assistant
Respiratory Therapy

Diploma Programs

Air Conditioning, Heating, & Refrigeration Technology
Central Sterile Processing
Cosmetology
Early Childhood
Electrical/Electronics Technology
Electronics Technology
Human Resources Management
Machining Technology
Practical Nursing
Surgical Technology

Certificate Programs

Air Conditioning & Refrigeration Technology:
- Air Conditioning and Refrigeration
- Heating
- System Design

Basic Law Enforcement Training
Cosmetology
Early Childhood
Electrical/Electronics:
- Residential, Commercial & Industrial Wiring
- Industrial Automation

Electronics Technology:
- Cisco Routing & Networking

Fine and Creative Woodworking
Horticulture Technology:
- Advanced Greenhouse Management
- Botany for Gardeners
- Landsee Design
- Landscape Management
- Greenhouse & Nursery Operations
- Horticulture Computer Applications
- Plant Professional

Human Resources Management
Industrial Systems Technology:
- Basic Machine Shop
- Electrical
- Fluid Power
- Intermediate Machine Shop
- Mechanical
- Welding

Information Systems Technology:
- Network Application
- Software Development

Licensed Practical Nurse Refresher
Machining Technology
Manufacturing Engineering Technology:
- CAD
- CAM

Office Systems Technology:
- Word Processing

Phlebotomy

Accounting (A25100)
Associate in Applied Science

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

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

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

			Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester							
OST	131	Keyboarding	1	2	0	0	2
BUS	110	Introduction to Business	3	0	0	0	3
ENG	111	Expository Writing	3	0	0	0	3
BUS	121	Business Math	2	2	0	0	3
BUS	115	Business Law I	3	0	0	0	3
ACC	120	Prin of Accounting I	3	2	0	0	4
Spring Semester							
ENG	114	Prof Research & Reporting	3	0	0	0	3
CIS	110	Introduction to Computers	2	2	0	0	3
ACC	121	Prin of Accounting II	3	2	0	0	4
BUS	116	Business Law II	3	0	0	0	3
OST	136	Word Processing	1	2	0	0	2
		Humanities Elective	3	0	0	0	3
Summer							
ACC	150	Computerized Gen Ledger	1	2	0	0	2
ACC	140	Payroll Accounting	1	2	0	0	2
ACC	225	Cost Accounting	3	0	0	0	3
Fall Semester							
ACC	220	Intermediate Accounting I	3	2	0	0	4
ECO	252	Prin of Macroeconomics	3	0	0	0	3
BUS	151	People Skills	3	0	0	0	3
CIS	120	Spreadsheet I	2	2	0	0	3
		Mathematics Elective	3	0	0	0	3

Spring Semester						
ACC 221	Intermediate Acct II	3	2	0	0	4
ECO 251	Prin of Microeconomics	3	0	0	0	3
BUS 225	Business Finance	2	2	0	0	3
ACC 129	Individual Income Taxes	2	2	0	0	3
	Social Science Elective	3	0	0	0	3

TOTAL SEMESTER HOURS:—75

Accounting
Evening Program

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
OST 131	Keyboarding	1	2	0	0	2
BUS 121	Business Math	2	2	0	0	3
ACC 120	Prin of Accounting I	3	2	0	0	4
Spring Semester						
ACC 129	Individual Income Taxes	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
ACC 121	Prin of Accounting II	3	2	0	0	4
Summer						
CIS 110	Introduction to Computers	2	2	0	0	3
	Social Science Elective	3	0	0	0	3
Fall Semester						
ACC 140	Payroll Accounting	1	2	0	0	2
BUS 115	Business Law I	3	0	0	0	3
BUS 225	Business Finance	2	2	0	0	3
ECO 252	Prin of Macroeconomics	3	0	0	0	3
Spring Semester						
BUS 116	Business Law II	3	0	0	0	3
ACC 150	Computerized Gen Ledger	1	2	0	0	2
ECO 251	Prin of Microeconomics	3	0	0	0	3
Summer						
ENG 111	Expository Writing	3	0	0	0	3
	Mathematics Elective	3	0	0	0	3
Fall Semester						
BUS 151	People Skills	3	0	0	0	3
ACC 220	Intermediate Accounting I	3	2	0	0	4
ACC 225	Cost Accounting	3	0	0	0	3

Spring Semester							
ACC	221	Intermediate Acct II	3	2	0	0	4
CIS	120	Spreadsheet I	2	2	0	0	3
OST	136	Word Processing	1	2	0	0	2
Summer							
ENG	114	Prof Research and Reporting	3	0	0	0	3
		Humanities Elective	3	0	0	0	3
TOTAL SEMESTER HOURS:—75							

Air Conditioning, Heating, & Refrigeration Technology (D35100)Diploma

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

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. Diploma graduates should be able to assist in the start up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

Air Conditioning, Heating, & Refrigeration Technology

Evening Program

Fall Semester			**Class**	**Lab**	**Clinic**	**Wk. Exp.**	**Credit**
AHR	110	Intro to Refrigeration	2	6	0	0	5
MAT	101	Applied Mathematics I	2	2	0	0	3
Spring Semester							
AHR	111	HVACR Electricity	2	2	0	0	3
AHR	210	Residential Building Code	1	2	0	0	2
ISC	110	Workplace Safety	1	0	0	0	1
BPR	130	Blueprint Reading/Const	1	2	0	0	2
AHR	160	Refrigeration Certification	1	0	0	0	1
Summer							
AHR	211	Residential System Design	2	2	0	0	3
Fall Semester							
AHR	113	Comfort Cooling	2	4	0	0	4
AHR	151	HVAC Duct Systems I	1	3	0	0	2

Spring Semester						
AHR 115	Refrigeration Systems	1	3	0	0	2
AHR 112	Heating Technology	2	4	0	0	4
Summer						
AHR 114	Heat Pump Technology	2	4	0	0	4
Fall Semester						
CIS 111	Basic PC Literacy	1	2	0	0	2
ENG 102	Applied Communications II	3	0	0	0	3

TOTAL SEMESTER HOURS:—41

Air Conditioning, Heating & Refrigeration Technology Air Conditioning and Refrigeration Certificate (C35100A)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
AHR 110	Intro to Refrigeration	2	6	0	0	5
Spring Semester						
AHR 115	Refrigeration Systems	1	3	0	0	2
AHR 160	Refrigeration Certification	1	0	0	0	1
ISC 110	Workplace Safety	1	0	0	0	1
Summer						
AHR 114	Heat Pump Technology	2	4	0	0	4

TOTAL SEMESTER HOURS:—13

Air Conditioning, Heating, & Refrigeration Technology Heating Certificate (C35100H)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
AHR 110	Intro to Refrigeration	2	6	0	0	5
Spring Semester						
AHR 210	Residential Building Code	1	2	0	0	2
AHR 112	Heating Technology	2	4	0	0	4
Summer						
AHR 114	Heat Pump Technology	2	4	0	0	4

TOTAL SEMESTER HOURS:—15

Air Conditioning, Heating, & Refrigeration Technology System Design Certificate (C35100D)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
AHR 110	Intro to Refrigeration	2	6	0	0	5
MAT 101	Applied Mathematics I	2	2	0	0	3

Spring Semester						
BPR 130	Blueprint Reading/Const	1	2	0	0	2
AHR 210	Residential Building Code	1	2	0	0	2
Summer						
AHR 211	Residential System Design	2	2	0	0	3
TOTAL SEMESTER HOURS:—15						

Associate Degree Nursing (A45120) Associate in Applied Science

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

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

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

Associate Degree Nursing Program Admissions Criteria

The Associate Degree Nursing program has admission criteria beyond the regular requirements of RCC. Students interested in this program are encouraged to discuss these special criteria with a nursing faculty member or Student Services counselor. A cumulative GPA of 2.5 or greater is required as part of the admissions criteria. In addition, students in the Associate Degree Nursing program are required to maintain a GPA of 2.5 or better. Related and general education courses that are part of the nursing curriculum may be taken before nursing (NUR) courses and before the sequence time in the catalog; however, courses must be completed with a grade of "C" or better and not adversely affect the required GPA. A student must not fall behind the sequence of the curriculum plan stated in the catalog. A "D" grade in any nursing curriculum course will cause the student to fall behind the sequence of the curriculum plan. No "D" grade is allowed in any nursing curriculum or related courses.

Admission Requirements

1. Submit a completed RCC application form.
2. Have the following forwarded to Student Services:
   a. official high school transcript and/or proof of satisfactory completion of GED if applicable
   b. official transcript from other post-secondary colleges if applicable
   c. copy of current certification in adult and child CPR
   d. copy of current North Carolina listing on the Nurse Aide I Registry with no substantiated findings
3. Minimum high school grade point average (GPA) requirement of 2.5 on a 4.0 scale

or equivalent GED score of at least 253. Students not meeting this requirement must have a 2.5 in selected post-secondary work.

4. Completion of one year or one high school unit in Biology (BIO) and Chemistry (CHEM) with a **combined** average GPA of at least 2.5; for example, a grade of B in BIO and a grade of C in CHEM. **Note:** a minimum grade of C is required for both classes/units. Post-secondary BIO and CHEM taken at other colleges will be evaluated for transfer credit. Students must request evaluation of transcripts.
5. Complete placement testing in English, reading, and math with a minimum score as follows on COMPASS:

English	70 (places out of ENG 090 or equivalent)
Reading	81 (places out of RED 090 or equivalent)
Pre-Algebra	35 (places out of MAT 060 or equivalent)
Algebra	43 (places out of MAT 070 or equivalent)

Applicants not meeting minimum placement test requirements will be required to take one or more developmental courses.

6. Successful completion of the Nurse Entrance Test (NET) A student who has a verbal and math SAT score of 500 or better will not have to take the NET for entrance, but will take the NET as a tracking strategy for the nursing department. For scoring information, see a Student Services counselor. The student is responsible for the cost and scheduling of the test.

To be considered for fall entry into the core ADN program, all admissions criteria must be met by June 1.

To insure the public health and safety of all clients, the NC Board of Nursing requires licensure to work as a registered nurse. The Board of Nursing requires criminal records check as part of the initial application process for licensure.

Once admitted into the nursing program, drug testing and/or criminal background checks may be requested by the clinical facilities before students are allowed to care for patients. Clinical facilities can deny a student from caring for its patients based on the findings of these tests and reports.

Applicants should be aware that admission to the nursing program is dependent upon physical and emotional health which is compatible with the ability to provide safe patient care.

The following activities are examples of the kind of activities which a student in the nursing program would be required to perform in order to successfully complete the program. If an applicant believes that he or she cannot meet one or more of the standards without reasonable accommodations or modifications, the applicant should consult with a student services counselor for an evaluation of career suitability.

Performance Standards

Critical Thinking: The nursing student must possess critical thinking skills sufficient for clinical judgement. For example, the student must be able to use the nursing process as a basis for solving nursing problems. This involves identifying cause and effect relationships in clinical situations and developing nursing care plans.

Interpersonal Skills: The nursing student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families and colleagues.

Communication: The nursing student should possess communication skills sufficient for interaction with others in verbal and written format. For example, the student

must be able to convey nursing actions and patient responses to health care team members, both verbally and in writing.

Mobility: The nursing student should possess physical skills sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move around in patient rooms, work spaces and treatment areas and to administer cardiopulmonary resuscitation.

Motor Skills: The nursing student should possess gross and fine motor skills sufficient to provide safe and effective nursing care. For example, the student must be able to calibrate and use equipment, administer injections, insert catheters, manipulate intravenous equipment and position patients.

Hearing: The nursing student should possess auditory skills sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, auscultatory sounds and cries for help.

Visual: The nursing student should possess visual skills sufficient for observation and assessment necessary in nursing care. For example, the student must be able to observe patient responses, see a change in skin color and read a scale on a syringe.

Tactile: The nursing student should possess tactile skills sufficient for physical assessment. For example, the student must be able to palpate a pulse.

Weight-Bearing: The nursing student should possess the ability to maneuver and move 40-50 lbs. on a weekly or daily basis. For example, the student must be able to position and transfer patients.

Nursing students should be prepared to incur additional expenses beyond tuition. Estimates of these include:

FIRST YEAR

Medical Examination $75
Hepatitis B immunization series $150-200
Dental Examination – $60
Student Accident Insurance $2/semester
*Malpractice Insurance $22
2 Uniforms, 1 full-length lab coat, 2 name pins,
    1 cap & 1 pair of bandage scissors,
    hemostats, penlight – $200
Lab Kit – $75
Books – $700
Shoes – $55
Watch with second hand – $25
Miscellaneous Supplies
    N.L.N. Tests – $40
    Stethoscoope – $25
    Blood Pressure Cuff – $35
    Pens, Paper, Notebooks – $70
    Copy Machine – $80
*subject to change

SECOND YEAR

Medical Examination – $75
Dental Examination – $60
*Malpractice Insurance – $22
NCLEX Review Course – $200
NCLEX Fee/License Fee – $200
Nursing pin (optional) – $50-100
Student Accident Insurance $2/semester
*Miscellaneous Supplies
    Assess Test – $60
    Diagnostic Readiness Test – $37
    Paper, Pens, Notebooks – $60
    Drug Cards and Notebooks – $30
    Copy Machine – $80
*subject to change

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
NUR 115	Fundamentals of Nursing	2	3	6	0	5
NUR 117	Pharmacology	1	3	0	0	2
NUR 118	Nutrition/Diet Therapy	2	0	0	0	2
ENG 111	Expository Writing	3	0	0	0	3
BIO 168	Anatomy andPhysiology I	3	3	0	0	4
Spring Semester						
NUR 133	Nursing Assessment	2	3	0	0	3
NUR 135	Adult Nursing I	5	3	9	0	9
PSY 110	Life Span Development	3	0	0	0	3
BIO 169	Anatomy and Physiology II	3	3	0	0	4
Summer						
NUR 125	Maternal-Child Nursing	5	3	6	0	8
CIS 113	Computer Basics	0	2	0	0	1
Fall Semester						
NUR 185	Mental Health Nursing	3	0	6	0	5
NUR 233	Leadership	2	0	0	0	2
NUR 235A	Adult Nursing II (A)	2	3	6	0	5
ENG 114	Prof Research & Reporting	3	0	0	0	3
Spring Semester						
NUR 235B	Adult Nursing II (B)	2	0	9	0	5
NUR 255	Professional Issues	3	0	0	0	3
NUR 188	Nursing in the Community	1	0	6	0	3
	Humanities Elective	3	0	0	0	3
TOTAL SEMESTER HOURS:—73						

IMPORTANT:
Applicants who have self-identified as meeting eligibility will be reviewed for eligibility twice a year (scheduled): once in fall semester and once in the spring semester. In order to be reviewed for program eligibility, all admissions criteria must have been met by **September 1 for fall review, and by February 1 for spring review**. After the reviews, eligible students will be notified of the year they may begin the Associate Degree Nursing program. Ineligible students will be notified of steps to attain eligibility. Final eligibility deadline is June 1 for fall entry into the program. Follow-up reviews may be continued into summer semester to determine eligibility of students to fill any vacant position.

Basic Law Enforcement Training (C55120) Certificate

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, investigation, practical

application and sheriff specific. Upon successful completion, the student will be able to demonstrate competence in topics and areas required for the comprehensive certification examination. This is a certificate level course.

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 120, CJC 131, CJC 132, CJC 221, CJC 225 and CJC 231 toward the Associate in Applied Science degree in Criminal Justice Technology (18 semester credit hours). Students must have successfully passed the Commission's comprehensive certification examination. Students must have completed Basic Law Enforcement Training since 1985.

			Class	Lab	Clinic	Wk. Exp.	Credit
CJC	100	Basic Law Enforcement Training	8	30	0	0	18

Business Administration (A25120) Associate in Applied Science

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

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Fall Semester			Class	Lab	Clinic	Wk. Exp.	Credit
OST	131	Keyboarding	1	2	0	0	2
BUS	110	Introduction to Business	3	0	0	0	3
ENG	111	Expository Writing	3	0	0	0	3
BUS	121	Business Math	2	2	0	0	3
BUS	115	Business Law I	3	0	0	0	3
		Social Science Elective	3	0	0	0	3
Spring Semester							
ENG	114	Prof Research & Reporting	3	0	0	0	3
CIS	110	Introduction to Computers	2	2	0	0	3

MKT	120	Principles of Marketing	3	0	0	0	3
BUS	116	Business Law II	3	0	0	0	3
OST	136	Word Processing	1	2	0	0	2
		Humanities Elective	3	0	0	0	3
Summer							
BUS	125	Personal Finance	3	0	0	0	3
BUS	137	Principles of Management	3	0	0	0	3
BUS	239	Bus Applications Seminar	1	2	0	0	2
Fall Semester							
ACC	120	Prin of Accounting I	3	2	0	0	4
ECO	252	Prin of Macroeconomics	3	0	0	0	3
BUS	151	People Skills	3	0	0	0	3
CIS	120	Spreadsheet I	2	2	0	0	3
		Mathematics Elective	3	0	0	0	3
Spring Semester							
ACC	121	Prin of Accounting II	3	2	0	0	4
ECO	251	Prin of Microeconomics	3	0	0	0	3
BUS	225	Business Finance	2	2	0	0	3
ACC	129	Individual Income Taxes	2	2	0	0	3
INT	110	International Business	3	0	0	0	3

TOTAL SEMESTER HOURS:—74

Business Administration Evening Program

Fall Semester			Class	Lab	Clinic	Wk. Exp.	Credit
OST	131	Keyboarding	1	2	0	0	2
BUS	121	Business Math	2	2	0	0	3
ACC	120	Prin of Accounting I	3	2	0	0	4
Spring Semester							
ACC	129	Individual Income Taxes	2	2	0	0	3
BUS	110	Introduction to Business	3	0	0	0	3
ACC	121	Prin of Accounting II	3	2	0	0	4

Summer							
CIS	110	Introduction to Computers	2	2	0	0	3
		Social Science Elective	3	0	0	0	3
Fall Semester							
BUS	225	Business Finance	2	2	0	0	3
BUS	115	Business Law I	3	0	0	0	3
ECO	252	Prin of Macroeconomics	3	0	0	0	3
Spring Semester							
ENG	111	Expository Writing	3	0	0	0	3
BUS	116	Business Law II	3	0	0	0	3
ECO	251	Prin of Microeconomics	3	0	0	0	3
Summer							
ENG	114	Prof Research & Reporting	3	0	0	0	3
		Mathematics Elective	2	2	0	0	3
Fall Semester							
BUS	151	People Skills	3	0	0	0	3
BUS	137	Principles of Management	3	0	0	0	3
MKT	120	Principles of Marketing	3	0	0	0	3
		Humanities Elective	3	0	0	0	3
Spring Semester							
BUS	125	Personal Finance	3	0	0	0	3
CIS	120	Spreadsheet I	2	2	0	0	3
OST	136	Word Processing	1	2	0	0	2
Summer							
BUS	239	Bus Applications Seminar	1	2	0	0	2
INT	110	International Business	3	0	0	0	3

TOTAL SEMESTER HOURS:—74

Central Sterile Processing (D45180) Diploma

The Central Sterile Processing curriculum prepares individuals to function in the central service profession with the scientific principles that underlie their daily work.

Students will develop skills necessary to properly disinfect, prepare, process, store, and issue both sterile/nonsterile medical/surgical supplies and equipment for patient care. In addition, students will learn to operate sterilizing units and monitor effectiveness of the sterilization process.

Graduates will be eligible to apply to take the National Institute for the Certification of Healthcare Sterile Processing and Distribution Personnel Examination. Employment

opportunities include inpatient/outpatient surgery centers, dialysis units/facilities, and central processing units in hospitals.

Fall Semester			Class	Lab	Clinic	Wk. Exp.	Credit
ENG	111	Expository Writing	3	0	0	0	3
BIO	163	Basic Anat & Physiology	4	2	0	0	5
PSY	150	General Psychology	3	0	0	0	3
SUR	110	Intro to Surg Tech	3	0	0	0	3
SUR	111	Perioperative Patient Care	5	6	0	0	7
Spring Semester							
BIO	275	Microbiology	3	3	0	0	4
SUR	122	Surgical Procedures I	5	3	0	0	6
STP	101	CSP Clinical I	0	0	21	0	7
Summer							
SUR	134	Surgical Procedures II	5	0	0	0	5
STP	102	CSP Clinical II	0	0	12	0	4
STP	103	Prof Success Prep	1	0	0	0	1

TOTAL SEMESTER HOURS:—48

(See Surgical Technology for information on estimated fees, advanced placement, transfer credit, etc.)

Central Sterile Processing Admissions Criteria

1. Complete and submit a RCC application.
2. Submit an official high school transcript as a graduate of a high school with regional accreditation or submit proof of satisfactory completion of GED. Minimum high school GPA requirement is 2.0 on a 4.0 scale or equivalent GED total score of at least 244. Students not meeting this requirement must have a 2.0 in selected post-secondary work.
3. Submit official transcript of student has attended another college. Transcript(s) must reveal a cumulative GPA of at least 2.0.
4. Complete placement testing in English, reading, and math with a minimum score as follows on COMPASS:

*English	70 (places out of ENG 090 or equivalent)
*Reading	81 (places out of RED 090 or equivalent)
Pre-Algebra	35 (places out of MAT 070 or equivalent)

   Applicants not meeting minimum placement test requirements will be required to take developmental courses in English, reading, and math as indicated by test scores. Placement tests will be waived with appropriate college level courses and grades.

   Applicants who have received a score of 500 or greater on the math portion of the SAT examination will have math placement testing waived. Individuals who have received a score of 500 or greater on the verbal portion of the SAT examination will

have English and reading placement testing waived.

The following are required for entrance to the program:

5. Submit completed Health History form.
6. Submit completed Personal History form.
7. Send letter of intention to accept place in the program to Admissions Office and to the Department of Nursing and Allied Health and have 8 hours of observation in an OR and 1-2 hours discussion with Surgical Services Director and Surgical Technology faculty.
8. Attend College Orientation.
9. Attend Health Careers Orientation and submit:
   a. Signed statement of Understanding Concerning Acceptance for Clinical Training;
   b. Signed statement of Understanding Concerning Physical and Mental Health Status Compatible to Provide Safe Care;
   c. Completed Medical Form with required immunizations to include tetanus, polio, and Hepatitis B (series may be completed or in process) or signed Hepatitis B Declination Form, tuberculin screening, rubella vaccination or positive rubella titer, and a completed Dental Form.
   d. Current CPR card (American Heart Association).
10. Any student without completed documents by deadlines in written correspondence will not be eligible for entry and an alternate will be invited to enter in that student's place.
11. The applicant may be required to provide evidence to the Division of Nursing and Allied Health that he/she meets entry requirements for the program which comply with accreditation, facility and safe standards.
12. Police record check and/or random drug testing may be required at any time during the program at student's expense.

    Note: Priority may be given to applicants successfully completing Health Occupations in high school with "C" or better, having worked as Health Care provider for at least 6 months, or having spent at least 10 documented hours in observation of surgery.

Important:

Applicants who have self-identified as meeting eligibility will be reviewed for eligibility twice a year (scheduled): once in the fall semester and once in the spring semester. In order to be reviewed for program eligibility, all admissions criteria must have been met by **September 1 for fall review, and by February 1 for spring review**. After the reviews, eligible students will be notified of the year they may begin the Surgical Technology or Central Sterile Processing program. Ineligible students will be notified of steps to take to attain eligibility. Follow-up reviews may be continued into summer semester to determine eligibility of students to fill any vacant positions.

For transfer, advanced placement, probation and dismissal, and readmission information, see Surgical Technology program.

Cosmetology (D55140) Diploma

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.

In addition to tuition and books, cosmetology students are required to purchase a student equipment kit costing $153, two white uniforms at an estimated cost of $35 each, a mannequin costing $30, and malpractice insurance at $30 per year.

Fall Semester	Class	Lab	Clinic	Wk. Exp.	Credit
COS 111 Cosmetology Concepts I	4	0	0	0	4
COS 112 Salon I	0	2	0	0	8
COM 231 Public Speaking	3	0	0	0	3
Spring Semester					
COS 113 Cosmetology Concepts II	4	0	0	0	4
COS 114 Salon II	0	24	0	0	8
PSY 101 Applied Psychology	3	0	0	0	3
Summer					
COS 115 Cosmetology Concepts III	4	0	0	0	4
COS 116 Salon III	0	12	0	0	4
Fall Semester					
COS 117 Cosmetology Concepts IV	2	0	0	0	2
COS 118 Salon IV	0	21	0	0	7
TOTAL SEMESTER HOURS:—39					

Cosmetology (C55140) Certificate

	Class	Lab	Clinic	Wk. Exp.	Credit
COS 111 Cosmetology Concepts I	4	0	0	0	4
COS 112 Salon I	0	2	0	0	8
COS 113 Cosmetology Concepts II	4	0	0	0	4
COS 114 Salon II	0	24	0	0	8
COS 115 Cosmetology Concepts III	4	0	0	0	4
COS 116 Salon III	0	12	0	0	4
TOTAL SEMESTER HOURS:—32					

Criminal Justice Technology (A55180) Associate in Applied Science

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.

Special Entrance Requirements

All students entering the Criminal Justice Technology curriculum, in any capacity, may not be convicted of any felony or criminal offense that requires punishment of more than two years imprisonment. They cannot be convicted of any offense of moral turpitude or any offense that addresses public morality. This specifically includes the use, sale or manufacture of controlled substances.

			Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester							
ENG	111	Expository Writing	3	0	0	0	3
CJC	111	Intro to Criminal Justice	3	0	0	0	3
CJC	112	Criminology	3	0	0	0	3
CJC	113	Juvenile Justice	3	0	0	0	3
CJC	131	Criminal Law	3	0	0	0	3
CIS	110	Intro to Computers	2	2	0	0	3
Spring Semester							
ENG	114	Professional Research	3	0	0	0	3
CJC	122	Community Policing	3	0	0	0	3
CJC	132	Courts and Evidence	3	0	0	0	3
CJC	141	Corrections	3	0	0	0	3
PSY	150	General Psychology	3	0	0	0	3
Summer Semester							
CJC	211	Counseling	3	0	0	0	3
CJC	215	Organization and Administration	3	0	0	0	3
CJC	213	Substance Abuse	3	0	0	0	3

Fall Semester						
COM 231	Public Speaking	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 231	Constitutional Law	3	0	0	0	3
	Mathematics Elective	3	0	0	0	3
CJC	Technical Elective	3	0	0	0	3
Spring Semester						
CJC 212	Ethics & Comm Relations	3	0	0	0	3
CJC 214	Victimology	3	0	0	0	3
CJC 222	Criminalistics	3	0	0	0	3
CJC 223	Organized Crime	3	0	0	0	3
	Humanities Elective	3	0	0	0	3

TOTAL SEMESTER HOURS:—73

NOTE: BLET graduates may receive credit for the following Criminal Justice courses:
CJC 120
CJC 131
CJC 132
CJC 221
CJC 225
CJC 231

Early Childhood Associate (A55220) Associate in Applied Science

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

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

		Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester						
EDU 119	Early Childhood Ed*	4	0	0	0	4
or						
EDU 111	Early Childhood Cred I	2	0	0	0	2
and						
EDU 112	Early Childhood Cred II	2	0	0	0	2
EDU 144	Child Development I	3	0	0	0	3
ENG 111	Expository Writing	3	0	0	0	3
EDU 131	Child, Family, Community	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 151A	Creative Activities Lab	0	2	0	0	1

*EDU 119 is the preferred course for Early Childhood Associate majors.

Spring Semester						
EDU 145	Child Development II	3	0	0	0	3
COE 115	Work Experience Seminar	1	0	0	0	1
COE 111	Co-op Work Experience I	0	0	0	10	1
EDU 146	Child Guidance	3	0	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	0	3
COM 231	Public Speaking	3	0	0	0	3
Business/Management Option						
EDU 261	Early Childhood Admin I	2	0	0	0	2
EDU 191	Sel Topics Early Childhood	0	2	0	0	1
Professional Fundamentals Option						
PSY 150	General Psychology	3	0	0	0	3
or						
SOC 210	Introduction to Sociology	3	0	0	0	3
or						
SOC 213	Sociology of the Family	3	0	0	0	3
Summer						
EDU 221	Children with Sp Needs	3	0	0	0	3
EDU 234	Infants, Toddlers & Twos	3	0	0	0	3
	Math Elective	3	0	0	0	3
Business/Management Option						
EDU 235	School-Age Dev & Prog	2	0	0	0	2
Professional Fundamentals Option						
PSY 150	General Psychology	3	0	0	0	3
or						
SOC 210	Introduction to Sociology	3	0	0	0	3
or						
SOC 213	Sociology of the Family	3	0	0	0	3

Fall Semester							
EDU	259	Curriculum Planning	3	0	0	0	3
EDU	280	Literacy Experiences	3	0	0	0	3
EDU	280A	Literacy Experiences Lab	0	2	0	0	1
EDU	251	Exploration Activities	3	0	0	0	3
EDU	251A	Exploration Act Lab	0	2	0	0	1
ENG	114	Prof Research & Reporting	3	0	0	0	3
Business/Management Option							
EDU	262	Early Childhood Adm II	3	0	0	0	3
Professional Fundamentals Option							
PSY	150	General Psychology	3	0	0	0	3
or							
SOC	210	Introduction to Sociology	3	0	0	0	3
or							
SOC	213	Sociology of the Family	3	0	0	0	3
Spring Semester							
COE	125	Work Exp Seminar II	1	0	0	0	1
COE	121	Co-op Work Experience II	0	0	0	10	1
EDU	288	Advanced Issues	2	0	0	0	2
CIS	110	Intro to Computers	2	2	0	0	3
		Humanities Elective	3	0	0	0	3
		Social Science Elective	3	0	0	0	3

TOTAL SEMESTER HOURS:—75-76

NOTE: The NC Division of Child Development requires completers of EDU 111 & 112 to be high school or GED graduates before issuing the NC Early Childhood Credential.

Early Childhood Associate Diploma Program (D55220)

Fall Semester			Class	Lab	Clinic	Wk. Exp.	Credit
EDU	119	Early Childhood Ed*	4	0	0	0	4
or							
EDU	111	Early Childhood Cred I	2	0	0	0	2
and							
EDU	112	Early Childhood Cred II	2	0	0	0	2
EDU	144	Child Development I	3	0	0	0	3
ENG	111	Expository Writing	3	0	0	0	3
EDU	131	Child, Family & Community	3	0	0	0	3
EDU	151	Creative Activities	3	0	0	0	3
EDU	151A	Creative Activities Lab	0	2	0	0	1

*EDU 119 is the preferred course for Early Childhood Associate majors.

Spring Semester						
EDU 145	Child Development II	3	0	0	0	3
COM 231	Public Speaking	3	0	0	0	3
COE 115	Work Exp Seminar I	1	0	0	0	1
COE 111	Co-op Work Experience I	0	0	0	10	1
EDU 146	Child Guidance	3	0	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	0	3
EDU 261	Early Childhood Admin I	2	0	0	0	2
EDU 191	Sel Topics Early Childhood	0	2	0	0	1
Summer						
EDU 221	Children with Special Needs	3	0	0	0	3
EDU 235	School-Age Dev & Prog	2	0	0	0	2
EDU 234	Infant, Toddler, Two's	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3

TOTAL SEMESTER HOURS:—45

Early Childhood Associate Evening Program
Certificate Exit (C55220E)
Diploma Exit (D55220)

Three-year Track

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
EDU 119	Early Childhood Ed	4	0	0	0	4
or						
EDU 111	Early Childhood Cred I	2	0	0	0	2
and						
EDU 112	Early Childhood Cred II	2	0	0	0	2
EDU 144	Child Development I	3	0	0	0	3
Spring Semester						
COM 231	Public Speaking	3	0	0	0	3
EDU 145	Child Development II	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
****CERTIFICATE EXIT 16 CREDITS***						
Fall Semester						
EDU 131	Child, Family & Community	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 151A	Creative Activities Lab	0	2	0	0	1
Spring Semester						
EDU 153	Health, Safety & Nutrition	3	0	0	0	3
COE 115	Work Experience Seminar I	1	0	0	0	1

COE 111	Co-op Work Experience I	0	0	0	10	1
ENG 111	Expository Writing	3	0	0	0	3
Fall Semester						
EDU 221	Children with Special Needs	3	0	0	0	3
EDU 234	Infant, Toddlers, Two's	3	0	0	0	3
CIS 110	Intro to Computers	2	2	0	0	3
Spring Semester						
EDU 261	Early Childhood Admin I	2	0	0	0	2
EDU 191	Sel Topics Early Childhood	0	2	0	0	1
EDU 235	School Age Dev & Prog	2	0	0	0	2

**DIPLOMA EXIT 44 CREDITS*

Electrical/Electronics Technology (D35220) Diploma

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

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

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

Fall Semester		**Class**	**Lab**	**Clinic**	**Wk. Exp.**	**Credit**
MAT 101	Applied Mathematics I	3	0	0	0	3
ELC 113	Basic Wiring I	2	6	0	0	4
Spring Semester						
ELC 114	Basic Wiring II	2	6	0	0	4
CIS 135	PC Diagnostics/ Configuration	2	2	0	0	3
Summer						
ELC 112	DC/AC Electricity	3	6	0	0	5
Fall Semester						
ELC 117	Motors and Controls	2	6	0	0	4
ELN 229	Industrial Electronics	2	4	0	0	4

Spring Semester							
ELN	133	Digital Electronics	3	3	0	0	4
ELC	128	Introduction to PLC	2	3	0	0	3
Summer							
ELC	228	PLC Applications	2	6	0	0	4
Fall Semester							
ENG	102	Applied Communications II	3	0	0	0	3
ELC	119	NEC Calculations	1	2	0	0	2
PCI	162	Instrumentation Controls	2	3	0	0	3

TOTAL SEMESTER HOURS:—46

Electrical/Electronics Technology Residential, Commercial and Industrial Wiring Certificate (C35220R)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

			Class	Lab	Clinic	Wk. Exp.	Credit
ELC	113	Basic Wiring I	2	6	0	0	4
ELC	114	Basic Wiring II	2	6	0	0	4
ELC	112	CD/AC Electricity	3	6	0	0	5
	or						
ELC	111	Intro to Electricity	2	2	0	0	3
ELC	119	NEC Calculations	1	2	0	0	3

TOTAL SEMESTER HOURS:—16 or 14

Electrical/Electronics Technology Industrial Automation Certificate (C35220A)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

			Class	Lab	Clinic	Wk. Exp.	Credit
ELC	111	Intro to Electricity	2	2	0	0	3
	or						
ELC	112	CD/AC Electricity	3	6	0	0	5
ELC	117	Motors and Controls	2	6	0	0	4
ELC	128	Intro to PLC	2	3	0	0	3
ELC	228	PLC Applications	2	6	0	0	4

Total Semester Hours: 14 or 16

Electronics Technology (A50140) Associate in Applied Science

The Electronics Technology curriculum prepares individuals to build, install, test, troubleshoot, and repair electronic components, equipment, and systems. Students advance from fundamental electrical and electronic courses to concentrated studies of electrical machinery, industrial controls, microcomputer systems, and telecommunications.

Course work includes direct and alternating current electricity, digital and analog electronic circuits, microprocessors, digital and analog electronic communication systems, and industrial motors and controls. The program includes mathematics, applied physics, written and oral communications, computer skills, and critical thinking.

Graduates should qualify for entry-level employment in manufacturing, maintenance, or sales. Applicable job titles include electronic technician, bench technician, field service technician, field service representative, control technician, and instrumentation technician.

			Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester							
ELC	112	DC/AC Electricity	3	6	0	0	5
MAT	171	Precalculus Algebra	3	0	0	0	3
CIS	111	Basic PC Literacy	1	2	0	0	2
ENG	111	Expository Writing	3	0	0	0	3
Spring Semester							
ELN	131	Electronic Devices	3	3	0	0	4
ISC	112	Industrial Safety	2	0	0	0	2
ENG	114	Prof Research & Reporting	3	0	0	0	3
MAT	172	Precalculus Trigonometry	3	0	0	0	3
		Humanities Elective	3	0	0	0	3
		Social Science Elective	3	0	0	0	3
Summer							
ELN	132	Linear IC Applications	3	3	0	0	4
ELN	133	Digital Electronics	3	3	0	0	4
Fall Semester							
PCI	162	Instrumentation Controls	2	3	0	0	3
PHY	151	College Physics I	3	2	0	0	4
ELC	117	Motors and Controls	2	6	0	0	4
ELN	232	Intro to Microprocessors	3	3	0	0	4
Spring Semester							
PCI	163	Process Control Circuits	3	3	0	0	4
ELN	233	Microprocessor Systems	3	3	0	0	4
ELC	128	Intro to PLC	2	3	0	0	3
ELN	247	Electronic App Project	1	3	0	0	2

TOTAL SEMESTER HOURS:—67

Electronics Technology Diploma Program (D50140)

			Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester							
ELC	112	DC/AC Electricity	3	6	0	0	5
CIS	111	Basic PC Literacy	1	2	0	0	2
MAT	115	Mathematical Models	2	2	0	0	3
Spring Semester							
ELN	131	Electronic Devices	3	3	0	0	4
ISC	112	Industrial Safety	2	0	0	0	2
Summer							
ELN	132	Linear IC Applications	3	3	0	0	4
ELN	133	Digital Electronics	3	3	0	0	4
Fall Semester							
ENG	102	Applied Communications II	3	0	0	0	3
ELC	117	Motors and Controls	2	6	0	0	4
ELN	232	Intro to Microprocessors	3	3	0	0	4
Spring Semester							
ELN	233	Microprocessor Systems	3	3	0	0	4
ELC	128	Introduction to PLC	2	3	0	0	3
ELN	247	Electronic App Project	1	3	0	0	2

TOTAL SEMESTER HOURS:—44

Electronics Technology
Cisco Routing & Networking Certificate (C50140C)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

CIS	173	Network Theory	2	2	0	0	3
NET	125	Routing & Switching I	1	4	0	0	3
NET	126	Routing & Switching II	1	4	0	0	3
NET	225	Adv. Router & Switching I	1	4	0	0	3
NET	226	Adv. Router & Switching II	1	4	0	0	3

TOTAL SEMESTER HOURS: 15

Emergency Medical Science (A45340)

The Emergency Medical Science curriculum is designed to prepare graduates to enter the workforce as paramedics. Additionally, the program can provide an Associate Degree for individuals desiring an opportunity for career enhancement.

The course of study provides the student an opportunity to acquire basic and advanced life support knowledge and skills by utilizing classroom instruction, practical laboratory sessions, hospital clinical experience, and field internships with emergency medical service agencies.

Students progressing through the program may be eligible to apply for both state and national certification exams. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions, and government agencies.

EMS Bridging Program Cooperative Agreement with GTCC

The Emergency Medical Science Bridging program is designed to allow a currently certified non-degreed EMT paramedic to earn a two-year associate of applied science degree in Emergency Medical Science by completing the EMS Bridging Course (EMS 280), Rescue Scene Management (EMS 140), and EMS Management (EMS 235) in addition to all other general education requirements for this degree.

All general education requirements can be earned at Rockingham Community College. EMS 280, EMS 140 and EMS 235 will be offered provided that a sufficient number of students commit to take the courses at RCC at least one semester in advance of the requirement, otherwise the EMS courses may be taken at Guilford Technical Community College.

Acceptance Criteria

1. The following certifications must be completed:
   - EMT Paramedic Certification;
   - Advanced Cardiac Life Support Certification;
   - Basic Trauma Life Support Certification; and
   - Pediatric Advanced Life Support.

   These certifications provide 45 semester credit hours of advanced placement for students who are accepted into the program and meet requirements.
2. Complete and submit an RCC application.
3. Submit an official high school transcript as a graduate of a high school with regional accreditation or submit proof of satisfactory completion of GED. Minimum high school GPA requirement is 2.0 on a 4.0 scale or equivalent GED total score of at least 244. Students not meeting this requirement must have a 2.0 in selected post-secondary work.
4. Completion of one year or one high school unit in Biology and Chemistry with an average of at least 2.0 or have completed the following courses or equivalent: BIO 101 and 103 or BIO 111; CHM 114 or 104 or CHM 131; with an overall average of 2.0.

5. Submit official transcript if student has attended another college. Transcript(s) must reveal a cumulative GPA of at least 2.0.
6. Complete placement testing in English, reading, and math with a minimum score as follows on COMPASS:

* English	70 (places out of ENG 100 or ENG 090)
* Reading	81 (places out of REA 101 pr RED 090)
Combination	75 Combination of English & Reading scores, places out of ENG 085
Pre-Algebra	35 (places out of MAT 101 or MAT 060)
Algebra	43 (places out of MAT 102 or MAT 070)

Applicants not meeting minimum placement test requirements will be required to take developmental courses in English, reading, and math as indicated by test scores. Placement tests will be waived with appropriate college level courses and grades.

Applicants who have received a score of 500 or greater on the math portion of the SAT examination will have math placement testing waived. Individuals who have received a score of 500 or greater on the verbal portion of the SAT examination will have English and reading placement testing waived.

Additional Requirements for Admission to EMS Courses

1. Submit completed Health History form.
2. Submit completed Personal History form.
3. Submit:
   a. Signed statement of Understanding Concerning Acceptance for Clinical Training;
   b. Signed statement of Understanding concerning Physical and Mental Health Status Compatible to Provide Safe Care;
   c. Completed Medical Form with required immunizations to include (not all-inclusive) tetanus, polio, and Hepatitis B (series may be completed or in process) or Signed Hepatitis B Declination Form, tuberculin screening, rubella vaccination or positive rubella titer, and a completed Dental Form.
4. The applicant may be required to provide evidence to the Dean of Nursing and Allied Health Division of RCC and/or GTCC the he/she meets entry requirements for the program which comply with accreditation, facility and safety standards.
5. Police record check and/or random drug testing may be required at any time during the program.
6. Attendance of College and Health Careers Orientation may be required.

Important:
Verification of program eligibility will be conducted fall, spring and summer semesters. **The Notification of Program Eligibility Form** must be received in the Admissions Office by **October 1** for review.

General Education /Related Courses:
ENG 111
ENG 114
PSY 150
CIS 110
BIO 163
COM 231
PHI 240

Major courses:
Will be taught at GTCC unless 10 students commit to attend.
EMS 280
EMS 140
EMS 235

Fine and Creative Woodworking (A30160) Associate in Applied Science

The Fine and Creative Woodworking curriculum prepares individuals to design and build high quality furniture and accessories. Students may choose to work in either period styles, creative work, or both. This program provides an opportunity to expand skill level and creativity in building fine furniture.

The students will begin by developing a strong foundation in basic hand tool use and machining. Course work progresses to include study in finishing, turning, carving, jigs and fixtures, veneering, bending, equipment maintenance, principles of operating a business, and more.

Graduates may earn an AAS degree. This program concentrates on preparing graduates to establish a business of their own. In addition, graduates may find employment opportunities in high-end custom furniture shops or the furniture manufacturing industry.

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
WWK 110	Hand Tools/Basic Machines	2	15	0	0	7
WWK 120	Furniture Making Process	1	2	0	0	2
ENG 111	Expository Writing	3	0	0	0	3
MAT 140	Survey of Mathematics	3	0	0	0	3
or						
MAT 115	Mathematical Models	2	2	0	0	3

Spring Semester						
WWK 111	Furniture Construction I	2	15	0	0	7
WWK 136	Basic Finishing	1	4	0	0	3
WWK 121	Furniture Drawing	1	4	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	0	3
Summer						
WWK 130	Wood Turning	1	6	0	0	3
WWK 217	Fine Points of Furniture	1	6	0	0	3
WWK 150	Equipment Maintenance	1	3	0	0	2
Fall Semester						
PCW 210	Chair Design	2	15	0	0	7
WWK 226	Cash Flow Furniture	1	6	0	0	3
WWK 210	Furniture Design	1	4	0	0	3
	Humanities Elective	3	0	0	0	3
Spring Semester						
WWK 211	Furniture Construction II	1	21	0	0	8
WWK 140	Wood Bending/Veneering	0	2	0	0	1
WWK 227	Shop Start-Up/Operation	2	0	0	0	2
	Social Science Elective	3	0	0	0	3

TOTAL SEMESTER HOURS:—69

Fine and Creative Woodworking Certificate (C30160)

		Class	Lab	Clinic	Wk. Exp.	Credit
WWK 110	Hand Tools/Basic Mach	2	15	0	0	7
WWK 111	Furniture Constr I	2	15	0	0	7
WWK 120	Furniture Making Proc	2	2	0	0	2

TOTAL SEMESTER HOURS: — 16

General Occupational Technology (A55280) Associate in Applied Science

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

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

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

See Industrial Technology advisors for specific courses within this program of study.
TOTAL SEMESTER HOURS:—64-76

General Occupational Technology (C55280) Certificate

See admissions counselors for specific courses within this program of study.

TOTAL SEMESTER HOURS:—12-18

Horticulture Technology (A15240) Associate in Applied Science

The Horticulture Technology curriculum is designed to prepare individuals for various careers in horticulture. Classroom instruction and practical laboratory applications of horticultural principles and practices are included in the program of study.

Course work includes plant science, plant materials, propagation, soils, fertilizers, and pest management. Also included are courses in plant production, landscaping, and the management and operation of horticulture businesses.

Graduates should qualify for employment opportunities in nurseries, garden centers, greenhouses, landscape operations, gardens, and governmental agencies. Graduates should also be prepared to take North Carolina Pesticide Applicator's Examination and the North Carolina Certified Plant Professional Examination.

The Horticulture Technology Associate in Applied Science degree and Horticulture Technology Diploma may still be obtained if all the certificate major courses are offered. See your academic advisor for details.

Note: Certificates will be offered based on demand.

Landscape Design Certificate (C15240D)

		Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester						
HOR 164	Hort. Pest Management	2	2	0	0	3
HOR 166	Soils & Fertilizers	2	2	0	0	3
Spring Semester						
HOR 160	Plant Materials	2	2	0	0	3
HOR 168	Plant Propagation	2	2	0	0	3
Fall or Spring Semester						
*HOR 110	Intro to Landscaping	1	2	0	0	2
*HOR 112	Landscape Design I	2	3	0	0	3

*When scheduled per student demand
TOTAL SEMESTER HOURS: 17

Landscape Management Certificate (C15240M)

		Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester						
HOR 164	Hort. Pest Management	2	2	0	0	3
HOR 166	Soils & Fertilizers	2	2	0	0	3
Spring Semester						
HOR 160	Plant Materials	2	2	0	0	3
HOR 168	Plant Propagation	2	2	0	0	3
Fall or Spring Semester						
*HOR 116	Landscape Mgmt. I	2	2	0	0	3
*HOR 217	Landscape Mgmt. II	1	3	0	0	2

*When scheduled per student demand.
TOTAL SEMESTER HOURS: 17

Horticulture Computer Applications Certificate (C15240C)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
HOR 164	Hort. Pest Management	2	2	0	0	3
HOR 166	Soils & Fertilizers	2	2	0	0	3
Spring Semester						
HOR 160	Plant Materials	2	2	0	0	3
HOR 168	Plant Propagation	2	2	0	0	3
Fall or Spring Semester						
*HOR 170	Hort. Computer Skills	1	3	0	0	2
*HOR 213	Landscape Design II	2	2	0	0	3

*When scheduled per student demand.
TOTAL SEMESTER HOURS: 17

Botany for Gardeners Certificate (C15240B)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
HOR 164	Hort. Pest Management	2	2	0	0	3
HOR 166	Soils & Fertilizers	2	2	0	0	3
Spring Semester						
HOR 160	Plant Materials	2	2	0	0	3
HOR 168	Plant Propagation	2	2	0	0	3
Fall or Spring Semester						
*HOR 150	Intro to Horticulture	2	0	0	0	2
*HOR 162	Applied Plant Science	2	2	0	0	3

**When scheduled per student demand*

TOTAL SEMESTER HOURS: 17

Advanced Greenhouse Management Certificate (C15240G)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
HOR 164	Hort. Pest Management	2	2	0	0	3
HOR 166	Soils & Fertilizers	2	2	0	0	3
Spring Semester						
HOR 160	Plant Materials	2	2	0	0	3
HOR 168	Plant Propagation	2	2	0	0	3
Fall or Spring Semester						
*HOR 235	Greenhouse Production	2	2	0	0	3
*HOR 273	Hort. Mgmt. & Marketing	3	0	0	0	3

*When scheduled per student demand.
TOTAL SEMESTER HOURS: 18

Plant Professional Certificate (C15240P)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
HOR 164	Hort. Pest Management	2	2	0	0	3
HOR 166	Soils & Fertilizers	2	2	0	0	3
Spring Semester						
HOR 160	Plant Materials	2	2	0	0	3
HOR 168	Plant Propagation	2	2	0	0	3
Fall or Spring Semester						
*HOR 260	Plant Materials II	2	2	0	0	3

*When scheduled per student demand.
TOTAL SEMESTER HOURS: 15

Greenhouse & Nursery Operations Certificate (C15240N)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
HOR 164	Hort. Pest Management	2	2	0	0	3
HOR 166	Soils & Fertilizers	2	2	0	0	3
Spring Semester						
HOR 160	Plant Materials	2	2	0	0	3
HOR 168	Plant Propagation	2	2	0	0	3

Fall or Spring Semester					
*HOR 134 Greenhouse Operations	2	2	0	0	3
*HOR 124 Nursery Operations	2	3	0	0	3

*When scheduled per student demand.
TOTAL SEMESTER HOURS: 18

Human Resources Management (A2512C) Associate in Applied Science

Human Resources Management is a concentration under the curriculum title of Business Administration. The curriculum is designed to meet the demands of business and service agencies. The objective is the development of generalists and specialists in the administration, training, and management of human resources.

Course work includes studies in management, interviewing, placement, needs assessment, planning, compensation and benefits, and training techniques. Also included are topics such as people skills, learning approaches, skills building, and development of instructional and training materials.

Graduates from this program will have a sound business educational base for lifelong learning. Students will be prepared for employment opportunities in personnel, training, and other human resources development areas.

			Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester							
OST	131	Keyboarding	1	2	0	0	2
BUS	256	Recruit Select & Per Plan	3	0	0	0	3
BUS	121	Business Math	2	2	0	0	3
Spring Semester							
BUS	258	Compensation and Benefits	3	0	0	0	3
BUS	110	Introduction to Business	3	0	0	0	3
OST	136	Word Processing	1	2	0	0	2
Summer							
CIS	110	Introduction to Computers	2	2	0	0	3
BUS	234	Training and Development	3	0	0	0	3
Fall Semester							
BUS	115	Business Law I	3	0	0	0	3
BUS	217	Employment Laws and Regs	3	0	0	0	3
ACC	120	Principles of Accounting	3	2	0	0	4

Spring Semester							
BUS	259	HRM Applications	3	0	0	0	3
ENG	111	Expository Writing	3	0	0	0	3
		Social Science Elective	3	0	0	0	3
Summer							
INT	110	International Business	3	0	0	0	3
		Mathematics Elective	3	0	0	0	3
Fall Semester							
BUS	151	People Skills	3	0	0	0	3
BUS	137	Principles of Management	3	0	0	0	3
MKT	120	Principles of Marketing	3	0	0	0	3
ECO	252	Prin of Macroeconomics	3	0	0	0	3
Spring Semester							
ENG	114	Prof Research & Reporting	3	0	0	0	3
CIS	120	Spreadsheet I	2	2	0	0	3
		Humanities Elective	3	0	0	0	3

TOTAL SEMESTER HOURS:—68

Human Resources Management Certificate (C2512C)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

Select any four of the following courses:			Class	Lab	Clinic	Wk. Exp.	Credit
BUS	217	Employment Law and Regs	3	0	0	0	3
BUS	234	Training and Development	3	0	0	0	3
BUS	256	Recruit Select & Per Plan	3	0	0	0	3
BUS	258	Compensation and Benefits	3	0	0	0	3
BUS	259	HRM Applications	3	0	0	0	3

TOTAL SEMESTER HOURS:—12

Industrial Systems Technology (D50240) Certificates

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

Students will learn multi-craft technical skills in blueprint reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as life-long learners.

The Industrial Systems Technology Diploma may still be obtained if all the certificate major courses are offered. See your academic advisor for details.

Note: Certificates will be offered based on demand.

Industrial Systems Technology Mechanical Certificate (C50240M)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

		Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester						
BPR 111	Blueprint Reading	1	2	0	0	2
ISC 110	Workplace Safety	1	0	0	0	1
MAC 151	Machining Calculations	1	2	0	0	2
Spring Semester						
ELC 111	Intro to Electricity	2	2	0	0	3
ISC 113	Industrial Specifications	1	0	0	0	1
MAC 152	Adv Machining Calculations	1	2	0	0	2
Summer						
MEC 160	Mech Industrial Systems	1	3	0	0	2
MNT 110	Intro to Maintenance Proc	1	3	0	0	2

TOTAL SEMESTER HOURS: 15

Industrial Systems Technology Electrical Certificate (C50240E)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

			Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester							
BPR	111	Blueprint Reading	1	2	0	0	2
ISC	110	Workplace Safety	1	0	0	0	1
MAC	151	Machining Calculations	1	2	0	0	2
Spring Semester							
ELC	111	Intro to Electricity	2	2	0	0	3
ISC	113	Industrial Specifications	1	0	0	0	1
MAC	152	Adv Machining Calculations	1	2	0	0	2
Fall/Spring Semester							
ELC	117	Motors and Controls	2	6	0	0	4

TOTAL SEMESTER HOURS: 15

Industrial Systems Technology Fluid Power Certificate (C50240F)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

			Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester							
BPR	111	Blueprint Reading	1	2	0	0	2
ISC	110	Workplace Safety	1	0	0	0	1
MAC	151	Machining Calculations	1	2	0	0	2
Spring Semester							
ELC	111	Intro to Electricity	2	2	0	0	3
ISC	113	Industrial Specifications	1	0	0	0	1
MAC	152	Adv Machining Calculations	1	2	0	0	2
Fall/Spring Semester							
*HYD	110	Hydraulics/Pneumatics I	2	3	0	0	3

*When scheduled per student demand

TOTAL SEMESTER HOURS: 14

Industrial Systems Technology
Basic Machine Shop Certificate (C50240S)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
BPR 111	Blueprint Reading	1	2	0	0	2
ISC 110	Workplace Safety	1	0	0	0	1
MAC 151	Machining Calculations	1	2	0	0	2
Spring Semester						
ELC 111	Intro to Electricity	2	2	0	0	3
ISC 113	Industrial Specifications	1	0	0	0	1
MAC 152	Adv Machining Calculations	1	2	0	0	2
Fall/Spring Semester						
*MEC 111	Machine Processes I	1	4	0	0	3

*When scheduled per student demand
TOTAL SEMESTER HOURS: 14

Industrial Systems Technology
Intermediate Machine Shop Certificate (C50240I)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
BPR 111	Blueprint Reading	1	2	0	0	2
ISC 110	Workplace Safety	1	0	0	0	1
MAC 151	Machining Calculations	1	2	0	0	2
Spring Semester						
ELC 111	Intro to Electricity	2	2	0	0	3
ISC 113	Industrial Specifications	1	0	0	0	1
MAC 152	Adv Machining Calculations	1	2	0	0	2
Fall/Spring Semester						
*MEC 112	Machine Processes II	2	3	0	0	3

*When scheduled per student demand
TOTAL SEMESTER HOURS: 14

Industrial Systems Technology Welding Certificate (C50240W)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

Fall Semester			Class	Lab	Clinic	Wk. Exp.	Credit
BPR	111	Blueprint Reading	1	2	0	0	2
ISC	110	Workplace Safety	1	0	0	0	1
MAC	151	Machining Calculations	1	2	0	0	2
Spring Semester							
ELC	111	Intro to Electricity	2	2	0	0	3
ISC	113	Industrial Specifications	1	0	0	0	1
MAC	152	Adv Machining Calculations	1	2	0	0	2
Fall/Spring Semester							
*WLD	112	Basic Welding Processes	1	3	0	0	2

*When scheduled per student demand
TOTAL SEMESTER HOURS: 13

Information Systems Technology (A25260) Associate in Applied Science

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

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

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

Information Systems Technology – General Option

Fall Semester			Class	Lab	Clinic	Wk. Exp.	Credit
OST	131	Keyboarding	1	2	0	0	2
BUS	121	Business Math	2	2	0	0	3
CIS	110	Introduction to Computers	2	2	0	0	3
BUS	151	People Skills	3	0	0	0	3
ENG	111	Expository Writing	3	0	0	0	3

Spring Semester							
CIS	215	Hardware Install/Maint	2	3	0	0	3
CIS	130	Survey of Operating Sys	2	2	0	0	3
CIS	115	Intro to Prog & Logic	2	2	0	0	3
ENG	114	Prof. Research & Reporting	3	0	0	0	3
OST	136	Word Processing	1	2	0	0	2
Summer							
CIS	165	Desktop Publishing I	2	2	0	0	3
CIS	169	Business Presentations	1	2	0	0	2
		Mathematics Elective	3	0	0	0	3
Fall Semester							
ACC	120	Prin of Accounting I	3	2	0	0	4
CIS	120	Spreadsheet I	2	2	0	0	3
CIS	152	Database Concepts & Apps	2	2	0	0	3
NET	110	Data Comm/Networking	2	2	0	0	3
Spring Semester							
CIS	172	Intro to the Internet	2	3	0	0	3
CIS	216	Software Install/Maint	1	2	0	0	2
CIS	153	Database Applications	2	2	0	0	3
		Humanities Elective	3	0	0	0	3
		Social Science Elective	3	0	0	0	3
Summer							
CIS	292	Selected Topics in Info Sys	0	4	0	0	2
ACC	150	Computerized Gen Ledger	1	2	0	0	2
BUS	125	Personal Finance	3	0	0	0	3

TOTAL SEMESTER HOURS: 70

Information Systems Technology – Networking Option

Fall Semester			Class	Lab	Clinic	Wk. Exp.	Credit
OST	131	Keyboarding	1	2	0	0	2
BUS	121	Business Math	2	2	0	0	3
CIS	110	Introduction to Computers	2	2	0	0	3
BUS	151	People Skills	3	0	0	0	3
NET	110	Data Comm/Networking	2	2	0	0	3
Spring Semester							
CIS	115	Intro to Prog & Logic	2	2	0	0	3
CIS	215	Hardware Install/Maint	2	3	0	0	3
CIS	130	Survey of Operating Sys	2	2	0	0	3
ENG	111	Expository Writing	3	0	0	0	3
NET	120	Network Install/Admin I	2	2	0	0	3

Summer							
		Social Science Elective	3	0	0	0	3
		Mathematics Elective	3	0	0	0	3
Fall Semester							
ACC	120	Prin of Accounting I	3	2	0	0	4
CIS	120	Spreadsheet I	2	2	0	0	3
CIS	152	Database Concepts & Apps	2	2	0	0	3
NET	250	Advanced Networks I	2	2	0	0	3
CIS	245	Oper Sys – Multi-User	2	3	0	0	3
Spring Semester							
CIS	216	Software Install/Maint	1	2	0	0	2
OST	136	Word Processing	1	2	0	0	2
NET	251	Advanced Networks II	2	2	0	0	3
NET	280	Networking Project	1	4	0	0	3
ENG	114	Prof Research & Reporting	3	0	0	0	3
Summer							
CIS	292	Selected Topics in Info Sys	0	4	0	0	2
ACC	150	Computerized Gen Ledger	1	2	0	0	2
		Humanities Elective	3	0	0	0	3

TOTAL SEMESTER HOURS: 71

Information Systems Technology – Software Development Option

Fall Semester			Class	Lab	Clinic	Wk. Exp.	Credit
OST	131	Keyboarding	1	2	0	0	2
BUS	121	Business Math	2	2	0	0	3
CIS	110	Introduction to Computers	2	2	0	0	3
BUS	151	People Skills	3	0	0	0	3
CIS	115	Intro to Prog & Logic	2	2	0	0	3
Spring Semester							
CIS	215	Hardware Install/Maint	2	3	0	0	3
CIS	130	Survey of Operating Sys	2	2	0	0	3
CSC	160	Intro to Internet Prog	2	2	0	0	3
ENG	111	Expository Writing	3	0	0	0	3
CIS	169	Business Presentations	1	2	0	0	2
OST	136	Word Processing	1	2	0	0	2
Summer							
BUS	125	Personal Finance	3	0	0	0	3
		Mathematics Elective	3	0	0	0	3

Fall Semester

ACC	120	Prin of Accounting I	3	2	0	0	4
CIS	120	Spreadsheet I	2	2	0	0	3
CIS	152	Database Concepts & Apps	2	2	0	0	3
CSC	148	JAVA Programming	2	3	0	0	3
NET	110	Data Comm/Networking	2	2	0	0	3

Spring Semester

CIS	153	Database Applications	2	2	0	0	3
CSC	248	Adv Internet Prog	2	3	0	0	3
ENG	114	Prof Research & Reporting	3	0	0	0	3
		Social Science Elective	3	0	0	0	3
		Humanities Elective	3	0	0	0	3

Summer

CIS	292	Selected Topics in Info Sys	0	4	0	0	2
CSC	285	Programming Project	2	2	0	0	3

TOTAL SEMESTER HOURS: 72

Information Systems Technology Network Application Certificate (C25260N)

			Class	Lab	Clinic	Wk. Exp.	Credit
NET	110	Data Comm/Networking	2	2	0	0	3
NET	120	Network Install/Admin I	2	2	0	0	3
NET	250	Advanced Networks I	2	2	0	0	3
NET	251	Advanced Networks II	2	2	0	0	3
CIS	245	Oper Sys – Multi-User	2	3	0	0	3

TOTAL SEMESTER HOURS:—18

Information Systems Technology Software Development Certificate (C25260S)

			Class	Lab	Clinic	Wk. Exp.	Credit
CIS	110	Introduction to Computers	2	2	0	0	3
CIS	115	Intro to Prog & Logic	2	2	0	0	3
CSC	160	Intro to Internet Prog	2	2	0	0	3
CSC	148	JAVA Programming	2	3	0	0	3
CSC	248	Adv Internet Prog	2	3	0	0	3
CSC	285	Programming Project	2	2	0	0	3

TOTAL SEMESTER HOURS:—18

Licensed Practical Nurse Refresher (C45390)

The Licensed Practical Nurse Refresher curriculum provides a refresher course for individuals previously licensed as Practical Nurses and who are ineligible for reentry into nursing practice due to a lapse in licensure for five or more years. *Individuals entering this curriculum must have been previously licensed as a Practical Nurse.*

Course work includes common medical-surgical conditions and nursing approaches to their management, including mental health principles, pharmacological concepts, and safe clinical nursing practice.

Graduates will be eligible to apply for reinstatement of licensure by the North Carolina Board of Nursing. Employment opportunities include hospitals, long term care facilities, clinics, physicians' offices, industry, and community health agencies.

The student should be aware of:

Nursing Practice Act State of North Carolina, August, 1999, "90-171.37 Revocation, suspension, or denial of licensure. In accordance with the provisions of Chapter 150A of the General Statutes, the board may require remedial education, issue a letter of reprimand, restrict, revoke, or suspend any licensure if the board determines that the nurse or applicant:

1. has given false information or has withheld material information from the board in procuring or attempting to procure a license to practice nursing;
2. has been convicted of or pleaded guilty or nolo contendere to any crime which indicated that the nurse is unfit or incompetent to practice nursing or that the nurse has deceived or defrauded the public;
3. has a mental or physical disability or uses any drug to a degree that interferes with his or her fitness to practice nursing.
4. engages in conduct that endangers the public health
5. is unfit or incompetent to practice nursing by reason of deliberate or negligent acts of omissions regardless of whether actual injury to the patient is established;
6. engages in conduct that deceives, defrauds, or harms the public in the course of professional activities or services; or
7. has violated any provision of this Article;
8. has willfully violated any rules enacted by the board."

Nursing students should be prepared to incur additional expenses beyond tuition. These include: (approximations)

Medical examination	$75
Hepatitis B immunization series	$150-200
Dental examination	$60
Malpractice insurance*	$30
2 uniforms, cap, full-length lab coat, scissors, penlight, hemostats, and name pins	$200
Pens, paper, notebooks	$75
Books	$75
Shoes	$60
Watch with second hand	$25

Administration & analysis of Assess Test	$40
Stethoscope	$20
Blood pressure cuff	$35
Nursing pin (optional)	$50-100
Student accident insurance per semester	$2

*subject to change

Admissions Criteria

1. Complete and submit a RCC application.
2. Submit an official high school transcript as a graduate of a high school with regional accreditation or submit proof of satisfactory completion of GED. Minimum high school GPA requirement is 2.0 on a 4.0 scale or equivalent GED total score of at least 244. Students not meeting this requirement must have a 2.0 in selected post-secondary work.
3. Submit official transcript if student has attended another college. Transcript(s) must reveal a cumulative GPA of at least 2.0 and graduation from a Practical Nursing program.
4. Copy of current or previous LPN licensure.
5. Submit completed Personal Health & history form.
6. Police record check and/or random drug testing may be required at any time during the program at student's expense.

The LPN Refresher Program will be offered one semester/year in the curriculum model version most workable for each class. The current version utilized is Version #1 but is subject to change.

The LPN Refresher course has admission requirements beyond the regular requirements of RCC. Students interested in this program are encouraged to discuss these special criteria with a nursing faculty member or Student Services counselor.

Semester (Version 1)		**Class**	**Lab**	**Clinic**	**Wk. Exp.**
NUR 105	Integrated LPN Refresher	8	6	6	12
Semester (Version 2)					
NUR 106	Nonintegrated LPN Refresh	7	3	6	10
NUR 117	Pharmacology	1	3	0	2
Semester (Version 3)					
NUR 107	LPN Refresher	9	0	9	12

For more information regarding admission to the program, contact Dr. LaCheata Hall, Director of Enrollment Management.

Machining Technology (D50300) Diploma

The Machining Technology curriculum is designed to develop skills in the theory and safe use of hand tools, power machinery, computerized equipment, and sophisticated precision inspection instruments.

Students will learn to interpret blueprints, set up manual and CNC machines, perform basic and advanced machining operations, and make decisions to insure that work quality is maintained.

Employment opportunities for machining technicians exist in manufacturing industries, public institutions, governmental agencies, and in a wide range of specialty machining job shops.

		Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester						
MAC 111	Machining Technology I	2	12	0	0	6
BPR 111	Blueprint Reading	1	2	0	0	2
MAC 121	Intro to CNC	2	0	0	0	2
MAC 151	Machining Calculations	1	2	0	0	2
MEC 141	Intro Mfg Processes	2	2	0	0	3
PSY 101	Applied Psychology	3	0	0	0	3
Spring Semester						
MAC 112	Machining Technology II	2	12	0	0	6
BPR 121	Blueprint Reading: Mech	1	2	0	0	2
MAC 152	Adv Machining Calc	1	2	0	0	2
MAC 124	CNC Milling	1	3	0	0	2
MEC 142	Physical Metallurgy	1	2	0	0	2
ENG 102	Applied Communications II	3	0	0	0	3
Summer						
MAC 113	Machining Technology III	2	12	0	0	6

TOTAL SEMESTER HOURS:—41

Manufacturing Engineering Technology (A40300) Certificate

The Manufacturing Engineering Technology curriculum prepares individuals for employment in the fields of manufacturing technology. The curriculum emphasizes the theory and training required to effectively augment manufacturing engineers in industry.

Courses include a background in mechanical and related theory and the use of manufacturing and analytical equipment. Industrial standards such as EPA, OSHA, GD&T, and ISO are discussed. Computer usage for process control and effective communication skills is emphasized.

Graduates of this curriculum qualify for positions as engineering technicians. Some of the responsibilities include drafting, process specification, tooling selection, automation programming, project facilitation, and supervision. Certification is available through organizations such as ASQC, SME, and NICET.

Manufacturing Engineering Technology CAD Certificate (C40300D)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

		Class	Lab	Clinic	Wk. Exp.	Credit
DFT 111	Technical Drafting I	1	3	0	0	2
DFT 111A	Technical Drafting I Lab	0	3	0	0	1
DFT 151	CAD I	2	3	0	0	3
DFT 152	CAD II	2	3	0	0	3
DFT 153	CAD III	2	3	0	0	3

TOTAL SEMESTER HOURS: 12

Manufacturing Engineering Technology CAM Certificate (C40300M)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

Fall Semester		Class	Lab	Clinic	Wk. Exp.	Credit
BPR 111	Blueprint Reading	1	2	0	0	2
MAC 151	Machining Calculations	1	2	0	0	2
Spring Semester						
MEC 111	Machine Processes I	2	3	0	0	3
MAC 121	Intro to CNC	2	0	0	0	2
Fall Semester						
MAC 232	CNC Graphic Prog:Milling	1	4	0	0	3
MAC 229	CNC Programming	2	0	0	0	2

TOTAL SEMESTER HOURS:—14

Medical Office Administration (A25310) Associate in Applied Science

This curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

			Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester							
OST	131	Keyboarding	1	2	0	0	2
MED	121	Medical Terminology I	3	0	0	0	3
CIS	110	Introduction to Computers	2	2	0	0	3
OST	148	Medical Coding Billing & Insurance	3	0	0	0	3
BUS	151	People Skills	3	0	0	0	3
BUS	121	Business Math	2	2	0	0	3
Spring Semester							
OST	136	Word Processing	1	2	0	0	2
OST	134	Text Entry & Formatting	2	2	0	0	3
CIS	120	Spreadsheet I	2	2	0	0	3
ENG	111	Expository Writing	3	0	0	0	3
MED	122	Medical Terminology II	3	0	0	0	3
Summer							
OST	184	Records Management	1	2	0	0	2
OST	241	Med Ofc Transcription I	1	2	0	0	2
		Humanities Elective	3	0	0	0	3
Fall Semester							
OST	149	Medical Legal Issues	3	0	0	0	3
ACC	120	Prin of Accounting I	3	2	0	0	4
OST	164	Text Editing Applications	3	0	0	0	3
OST	248	Diagnostic Coding	1	2	0	0	2
OST	242	Med Ofc Transcription II	1	2	0	0	2
ENG	114	Prof Research & Reporting	3	0	0	0	3
		Free Elective	1	0	0	0	1

Spring Semester

OST	247	CPT Coding in the Med Off	1	2	0	0	2
OST	243	Med Office Simulation	2	2	0	0	3
OST	289	Office Systems Management	2	2	0	0	3
		Mathematics Elective	3	0	0	0	3
		Social Science Elective	3	0	0	0	3

TOTAL SEMESTER HOURS:—70

Occupational Therapy Assistant (A45500) Associate in Applied Science

The Occupational Therapy Assistant curriculum prepares individuals to work under the supervision of a registered/licensed occupational therapist in screening, assessing, planning, and implementing treatment and documenting progress for clients receiving occupational therapy services.

Course work includes human growth and development, conditions which interfere with activities of daily living, theory and process of occupational therapy, individual/group treatment activities, therapeutic use of self, activity analysis, and grading/adapting activities and environments.

Graduates may be eligible to take the national certification examination for practice as a certified occupational therapy assistant. Employment opportunities include hospitals, rehabilitation facilities, long-term/extended care facilities, sheltered workshops, schools, home health programs, and community programs.

Rockingham Community College and Alamance Community College, Davidson County Community College, Forsyth Technical Community College, Guilford Technical Community College, and Surry Community College recognize the need to jointly pursue creative ways of responding to service area demands. Regional instructional efforts provide an alternative to the duplication of programs offered at the colleges. The degree is awarded by Rockingham Community College.

Resources, such as clinical facilities and faculty, as well as approval standards, limit the number of applicants accepted into the program. Student selection will be based upon comparable criteria among the schools involved. Number of students per school is determined by clinical slots per service area. For the RCC student slots, priority will be given to Rockingham County residents.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licen-

sure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

ACCEPTANCE CRITERIA

1. Complete and submit a RCC application.
2. Submit an official high school transcript as a graduate of a high school with regional accreditation or submit proof of satisfactory completion of GED.
3. Completion of one year or one high school unit in Biology and Chemistry with a grade of at least a "C" or better or complete college level: BIO 111, CHM 131 with a minimum grade of at least a "C" in both courses.
4. Submit official transcript if student has attended another college.
5. Complete placement testing in English, reading, and math with a minimum score as follows on COMPASS:

*English	70 (places out of ENG 090)
*Reading	81 (places out of RED 090)
Pre-Algebra	35 (places out of MAT 060)
Algebra	43 (places out of MAT 070)

Applicants not meeting minimum placement test requirements will be required to take developmental courses in English, reading, and math as indicated by test score. Placement tests will be waived with appropriate college level courses and grades.

Applicants who have received a score of 500 or greater on the math portion of the SAT examination will have math placement testing waived. Individuals who have received a score of 500 or greater on the verbal portion of the SAT examination will have English and reading placement testing waived.

Note: RCC reserves the right to accept qualified candidates at its discretion if candidates' admission information is not submitted by their individual college to the RCC Admissions Office by deadline.

ADDITIONAL REQUIREMENTS FOR ADMISSION

1. When notified of eligibility, attend an interview at the RCC campus with OTA faculty and a member of Students Service Department.
2. Complete a brief essay on the day of interview.
3. On the day of interview:

   Submit three (3) letters of reference related to character, motivation, work ethic, and communication skills from the following persons:

   - former instructor
   - former employer
   - person of your choice

4. Attend OTA orientation the first day of class and bring:
    - completed standardized N.C. Medical form with required immunizations to include tetanus, polio, and Hepatitis B (series may be completed or in process) or signed Hepatitis B Declination Form , tuberculin screening, rubella vaccination, or positive rubella titer
    - completed Physical form
    - completed Personal Medical History form
    - submit letter of intention to accept place in OTA program to OTA Program Director at Rockingham Community College, Allied Health Division

IMPORTANT:
Applicants will be reviewed for eligibility once a year in spring semester for summer entry. In order to be reviewed for program eligibility, all admissions criteria must have been met and submitted to the RCC Admissions Office by March 1st for spring review. After the review, eligible students will be notified when they may begin the OTA program. Ineligible students will be notified of steps to attain eligibility. Reviews may continue through spring semester in event of vacancies in the upcoming summer entry program.

STUDENT FINANCIAL RESPONSIBILITIES
Expenses: OTA students should be prepared to incur additional expenses beyond tuition. OTA program estimated expenses may include:

Medical exam	$50–100
Hepatitis B	$100–200
Malpractice insurance per year	$40
Lab coat and name tag	$25–30
Books	$500–$1,000
Pens, paper, notebooks	$50
Copy machine usage	$50
Watch with second hand	$50
Student accident insurance per semester (optional)	$2
Club SOTA dues & activities	variable

VARIABLE COSTS
Testing Fee for Certification Examination (required)
License fee (required in NC)
Travel costs to fieldwork sites (may be out of Rockingham County)
NC resident tuition and fees $31.00 per semester credit hour

TRANSFER APPLICANTS

1. Transfer into the OTA program when space is available, is limited to applicants who:
   a. meet the Rockingham Community College admissions requirements
   b. have been enrolled in an occupational therapy assistant program in another institution and
   c. have left or will leave another OTA program in good standing (academic)
2. Courses from technical institutes, colleges and universities will be accepted if a grade of "C" or above has been achieved and if the courses are comparable to those offered at RCC.
3. Occupational Therapy Assistant courses completed will be evaluated and transfer-credit determined by the OTA Program Director, and the appropriate student services personnel. Based on the evaluation of transfer credit, the program of study will be determined. Other transfer applicants to the Occupational Therapy Assistant program may transfer to the college and then proceed through the regular admission process for entry into the Occupational Therapy Assistant program.

ADVANCED PLACEMENT

Advanced placement in the OTA program will be determined on an individual basis by the OTA Faculty Committee.

PROBATION AND DISMISSAL

1. The OTA student must meet the academic standards of the college. In addition, the following academic standards are required:
   A. Minimum grade of "C" or better in all OTA program curriculum courses.
   B. The student must not fall behind the sequence of the curriculum plan for OTA or BIO courses as outlined in the college catalog.
2. **Probation** applies to an OTA student who does not meet the standards in section 1A above but is able to continue the sequence of the curriculum plan. A student will remain on probation until the course in question is successfully completed with a "C" or better.
3. **Dismissal** applies to an OTA student who does not meet the standards in 1B.
4. **Nonacademic Dismissal** – Students in the OTA Program can be dismissed for academic or non-academic reasons. Students should refer to the Handbook For Students in the OTA Program given to each student during the OTA orientation session for specific reasons for dismissal.

READMISSION

Because of the content and organization of the learning experiences in the OTA program, withdrawal and academic dismissal should be avoided. However, should withdrawal or academic dismissal become necessary, readmission will be considered.

Students may be readmitted to the OTA program following withdrawal or academic dismissal after the following have been met:

1. The student was out of the program for at least one semester.
2. The student has demonstrated or proven to the program faculty that any physical,

emotional, or professional cause for previous dismissal has been treated, managed, or corrected.

3. The student has updated medical and immunization records and malpractice insurance.
4. The student has provided a letter of intent for readmission to the program director, one month prior to expected date of readmission.
5. Student may be required to retake or successfully audit previously taken OTA courses to review skills and knowledge related to OTA. Such action will be relative to the length of time the student is out of the program. Successful audit of OTA courses involves attendance in class and lab, taking exams, completing lab exercises and attainment of a minimum grade of "C" in class and clinical work.
6. Space is available in the program.
7. The student's readmission is approved and accepted by the OTA Admissions Committee composed of the program director, an OTA faculty member, and a student services representative.

OCCUPATIONAL THERAPY ASSISTANT

Summer			**Class**	**Lab**	**Clinic**	**Wk. Exp.**	**Credit**
OTA	110	Fundamentals of OT	2	3	0	0	3
OTA	120	OT Media I	1	3	0	0	2
Fall Semester							
BIO	168	Anatomy and Physiology I	3	3	0	0	4
CIS	113	Computer Basics	0	2	0	0	1
ENG	111	Expository Writing	3	0	0	0	3
PSY	150	General Psychology	3	0	0	0	3
OTA	140	Professional Skills	0	3	0	0	1
OTA	161	Fieldwork I, 1	0	0	3	0	1
Spring							
BIO	169	Anatomy and Physiology II	3	3	0	0	4
ENG	114	Prof Research & Reporting	3	0	0	0	3
PSY	241	Developmental Psychology	3	0	0	0	3
OTA	130	Assessment Skills	2	3	0	0	3
OTA	150	Life Span Skills I	2	3	0	0	3
OTA	240	Professional Skills II	0	3	0	0	1
Summer							
OTA	162	Fieldwork I, 2	0	0	3	0	1
OTA	220	OT Media II	1	6	0	0	3

Fall Semester							
PSY	281	Abnormal Psychology	3	0	0	0	3
OTA	163	Fieldwork I, 3	0	0	3	0	1
OTA	170	Physical Dysfunction	2	3	0	0	3
OTA	180	Psychosocial Dysfunction	2	3	0	0	3
OTA	250	Life Span Skills II	2	3	0	0	3
		Humanities Elective	3	0	0	0	3
Spring Semester							
OTA	260	Fieldwork II, 1	0	0	18	0	6
OTA	261	Fieldwork II, 2	0	0	18	0	6
OTA	280	Professional Transitions	0	2	0	0	1

TOTAL SEMESTER HOURS CREDIT: 68

Office Systems Technology (A25360) Associate in Applied Science

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

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

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

			Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester							
OST	131	Keyboarding	1	2	0	0	2
BUS	110	Introduction to Business	3	0	0	0	3
CIS	110	Introduction to Computers	2	2	0	0	3
BUS	121	Business Math	2	2	0	0	3
		Social Science Elective	3	0	0	0	3
Spring Semester							
OST	136	Word Processing	1	2	0	0	2
OST	134	Text Entry & Formatting	2	2	0	0	3
CIS	120	Spreadsheet	2	2	0	0	3
BUS	151	People Skills	3	0	0	0	3
		Humanities Elective	3	0	0	0	3

Summer							
OST	184	Records Management	1	2	0	0	2
ENG	111	Expository Writing	3	0	0	0	3
OST	162	Executive Terminology	3	0	0	0	3
Fall Semester							
OST	236	Adv Word/Information Proc	2	2	0	0	3
ACC	120	Prin of Accounting I	3	2	0	0	4
CIS	165	Desktop Publishing I	2	2	0	0	3
CIS	152	Database Concepts & Apps	2	2	0	0	3
ENG	114	Prof Research & Reporting	3	0	0	0	3
Spring Semester							
CIS	172	Intro to the Internet	2	3	0	0	3
OST	289	Office Systems Management	2	2	0	0	3
CIS	169	Business Presentations	1	2	0	0	2
OST	164	Text Editing Applications	3	0	0	0	3
		Mathematics Elective	3	0	0	0	3
		Free Elective	1	0	0	0	1

TOTAL SEMESTER HOURS:—67

Office Systems Technology Evening Program

Fall Semester			Class	Lab	Clinic	Wk. Exp.	Credit
OST	131	Keyboarding	1	2	0	0	2
CIS	110	Introduction to Computers	2	2	0	0	3
BUS	121	Business Math	2	2	0	0	3
Spring Semester							
BUS	110	Introduction to Business	3	0	0	0	3
OST	136	Word Processing	1	2	0	0	2
OST	134	Text Entry & Formatting	2	2	0	0	3
Summer							
OST	164	Text Editing & Applications	3	0	0	0	3
		Social Science Elective	3	0	0	0	3
Fall Semester							
ACC	120	Prin of Accounting I	3	2	0	0	4
BUS	151	People Skills	3	0	0	0	3
CIS	152	Database Concepts & Apps	2	2	0	0	3
Spring Semester							
ENG	111	Expository Writing	3	0	0	0	3
CIS	169	Business Presentations	1	2	0	0	2
CIS	120	Spreadsheet I	2	2	0	0	3
		Free Elective	1	0	0	0	1

Summer							
OST	184	Records Management	1	2	0	0	2
OST	162	Executive Terminology	3	0	0	0	3
Fall Semester							
CIS	165	Desktop Publishing I	2	2	0	0	3
OST	236	Adv Word/Information Proc	2	2	0	0	3
		Humanities Elective	3	0	0	0	3
		Math Elective	3	0	0	0	3
Spring Semester							
CIS	172	Intro to the Internet	2	3	0	0	3
ENG	114	Prof Research & Reporting	3	0	0	0	3
OST	289	Office Systems Management	2	2	0	0	3

TOTAL SEMESTER HOURS:—67

Office Systems Technology Word Processing Certificate (C25360)

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

			Class	Lab	Clinic	Wk. Exp.	Credit
OST	131	Keyboarding	1	2	0	0	2
CIS	110	Introduction to Computers	2	2	0	0	3
OST	136	Word Processing	1	2	0	0	2
OST	134	Text Entry & Formatting	2	2	0	0	3
OST	236	Adv Word/Information Pro	2	2	0	0	3

TOTAL SEMESTER HOURS:—13

Phlebotomy (C45600) Certificate

(NOT ELIGIBLE FOR TITLE IV FINANCIAL AID FUNDS)

The Phlebotomy curriculum prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis.

Course work includes proper specimen collection and handling, communication skills, and maintaining patient data.

Graduates may qualify for employment in hospitals, clinics, physicians' offices, and other health care settings and may be eligible for national certification as phlebotomy technicians.

The Phlebotomy program at RCC is NAACLS approved.

The Phlebotomy program is offered on the RCC campus in Fall Semester.

			Class	Lab	Clinic	Wk. Exp.	Credit
CIS	113	Computer Basics	0	2	0	0	1
PBT	100	Phlebotomy Technology	5	2	0	0	6
PBT	101	Phlebotomy Practicum	0	0	9	0	3
Select one of the following:							
PSY	118	Interpersonal Psychology	3	0	0	0	3
PSY	101	Applied Psychology	3	0	0	0	3

TOTAL SEMESTER HOURS:—13

Phlebotomy Program Admissions Criteria

Students interested in this program are encouraged to discuss these special requirements with a Student Services Counselor. Students should be aware that they may be required to submit to drug screening and/or criminal background checks as required by clinical facilities. Clinical facilities can deny a student from working with clients based on the findings of these tests and reports.

1. Complete and submit a RCC application.
2. Submit an official high school transcript as a graduate of a high school with regional accreditation or submit proof of satisfactory completion of GED. Minimum high school GPA requirement is 2.0 on a 4.0 scale or equivalent GED total score of at least 244. Students not meeting this requirement must have a 2.0 in selected post-secondary work.
3. Submit official transcript if student has attended another college. Transcript(s) must reveal a cumulative GPA of at least 2.0.
4. Complete placement testing in English, reading, and math with a minimum score as follows on COMPASS:

75 combination of English and reading	(places out of ENG 085)
*English	70 (places out of ENG 090 or equivalent)
*Reading	81 (places out of RED 090 or equivalent)
Pre-algebra	35 (places out of MAT 060 or equivalent)
**Algebra	43 (places out of MAT 070 or equivalent)

   *Scores within 5 points may be challenged by writing sample (English) or re-test (Reading).

   **Preferred

   Applicants not meeting minimum placement test requirements will be required to take developmental courses in English, reading, and math as indicated by test scores. Placement tests will be waived with appropriate college level courses and grades.
5. Have current certification in adult and child CPR. Be prepared to submit a copy of certification card to phlebotomy instructors.

Important:

Applicants who have self-identified as meeting eligibility will be reviewed for eligibility twice a year (scheduled): once in the fall semester and once in the spring semester. In

order to be reviewed for program eligibility, all admissions criteria must have been met by September 1 for fall review, and by February 1 for spring review. After the reviews, eligible students will be notified of the year they may begin the Phlebotomy program. Ineligible students will be notified of steps to take to attain eligibility. Follow-up reviews may be continued into summer semester to determine eligibility of students to fill any vacant position.

Phlebotomy students should be prepared to incur additional expenses beyond tuition. Estimates of these include:

Technology and Activities Fee	$50
Medical examination	$90
Hepatitis B immunization series	$150-200
Dental examination	$60
Malpractice insurance*	$35
Student accident insurance	$2 per semester
1 full-length lab coat, uniform	$75
Shoes	$55
Textbooks	$150
Nametag (2)	$7
Phlebotomy Pin (optional)	$7
Graduation Fee	$25
Certification exam fee	Varies

*Subject to change

Physical Therapist Assistant (1+1) (A45640) Associate in Applied Science

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under the supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span.

Graduates may be eligible to take the licensure examination administered by the NC Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

Physical Therapist Assistant Admissions Information

The Physical Therapist Assistant (PTA) program at Rockingham Community College is a Piedmont regional educational program offered in cooperation with Alamance Community College, Davidson County Community College, Forsyth Technical Community College, Randolph Community College, Guilford Technical Community College, and Surry Community College. The length of the program is six semesters. In the first two semesters, students complete the general education requirements. The final four semesters of PTA academic course work is taken at the Guilford Technical Community College Jamestown campus. The degree is awarded by Guilford Technical Community College. Resources, such as clinical facilities and faculty, as well as approval standards, limit the number of applicants accepted into the program. Acceptance into the PTA program is competitive; a total of 12 individuals are admitted to the program each year with a limited number of slots assigned to the seven participating colleges. All applicants must meet minimum requirements and specific deadlines. Please note, however, that meeting minimum requirements does not guarantee admission. Alternates not admitted to the program and applicants denied admission must reapply to be considered for the next year's class.

The Physical Therapist Assistant program at Guildford Technical Community College has received full accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association.

Application Process

The following steps must be completed by August 5, 2002:

1. Complete the RCC Application for Admission and obtain a Physical Therapy Assistant information packet.
2. Take the RCC placement tests as indicated.
3. Have an official high school transcript or GED scores mailed to the Admissions and Records Office. (Official transcripts must be sent directly from the school to RCC and have the school's seal or original signature.)
4. Have official transcripts from all colleges or schools attended since high school sent to the Admissions and Records Office. These will be reviewed for possible transfer credit.

THIS PROCESS COMPLETES THE ADMISSIONS FILE. IT IS UP TO YOU TO MAKE SURE YOUR FILE IS COMPLETE.

Minimum Admission Requirements

To be considered for admission to the program, all applicants must meet the minimum requirements on the placement tests, in biology, and grades for previously taken general education courses as indicated:

1. Placement test scores:
   COMPASS

*English	70
*Reading	81
Pre-Algebra	35
Algebra	43

   A verbal SAT score of 500 or better will waive English & Reading Placement Tests. A math SAT score of 500 or better will waive Math Placement Test. Placement tests will be waived with documentation of appropriate college-level courses and grades.

   College English or algebra courses with a grade of "C" or higher taken within the past two years may waive some of the tests. Applicants not meeting these minimum scores should enroll in the appropriate developmental courses (as directed by an academic advisor). All developmental courses must be completed by August 5, 2002.
2. Biology competency with a grade of "C" or higher. Biology competency may be met by completion of a high school biology and one additional high school laboratory science course with a grade of "C" or higher within the past five years
   OR
   A college level biology, taken within the last ten years with a grade of "C" or higher will meet this requirement.
3. Students who have previously earned course credit in any of the required general education courses may apply those credits to the PTA curriculum. (See Admissions Office regarding a grade of "D" or "F" in general education coursework).

Additional Program Requirements

In addition to the Minimum Admissions Requirements listed in the above section, students must also meet the additional program requirement listed in this section. An application will be considered incomplete until all requirements are met. Only applicants with completed applications will be reviewed for selection into the program.

Standardized Testing

The PSB-Health Occupations Aptitude Examination-Revised is required for applicants. This test is administered ONLY to those applicants who have met the minimum admissions requirements by August 31, 2000. Applicants qualified to take the test will be notified by the Admissions and Records Office by late September. An applicant to the program may only take the test once per academic year, and no more than a total of two times. If the test is taken twice, the higher score is used for ranking. Approximate testing costs are $20.00 and students should allow three to four hours for testing.

Selection Process – Ranking

When all minimum requirements are met, applicants are ranked using a 100 point system. As this is a limited enrollment program, it is in the student's best interest to achieve

as many ranking points as possible. The components of the ranking system include the following items:

1. **Grade Points (30 points)**

   Points are awarded for course grades in specific courses. Grade points are valued as follows:

   A 3 points
   B 2 points
   C 1 point

   Only classes completed by August 31, 2000 will be used for ranking. BIO 168 and 169 must have been completed within the past ten years with a "C" or higher to be used for ranking and transfer purposes. The specific courses are:

BIO 168	Anatomy and Physiology I
BIO 169	Anatomy and Physiology II
COM 231	Public Speaking
ENG 111	Expository Writing
ENG 114	Professional Research & Reporting
PHY 110	Conceptual Physics
PHY 110A	Conceptual Physics Lab
PSY 150	General Psychology
PSY 241	Developmental Psychology

   Humanities/Fine Arts Elective (3 semester hour course)

2. **Standardized Testing (50 points)**

   Points are based on the total score of the PSB-Health Occupations Aptitude Examination-Revised for the following sections: Reading Comprehension, Natural Sciences, Academic Aptitude, and Spelling. In late September, the Admissions and Records Office will notify all qualified applicants of PSB testing dates.

3. **Physical Therapy Assistant Related Experience (20 points)**

   Points are awarded as listed below with appropriate documentation. This documentation must be received by the Admissions Office no later than August 31st. Applicants may accumulate points from the various subcategories but may not exceed the total 20 point value.

   a. –work experience as a physical therapy technician/aide OR volunteer hours in a physical therapy setting with at PT and/or PTA
      –greater than 2 months or 200 hours: 20 points
      –less than 2 months but greater than 40 hours (41-199 hours): 15 points
      –minimum of 1 week or 40 hours: 10 points
   b. work experience in health-related area providing direct patient care: 10 points
      –minimum of 1 week or 40 hours
   c. completion of Tech Prep curriculum for Health: 10 points

4. **Total Points for Ranking (100 points)**

   –Adding together the points for grade points, standardized testing, and PTA related experience, provides the applicant's total score. Students with the highest total points will be admitted to the PTA program. In the case of applicants with the same rank, the date that the admission application was received by the Admission and

Records Office will be used as the tie-breaker. **Therefore, it is in your best interest to submit your application as soon as possible.** In the event that an applicant has submitted applications to more than one participating school, selection into the program will be determined by the applicant's county of residence. Preference is given to North Carolina residents. If you have questions regarding residency requirements, please contact the Admissions and Records Office.

Proposed Class Schedule

			Class	Lab	Clinic	Wk. Exp.	Credit
Spring Semester							
BIO	168	Anatomy & Physiology I	3	3	0	0	4
ENG	111	Expository Writing	3	0	0	0	3
PSY	150	General Psychology	3	0	0	0	3
PHY	110	Conceptual Physics	3	0	0	0	3
PHY	110A	Conceptual Physics Lab	0	2	0	0	1
Humanities/Fine Arts Elective			3	0	0	0	3
Summer Semester							
BIO	169	Anatomy & Physiology	3	3	0	0	4
COM	231	Public Speaking	3	0	0	0	3
ENG	114	Prof Research & Reporting	3	0	0	0	3
PSY	241	Developmental Psychology	3	0	0	0	3
Fall Semester							
PTA	110	Intro to Physical Therapy	2	3	0	0	3
PTA	125	Gross & Funct Anatomy	3	6	0	0	5
PTA	222	Professional Interactions	2	0	0	0	2
PTA	135	Pathology	4	0	0	0	4
Spring Semester							
PTA	155	PTA Clinical I	0	0	6	0	2
PTA	145	Therapeutic Procedures	2	6	0	0	4
PTA	215	Therapeutic Exercise	2	3	0	0	3
PTA	185	PTA Clinical II	0	0	9	0	3
Summer							
PTA	225	Intro to Rehabilitation	3	3	0	0	4
PTA	245	PTA Clinical III	0	0	12	0	4
Fall Semester							
PTA	212	Health Care/Resources	2	0	0	0	2
PTA	235	Neurological Rehab	3	6	0	0	5
PTA	255	PTA Clinical	0	0	12	0	4

TOTAL SEMESTER HOURS–75

This curriculum is subject to change.

Practical Nursing (D45660) Diploma

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults.

Students will participate in assessment, planning, implementing, and evaluating nursing care.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

Practical Nursing Education Program Admissions Criteria

The Practical Nursing education program has admissions criteria beyond the regular admission requirements of RCC. Students interested in this program are encouraged to discuss these special criteria with a nursing faculty member or Student Services counselor. A cumulative GPA of 2.0 or greater is required as part of the admissions criteria. In addition, students in the Practical Nursing education program are required to maintain a GPA of 2.0 or better. Related and general education courses that are part of the nursing curriculum may be taken before nursing (NUR) courses and before the sequence time in the catalog; however, courses must be completed with a grade of "C" or better and not adversely affect the required GPA. A student must not fall behind the sequence of the curriculum plan stated in the catalog. A "D" grade in any nursing curriculum course will cause the student to fall behind the sequence of the curriculum plan. No "D" grade is allowed in any nursing curriculum or related courses.

Admission Criteria

1. Submit a completed RCC application form.
2. Have the following forwarded to Student Services:
   a.. official high school transcript and official copy of GED score if applicable
   b.. official transcript from other post-secondary colleges if applicable
   c. copy of current certification in adult and child CPR
3. Minimum high school grade point average (GPA) requirement of 2.0 on a 4.0 scale or equivalent GED score of at least 244. Students not meeting this requirement must have a 2.0 in selected post-secondary work.
4. Complete placement testing in English, reading, and math with a minimum score as follows on COMPASS:

English	70 (places out of ENG 090 or equivalent)
Reading	81 (places out of RED 090 or equivalent)
Pre-Algebra	35 (places out of MAT 060 or equivalent)
Algebra	43 (places out of MAT 070 or equivalent)

   A verbal SAT score of 500 or better will waive English & Reading Placement Tests. A math SAT score of 500 or better will waive Math Placement Test. Placement tests will be waived with documentation of appropriate college-level courses and grades.
5. Successful completion of the Nurse Entrance Test (NET). A student who has a Scholastic Aptitude Test verbal and math score of 500 or better will not have to take the NET for entrance, but will take the NET as a tracking strategy for the Nursing Department. For scoring information, see a Student Services counselor. The student is responsible for the cost and scheduling of the test.

To be considered for fall entry into the PN program, all admissions criteria must be met by June 1.

To insure the public health and safety of all clients, the NC Board of Nursing requires licensure to work as a practical nurse. The Board of Nursing requires criminal records check as part of the initial application process for licensure.

Once admitted into the nursing program, drug testing and/or criminal background checks may be requested by the clinical facilities before students are allowed to care for patients. Clinical facilities can deny a student from caring for its patients based on the findings of these tests and reports.

The following activities are examples of the kind of activities which a student in the nursing program would be required to perform in order to successfully complete the program. If an applicant believes that he or she cannot meet one or more of the standards without reasonable accommodations or modifications, the applicant should consult with a student services counselor for an evaluation of career suitability.

Performance Standards

Critical Thinking: The nursing student must possess critical thinking skills sufficient for clinical judgement. For example, the student must be able to use the nursing process as a basis for solving nursing problems. This involves identifying cause and effect relationships in clinical situations and developing nursing care plans.

Interpersonal Skills: The nursing student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families and colleagues.

Communication: The nursing student should possess communication skills sufficient for interaction with others in verbal and written format. For example, the student must be able to convey nursing actions and patient responses to health care team members, both verbally and in writing.

Mobility: The nursing student should possess physical skills sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move around in patient rooms, work spaces and treatment areas and to administer cardiopulmonary resuscitation.

Motor Skills: The nursing student should possess gross and fine motor skills sufficient to provide safe and effective nursing care. For example, the student must be able to calibrate and use equipment, administer injections, insert catheters, manipulate intravenous equipment and position patients.

Hearing: The nursing student should possess auditory skills sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, auscultatory sounds and cries for help.

Visual: The nursing student should possess visual skills sufficient for observation and assessment necessary in nursing care. For example, the student must be able to observe patient responses, see a change in skin color and read a scale on a syringe.

Tactile: The nursing student should possess tactile skills sufficient for physical assessment. For example, the student must be able to palpate a pulse.

Weight-Bearing: The nursing student should possess the ability to maneuver and move 40-50 lbs. on a weekly or daily basis. For example, the student must be able to position and transfer patients.

Nursing students should be prepared to incur additional expenses beyond tuition. Estimates of these include:

Nursing students should be prepared to incur additional expenses beyond tuition. These include: (approximations)

Medical examination	$75
Hepatitis B immunization series	$150-200
Dental examination	$60
Malpractice insurance*	$22
2 uniforms, cap, full-length lab coat, scissors, penlight, hemostats, and name pins	$200
Pens, paper, notebooks	$80
Books	$600
Lab kit	$75
Shoes	$50
Watch with second hand	$25
Standardized assessment tests	$150
Stethoscope	$25
Blood pressure cuff	$35
Use of copy machine	$80
*NCLEX review course	$200
NCLEX fee/license	$288
Nursing pin (optional)	$50-100
Student accident insurance per semester	$2

*subject to change

		Class	Lab	Clinic	Wk. Exp.	Credit
Fall Semester						
NUR 101	Practical Nursing I	7	6	6	0	11
MAT 110	Mathematical Measurement	2	2	0	0	3
BIO 163	Basic Anat & Physiology	4	2	0	0	5
Spring Semester						
NUR 102	Practical Nursing II	8	0	12	0	12
PSY 110	Life Span Development	3	0	0	0	3
ENG 111	Expository Writing	3	0	0	0	3
Summer						
NUR 103	Practical Nursing III	6	0	12	0	10
CIS 113	Computer Basics	0	2	0	0	1

TOTAL SEMESTER HOURS:—48

IMPORTANT:
Applicants who have self-identified as meeting eligibility will be reviewed for eligibility twice a year (scheduled): once in the fall semester and once in the spring semester. In order to be reviewed for program eligibility, all admissions criteria must have been met by September 1 for fall review, and by February 1 for spring review. After the reviews, eligible students will be notified of the year they may begin the Practical Nursing program. Ineligible students will be notified of steps to take to attain eligibility. Final eligibility deadline is June 1 for fall entry into the program. Follow-up reviews may be continued into summer semester to determine eligibility of students to fill any vacant positions.

Respiratory Therapy (A45720) Associate in Applied Science

The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists. In these roles, individuals perform diagnostic testing, treatments, and management of patients with heart and lung diseases.

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

Graduates of accredited programs may be eligible to take entry-level examinations

from the National Board for Respiratory Care. Therapy graduates may also take the Advanced Practitioner examination. Graduates may be employed in hospitals, clinics, nursing homes, education, industry, and home care.

The Respiratory Therapy Program at Rockingham Community College is regional in nature utilizing cooperative agreements with Alamance Community College and Guilford Technical Community College to enhance educational opportunities in the wider geographic area. Students receive clinical experience in a variety of hospitals and healthcare organizations throughout the entire Piedmont Triad Area of North Carolina.

Respiratory Therapy students should be prepared to incur additional expenses beyond tuition. These expenses may include medical examinations or vaccinations, uniforms, insurance, books and miscellaneous supplies. Some of these specific expenses include:

First Year

Medical Exam	$100
Immunizations	$100
Student Accident Insurance	$6
Malpractice Insurance	$40
Uniforms	$75
Books	$350
NBRC Exam	$25
Miscellaneous Supplies	$100

Second Year

TB Test	free at Health Department
Malpractice Insurance	$40
Student Accident Insurance	$6
NBRC Exams	$65
School Pin (optional)	$50-110
Books	$300
Miscellaneous Supplies	$100

Respiratory Therapy Program Curriculum

			Class	Lab	Clinic	Wk. Exp.	Credit
Summer							
RCP	110	Intro to Respiratory Care	3	3	0	0	4
CHM	131	Intro to Chemistry	3	0	0	0	3
CHM	131A	Intro to Chemistry Lab	0	3	0	0	1
Fall Semester							
RCP	111	Therapeutics & Diagnostics	4	3	0	0	5
RCP	113	Pharmacology	2	0	0	0	2
RCP	132	Clinical Practice I	0	0	6	0	2
CIS	113	Computer Basics	0	2	0	0	1
BIO	168	Anatomy and Physiology I	3	3	0	0	4
Spring Semester							
RCP	112	Patient Management	3	3	0	0	4
RCP	114	Cardio Anatomy & Phys	3	0	0	0	3
RCP	115	Cardio Pathophysiology	2	0	0	0	2
RCP	144	Clinical Practice II	0	0	12	0	4
BIO	169	Anatomy and Physiology II	3	3	0	0	4

Summer							
RCP	155	Clinical Practice III	0	0	15	0	5
Fall Semester							
RCP	210	Critical Care Concepts	3	3	0	0	4
RCP	213	Neonatal/Pediatric Conc	2	0	0	0	2
RCP	234	Clinical Practice IV	0	0	12	0	4
ENG	111	Expository Writing	3	0	0	0	3
		Humanities Elective	3	0	0	0	3
Spring Semester							
RCP	211	Advanced Monitoring Proc	3	3	0	0	4
RCP	246	Clinical Practice V	0	0	18	0	6
ENG	114	Prof Research & Reporting	3	0	0	0	3
PSY	150	General Psychology	3	0	0	0	3

TOTAL SEMESTER HOURS: –76

Acceptance Criteria

1. Complete and submit a RCC application.
2. Submit an official high school transcript as a graduate of a high school with regional accreditation or submit proof of satisfactory completion of GED.
3. Complete one year or one high school unit in Biology with an at least a "C", or complete a college level biology course with a "C" or better.
4. Submit official transcript if student has attended another educational institution.
5. Complete placement testing in English, reading, and math with a minimum score as follows on COMPASS:

English	70 (places out of ENG 100 or ENG 090)
Reading	81 (places out of REA 101 or RED 090)
Pre-Algebra	35 (places out of MAT 101 or MAT 060)
Algebra	43 (places out of MAT 102 or MAT 070)

Individuals not meeting minimum placement test requirements will be required to take developmental courses in English, reading, and math as indicated by test scores. Placement tests will be waived with appropriate college level courses and grades.

Applicants who have received a score of 500 or greater on the math portion of the SAT examination will have math placement testing waived. Individuals who have received a score of 500 or greater on the verbal portion of the SAT examination will have English and reading placement testing waived.

Additional Acceptance Criteria

1. Submit documentation of a minimum of 4 observation hours in a respiratory therapy or cardiopulmonary department. Observation hours may be coordinated by program faculty.
2. Attend an interview at the RCC campus with the Respiratory Therapy Program Director, Clinical Coordinator, and Student Services representative.

3. Submit a minimum of 3 letters of reference to the Program Director related to character, motivation, work ethic, and communication skills from the following individuals:
   a. former or current instructor
   b. former or current employer
   c. personal (non-family)
4. Submit a one-page statement on the day of the interview relative to the personal desire to gain admission to the program, attain an associate degree in respiratory therapy, and become a Registered Respiratory Therapist.

Probation and Dismissal

1. The respiratory therapist student must meet the academic standards of the college. In addition, the following program academic standards are required:
   a. Minimum of a "C" grade in all Respiratory Therapy Program curriculum courses.
   b. Clinical and laboratory experiences are graded satisfactory or unsatisfactory. More specifically, performance requirements are listed in each course syllabus. The student will not be permitted to progress in the program unless a satisfactory grade is attained in the laboratory and clinical component of the curriculum each semester. Absence and tardy policies are outlined in each course syllabus.
   c. The student must not fall behind the sequence of the curriculum plan for all RCP, BIO, or CHM courses as outlined in the college catalog.
2. **Probation**
   a. Students will be placed on probation if they do not attain a grade of at least a "C" in any Respiratory Therapy Program curriculum course, with the exception of the courses identified in 1C. Students will remain on probation until they successfully complete the course with a "C" or better.
3. **Dismissal**
   Dismissal applies to any respiratory therapist student who does not meet the academic criteria identified in 1b or 1c, in addition to academic or professional standards outlined in the student handbook, course syllabi, or the college catalog.
4. **Non-Academic Dismissal**
   Individuals enrolled in the Respiratory Therapy Program may be dismissed for academic or non-academic reasons. Students should refer to the program handbook distributed during the orientation session for specific reasons relative to non-academic dismissal.

Readmission

Because of the content and organization of the learning experiences in the program, withdrawal and academic dismissal should be avoided. However, should this become necessary, readmission will be considered. Students may be readmitted to the program following withdrawal or dismissal after the following have been met:

1. The student was out of the program for at least one semester.
2. The student has demonstrated or proven to the program faculty that any physical, emotional, or professional cause for previous dismissal has been managed, treated, or corrected.
3. The student has updated medical immunizations and malpractice insurance.
4. The student has provided a letter of intent for readmission to the Program Director.
5. The student may be required to retake or successfully audit previously taken respiratory care courses or modules to review skills or knowledge related to professional practices. Such action will be relative to the length of time the student is out of the program. Successful audit involves attendance in class, taking exams, completing laboratory exercises, or completion of clinical performance evaluations.
6. Space is available in the program.
7. The student's readmission is approved by program faculty members and a Student Services representative.

Transfer Applicants

1. Transfer into the RT program, when space is available, is limited to applicants who:
   a. meet the Rockingham Community College admissions requirements,
   b. have enrolled in a respiratory therapy program in another institution, and
   c. have left or will leave another RT program in good standing.
2. Courses from technical institutes, colleges, and universities will be accepted if a grade of "C" has been achieved and if the courses are comparable to those offered at RCC.
3. Respiratory Therapy courses completed will be evaluated and transfer credit determined by the Program Director and RT faculty. Based on the evaluation of transfer credit, the program of study will be determined by the Program Director and Respiratory Therapy faculty.

Other transfer applicants to the Respiratory Therapy Program may transfer to the College and then proceed through the regular admission process for entry into the Respiratory Therapy Program.

Advanced Placement

1. Advanced placement will be determined on an individual basis by a Respiratory Therapy faculty committee.

Surgical Technology (D45740) Diploma

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.

Graduates of this program will be eligible to apply to take the Liaison Council's Certification Examination for Surgical Technologists. Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

The Surgical Technology program was awarded accreditation by Commission on Accreditation of Allied Health Education Programs (CAAHEP) in 1998.

Surgical Technology Admissions Criteria

1. Complete and submit a RCC application.
2. Submit an official high school transcript as a graduate of a high school with regional accreditation or submit proof of satisfactory completion of GED. Minimum high school GPA requirement is 2.0 on a 4.0 scale or equivalent GED total score of at least 244. Students not meeting this requirement must have a 2.0 in selected post-secondary work.
3. Submit official transcript if student has attended another college. Transcript(s) must reveal a cumulative GPA of at least 2.0.
4. Complete placement testing in English, reading, and math with a minimum score as follows on COMPASS:

English	70 (places out of ENG 090 or equivalent)
Reading	81 (places out of RED 090 or equivalent)
Pre-Algebra	35 (places out of MAT 060 or equivalent)

- Applicants not meeting minimum placement test requirements will be required to take developmental courses in English, reading, and math as indicated by test scores. Placement tests will be waived with appropriate college level courses and grades.
- Applicants who have a score of 500 or greater on the math portion of the SAT examination will have math placement testing waived. Individuals who have received a score of 500 or greater on the verbal portion of the SAT examination will have English and reading placement waived.

The following are required for entrance to the program:

5. Submit completed Health History form.
6. Submit completed Personal History form.
7. Send letter of intention to accept place in the program to Admissions Office and o the Program Director.
8. Meet with Surgical Technology Director.

9. Complete minimum of 2 hours of observation in an OR as arranged by program director.
10. Attend College orientation.
11. Attend program orientation and submit:
    a. Signed statement of Understanding Concerning Acceptance for Clinical Training;
    b. Signed statement of Understanding Concerning Physical and Mental Health Status Compatible to Provide Safe Care;
    c. Completed medical forms with required immunizations to include tetanus, polio, and Hepatitis B (series may be completed or in process) TB screening, rubella vaccination or positive rubella titer, and a completed dental form.
    d. Current CPR card (American Heart Association).
12. Any student without completed documents by deadlines in written correspondence will not be eligible for entry and an alternate will be invited to enter in that student's place.

NOTE: Priority may be given to applicants successfully completing Health Occupations in high school with "C" or better, having worked as Health Care provider for at least 6 months, or having spent at least 10 documented hours in observation of surgery.

Important:
Applicants who have self-identified as meeting eligibility will be reviewed for eligibility twice a year): once in the fall semester and once in the spring semester. In order to be reviewed for program eligibility, all admissions criteria must have been met by **September 1 for fall review, and by February 1 for spring review**. After the reviews, eligible students will be notified of the year they may begin the Surgical Technology or Central Sterile Processing program. Ineligible students will be notified of steps to take to attain eligibly. Follow-up reviews may be continued into summer semester to determine eligibility of students to fill any vacant positions.

Transfer Applicants

1. Transfer into the Surgical Technology program, when space is available, is limited to applicants who:
    A. meet the Rockingham Community College admissions requirements,
    B. have been enrolled in a Surgical Technology program in another institution
    C. have left or will leave another Surgical Technology program in good standing.
2. Courses from technical institutes, colleges, and universities will be accepted if a grade of "C" or above has been achieved and if the courses are compatible to those offered at RCC.
3. Surgical Technology courses completed will be evaluated and transfer credit determined by the Surgical Technology Committee. Based on the evaluation of transfer credit, the program of study will be determined by the Program Director and Surgical Technology Committee.
4. Other transfer applicants to the Surgical Technology program may transfer to the college and then proceed through the regular admission process for entry into the Surgical Technology program.

Probation and Dismissal

1. The Surgical Technology student must meet the academic standards of the college. In addition, the following academic standards are required:
   a. Minimum grade of "C" or better in all Surgical Technology Program courses.
   b. Lab experiences are graded satisfactory (S) or unsatisfactory (U). More specific performance requirements are listed in each course syllabus. The student will not be able to progress unless a satisfactory grade is attained in the lab regardless of the theory grade.
   c. The student must not fall behind the sequence of the curriculum plan for SUR or BIO courses as outlined in the college catalog.
2. **Probation** applies to a Surgical Technology student who does not meet the standards in section 1A above but is able to continue the sequence of the curriculum plan. A student will remain on probation until the course in question is successfully completed with a "C" or better.
3. **Dismissal** applies to a Surgical Technology student who does not meet the standards in sections 1B and 1C.
4. **Nonacademic Dismissal** – Students in the Surgical Technology program can be dismissed for academic or non-academic reasons. Students should refer to the Surgical Technology Handbook for Students in the Surgical Technology Program given to each student during the Surgical Technology orientation session for specific reasons for dismissal.

Readmission

Because of the content and organization of the learning experiences in the Surgical Technology program, withdrawal and academic dismissal should be avoided. However, should withdrawal or academic dismissal become necessary, readmission will be considered. Students may be readmitted if they meet all the standards for any student admission, and the readmission is accepted by the Surgical Technology faculty.

- The student will be required to repeat or audit previously taken surgical technology courses to review skills and knowledge related to surgical technology. Successful audit involves attendance in class, taking quizzes, tests and exam, attending required labs, completion of the skills by the designated date, and attainment of a minimum average grade of "C" or satisfactory in class/lab and clinical work.

Fall Semester			**Class**	**Lab**	**Clinic**	**Wk. Exp.**	**Credit**
ENG	111	Expository Writing	3	0	0	0	3
BIO	163	Basic Anat & Physiology	4	2	0	0	5
SUR	110	Intro to Surg Tech	3	0	0	0	3
SUR	111	Perioperative Patient Care	5	6	0	0	7
Spring Semester							
BIO	275	Microbiology	3	3	0	0	4
SUR	122	Surgical Procedures I	5	3	0	0	6
SUR	123	SUR Clinical Practice I	0	0	21	0	7

Summer

SUR 134	Surgical Procedures II	5	0	0	0	5
SUR 135	SUR Clinical Practice II	0	0	12	0	4
SUR 137	Prof Success Prep	1	0	0	0	1

TOTAL SEMESTER HOURS—45

The Surgical Technology student should be prepared to incur additional expenses. Along with tuition, activity fees, and books, these include: (estimated)

Medical exam	$100
Hepatitis B Shots	$150-200
Dental Exam	$40
Opthamalogical exam	$35
Malpractice insurance	$40 (subject to change)
Lab coat & name tag	$25-35
Shoes	$50
Scrubs	$40
Pin (optional)	$10-25
Testing fees	$150

General Education Core For Technologies

Humanties Electives

ART					
ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
DRAMA					
DRA 111	Theatre Appreciation	3	0	0	3
ENGLISH					
ENG 131	Intro to Literature	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
ENG 251	Western World Literature I	3	0	0	3
ENG 252	Western World Literature II	3	0	0	3
ENG 261	World Literature I	3	0	0	3
ENG 262	World Literature II	3	0	0	3
FRENCH					
FRE 111	Elementary French I	3	0	0	3
FRE 181	French Lab I	0	2	0	1
FRE 112	Elementary French II	3	0	0	3
FRE 182	French Lab 2	0	2	0	1
FRE 211	Intermediate French I	3	0	0	3
FRE 281	French Lab 3	0	2	0	1
FRE 212	Intermediate French II	3	0	0	3
FRE 282	French Lab 4	0	2	0	1
HUMANITIES					
HUM 120	Cultural Studies	3	0	0	3
HUM 150	American Women's Studies	3	0	0	3
HUM 211	Humanities I	3	0	0	3
HUM 212	Humanities II	3	0	0	3
MUSIC					
MUS 110	Music Appreciation	3	0	0	3
PHILOSOPHY					
PHI 215	Philosophical Issues	3	0	0	3
PHI 240	Intro to Ethics	3	0	0	3

RELIGION						
REL	110	World Religions	3	0	0	3
SPANISH						
SPA	111	Elementary Spanish I	3	0	0	3
SPA	181	Spanish Lab 1	0	2	0	1
SPA	112	Elementary Spanish II	3	0	0	3
SPA	182	Spanish Lab 2	0	2	0	1
SPA	211	Intermediate Spanish I	3	0	0	3
SPA	281	Spanish Lab 3	0	2	0	1
SPA	212	Intermediate Spanish II	3	0	0	3
SPA	282	Spanish Lab 4	0	2	0	1

Social Science Electives

ANTHROPOLOGY						
ANT	210	General Anthropology	3	0	0	3
ANT	240	Archaeology	3	0	0	3
ECONOMICS						
ECO	151	Survey of Economics	3	0	0	3
ECO	251	Principles of Microeconomics 3	0	0	3	
ECO	252	Principles of Macroeconomics 3	0	0	3	
GEOGRAPHY						
GEO	111	World Regional Geography	3	0	0	3
HISTORY						
HIS	121	World Civilizations I	3	0	0	3
HIS	122	World Civilizations II	3	0	0	3
HIS	131	American History I	3	0	0	3
HIS	132	American History II	3	0	0	3
POLITICAL SCIENCE						
POL	120	American Government	3	0	0	3
PSYCHOLOGY						
PSY	150	General Psychology	3	0	0	3
PSY	241	Developmental Psychology	3	0	0	3
PSY	281	Abnormal Psychology	3	0	0	3
SOCIOLOGY						
SOC	210	Introduction to Sociology	3	0	0	3
SOC	213	Sociology of the Family	3	0	0	3
SOC	220	Social Problems	3	0	0	3

Science Electives

ASTRONOMY						
AST	111	Descriptive Astronomy	3	0	0	3
AST	111A	Descriptive Astronomy Lab	0	2	0	1
BIOLOGY						
BIO	111	General Biology I	3	3	0	4
BIO	112	General Biology II	3	3	0	4
CHEMISTRY						
CHM	131	Intro to Chemistry	3	0	0	3
CHM	131A	Intro to Chemistry Lab	0	3	0	1
CHM	132	Organ & Biochemistry	3	3	0	4
CHM	151	General Chemistry I	3	3	0	4
CHM	152	General Chemistry II	3	3	0	4
PHYSICS						
PHY	110	Conceptual Physics	3	0	0	3
PHY	110A	Conceptual Physics Lab	0	2	0	1
PHY	151	College Physics I	3	2	0	4
PHY	152	College Physics II	3	2	0	4
PHY	251	General Physics I	3	3	0	4
PHY	252	General Physics II	3	3	0	4

Mathematics Electives

MAT	110	Mathematical Measurement	2	2	0	3
MAT	115	Mathematical Models	2	2	0	3
MAT	140	Survey of Math	3	0	0	3
MAT	151	Statistics I	3	2	0	4
MAT	161	College Algebra	3	0	0	3
MAT	171	Precalculus Algebra	3	0	0	3
MAT	172	Precalculus Trigonometry	3	0	0	3
MAT	263	Brief Calculus	3	0	0	3
MAT	271	Calculus I	3	2	0	4
MAT	272	Calculus II	3	2	0	4
MAT	273	Calculus III	3	2	0	4
MAT	280	Linear Algebra	3	0	0	3
MAT	285	Differential Equations	3	0	0	3

Technologies Graduation Note: It is the policy of the College that at least 25 percent of the Semester Credit Hours required for graduation be taken at RCC. A Quality Point Average of 2.0 or better is required for graduation in each program of study.

Associate in Applied Science (AAS) degrees are not designed for students who transfer to senior colleges and universities. However, for some AAS programs of study RCC has developed transfer articulation agreements with local colleges and universities. AAS degree students are responsible for letting their advisor know they are interested in transferring and getting information on articulated programs. Students should also review university entrance requirements for transfer and university graduation requirements with university representatives.

It should be understood that some of the AAS degree courses may transfer to meet specific degree requirements. The number of credit hours will vary from program and university. Additional general education course requirements, including foreign language, may be required by specific programs within the university. Placement testing may also be required by the university at the time of transfer.

RCC advisors cannot be responsible for university degree requirements based on the transfer student's university catalog since the catalog will not be published until after the student graduates from RCC. Students need to carefully review the articulation agreement transfer work sheets and compare them to the college transfer AA, AFA, and AS Programs of Study to determine which program best meets their academic needs.

COLLEGE TRANSFER PROGRAMS OF STUDY

College Transfer Programs of Study

Philosophy

Rockingham Community College offers two years of liberal arts and science college transfer courses in such areas as social science, English, humanities, natural science, physical education and mathematics. An Associate in Arts, Associate in Science, or Associate in Fine Arts degree is awarded upon successful completion of the degree requirements.

The freshman and sophomore level courses introduce the student to areas of study that develop breadth of outlook and contribute to the student's balanced development. This training is complementary to, but different in emphasis from, the specialized training one receives for a job, a profession, or a major in a particular field of study.

The purpose of the college transfer program is to assist the student in moving toward the following goals:

- Developing an understanding and appreciation of the political, social, economic and cultural institutions in our society.
- Developing critical and constructive thinking for problem solving and ordering of values.
- Maintaining good mental and physical health for self, family and community; developing balanced personal and social adjustment, satisfactory home and family life and vocational adjustment.
- Using basic technical, mathematical and communication skills to solve everyday problems, understand ideas of others and express ideas effectively.
- Understanding one's cultural heritage and interaction with the biological and physical environment.
- Understanding the creative activity of others and encouraging participation in creative activities.

Transfer to a University

The College Transfer Program is offered as part of the Comprehensive Articulation Agreement (CAA) which governs the transfer of credit between community colleges and most 4-year colleges and universities in North Carolina. The courses in the College Transfer Program include a 44 hour semester General Education Core and 20-21 additional semester hours. North Carolina community college students who earn an associate's degree according to the guidelines of the CAA will be treated as juniors at any of the UNC institutions providing that they are admitted to the institution. The CAA does not guarantee admission to any UNC institution or to any degree program within an institution. Admission to any university or college is competitive.

RCC advisors cannot be responsible for university degree requirements based on the transfer student's university catalog since the catalog will not be published until after the student graduates from RCC.

General Education Core

A transfer student who completes the General Education Core at Rockingham Community College will not be required to take other general education classes at a UNC institution or other private colleges even if his/her 44-semester credit hour core does not completely match the university/college. However, students should be aware that some universities and colleges have graduation requirements that transfer students must satisfy – such as physical education or a foreign language.

General Education Core courses for non-graduates

Upon admission to another public two-year institution or to a constituent institution of the University of North Carolina, students who have completed the general education core with the proper distribution of hours, but who have not completed the associate degree, will be considered to have fulfilled the institution-wide, lower division general education requirements of the receiving institution. To be eligible for inclusion in this policy, a student must have an overall Grade Point Average (GPA) of 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better on all general education core courses. Upon transfer at the sophomore level, a non-graduate who has completed the general education core should be advised at the University to take pre-major or cognate courses based on his or her chosen major.

The transcripts of students who transfer before completing the general education core will be evaluated on a course-by-course basis by the receiving universities.

Transfer of courses not originated at Rockingham Community College

Courses which do not originate at Rockingham Community College or another North Carolina Community College and which are not listed on the approved college transfer course lists will be evaluated on an individual basis by the receiving university. Transfer credit may or may not be granted for these courses, according to the policies of the receiving institution.

Pre-Major Articulation Agreements

The State Board of Community Colleges and the University of North Carolina Board of Governors have approved college transfer pre-major agreements as part of the Comprehensive Articulation Agreement. These agreements are intended to serve as advising guides for students interested in a particular field of study. A student who follows one of these programs of study and successfully completes the associate degree program will be eligible to apply for admission to any university offering the major degree. If accepted into the major, the student will have junior status in the major area.

Associate in Arts (A10100) and Associate in Science (A10400) Degree Pre-Major Programs

Associate in Arts (A10100)

Art Education
Business Administration
Business Education and Marketing Education
Criminal Justice
Elem Ed, Middle Grades Ed, Special Ed
English
English Education
Health Education
History
Nursing
Physical Education
Political Science
Psychology
Social Science Secondary Education
Social Work
Sociology

Associate in Science (A10400)

Biology and Biology Education
Chemistry * Chemistry Education
Computer Science
Engineering
Mathematics
Mathematics Education

See your advisor for general education core courses and other pre-major courses required in your major.

Associate in Arts Program (A10100)

The Associate in Arts degree is for students interested in pursuing a four-year degree in one of the liberal arts disciplines or at a professional school that requires a strong liberal arts background. This program is also recommended for students who are unsure of their academic major as it provides a diversified foundation of courses.

DEGREE REQUIREMENTS

General Education Core – 44 SHC

English Composition (6 SHC)
ENG 111, ENG 113

Humanities/Fine Arts (12 SHC)
COM 231 (required)

Select **one** course from the following:
ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, ENG 251, ENG 252, ENG 261, ENG 262

Select **two** courses from the following areas:
ART 111, ART 114, ART 115, DRA 111, FRE 211, FRE 212, FRE 281, FRE 282, HUM 120, HUM 150, HUM 211, HUM 212, MUS 110, PHI 215, PHI 240, REL 110, SPA 211, SPA 212, SPA 281, SPA 282

Social/Behavioral Sciences (12 SHC)
Select **four** courses from at least three discipline areas. At least one course must be a history course. ANT 210, ANT 240, ECO 151, ECO 251, ECO 252, GEO 111, HIS 121, HIS 122, HIS 131, HIS 132, POL 120, PSY 150, PSY 241, PSY 281, SOC 210, SOC 213, SOC 220

Natural Sciences (8 SHC)
Select **two** courses, including accompanying laboratory work, from among the following courses:
AST 111 & AST 111A, BIO 111, BIO 112, BIO 120, BIO 130, CHM 131 & CHM 131A, CHM 132, CHM 151, CHM 152, CHM 263, PHY 110 & PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252

Mathematics (6 SHC)
Select at least **one** course from the following courses: MAT 161, MAT 171, MAT 172. The second course may be from the above list or from: CIS 110, MAT 140, MAT 151, MAT 263, MAT 272.

OTHER REQUIRED HOURS
Physical Education and Health (4 SHC)
Select from any of the following:
PED 110, PED 111, PED 112, PED 113, PED 114, PED 115, PED 116, PED 117, PED 118, PED 119, PED 120, PED 121, PED 128, PED 129, PED 130, PED 131, PED 137, PED 139, PED 142, PED 143, PED 145, PED 147, PED 148, PED 149, PED 187, PED 188, PED 210, PED 220
An alternative is one health course and two SHC of activity courses: HEA 110, HEA 112, HEA 120, PED 165

Electives (16 SHC)
Select from any of the courses listed in the College Transfer list of electives that have not already been used to meet a graduation requirement. See pages 172 -174.

TOTAL SEMESTER HOURS:—64

Associate in Science (A10400) Degree Requirements

The Associate in Science degree is intended for students interested in transferring to a four-year college or university program with a science and mathematics emphasis. Graduation from Rockingham Community College with the Associate in Science degree is based upon meeting the following requirements:

General Education Core – 44 SHC

English Composition (6 SHC)
ENG 111, ENG 113

Humanities/Fine Arts (12 SHC)
One Literature course and speech are required.
Literature: (One required) ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, ENG 251, ENG 252, ENG 261, ENG 262

Speech: (Required) COM 231. A second English literature course requires a memorandum from the advisor.

Select two additional courses from any of the following areas:
Art: ART 111, 114, 115
Drama: DRA 111
Foreign Language: FRE 111, FRE 112, FRE 181, FRE 182, FRE 211, FRE 212, FRE 281, FRE 282, SPA 111, SPA 112, SPA 181, SPA 182, SPA 211, SPA 212, SPA 281, SPA 282

Humanities: HUM 120, HUM150, HUM 211, HUM 212
Music: MUS 110
Philosophy: PHI 215, PHI 240
Religion: REL 110

Social/Behavioral Sciences (12 SHC)

At least one course must be a history course.
Select **four** courses from at least three of the following areas:

Anthropology: ANT 210, ANT 240
Economics: ECO 151, ECO 251, ECO 252
Geography: GEO 111
History: HIS 121, HIS 122, HIS 131, HIS 132
Political Science: POL 120
Psychology: PSY 150, PSY 241, PSY 281
Social Science: SOC 210, SOC 213, SOC 220

Natural Sciences (8 SHC)
Select **two** courses, including accompanying laboratory work, from among the following courses: AST 111 & 111A, BIO 111, BIO 112,BIO 120, BIO 130, CHM 131 & 131A, CHM 132, CHM 151, CHM 152, PHY 110 & 110A, PHY 151, PHY 152, PHY 251, PHY 252

Mathematics (6 SHC)
Select at least two courses from the following: MAT 151, MAT 161, MAT 171, MAT 172, MAT 271, MAT 272, MAT 263

Other Required Hours – 20 SHC

Physical Education and Health (4 SHC)
Select from any of the following: PED 110, PED 111, PED 112, PED 113, PED 114, PED 115, PED 116, PED 117, PED 118, PED 119, PED 120, PED 121, PED 128, PED 129, PED 130, PED 131, PED 137, PED 138, PED 139, PED 142, PED 143, PED 145, PED 147, PED 148, PED 149, PED 187, PED 188, PED 210, PED 220

An alternative is one health course (HEA 110, HEA 112, HEA 120, or PED 165) and two activity courses.

Natural Sciences/Mathematics (14 SHC)
Select from any of the following not used above:

Natural Science: AST 111, AST 111A, BIO 111, BIO 112, BIO 130, BIO 163, BIO 168, BIO 169, BIO 275, CHM 131, CHM 131A, CHM 132, CHM 151,

CHM 152, CHM 251, CHM 252, CHM 263, CHM 271, PHY 110, PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252

Mathematics: MAT 140, MAT 151, MAT 161,MAT 167, MAT 171, MAT 172, MAT 263, MAT 271, MAT 272, MAT 273, MAT 285

Electives (2 SHC)
Select from any of the courses listed in the College Transfer list of electives that have not already been used to meet a graduation requirement. See below and page 196.

TOTAL SEMESTER HOURS:—64

Associate in Fine Arts Program (A10200) Degree Requirements

The Associate in Fine Arts degree is recommended for students who plan to transfer to senior colleges or universities to continue study in areas leading to a Bachelor of Fine Arts, Bachelor of Arts or Bachelor of Science in Art Education. The program has a concentration in the studio arts which includes courses in 2 and 3 dimensional design, drawing, painting, sculpture, ceramics, and computer art.

DEGREE REQUIREMENTS
General Education Core – 28 SHC

Composition/Communications (6 SHC)
ENG 111, ENG 113

Humanities/Fine Arts (6 SHC)
COM 231

Select **one** course from the following:
ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, ENG 251, ENG 252, ENG 261, ENG 262

Social/Behavioral Sciences (9 SHC)
Select **three** courses from at least three discipline areas. At least one course must be a history course.
ANT 210, ANT 240, ECO 151, ECO 251, ECO 252, GEO 111, HIS 121, HIS 131, HIS 132, POL 120, PSY 150, PSY 241, PSY 281, SOC 210, SOC 213, SOC 220

Natural Sciences (4 SHC)
Select **one** course, including accompanying laboratory work, from among the following courses: AST 111 & AST 111A, BIO 111, BIO 112, BIO 120, BIO 130, CHM 131 & CHM 131A, CHM 132, CHM 151, CHM 152, PHY 110 & PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252

Mathematics (3 SHC)
Select **one** course from the following courses: MAT 140, MAT 161, MAT 171, MAT 172, MAT 263, MAT 271, MAT 272

Other Required Hours (37)
Major: (34 SHC)
ACA 115, ART 114, ART 115, ART 121, ART 131, ART 122, ART 135, ART 171, ART 240, ART 281, ART 283, HIS 122

Electives (3 SHC)
Select from any of the courses in the College Transfer list of electives that has not been used to meet a graduation requirement. See pages 179-181.

TOTAL SEMESTER HOURS:—65

College Transfer Electives

Academic Related
ACA 115

Accounting
ACC 120, ACC 121

Anthropology
ANT 210, ANT 240

Art
ART 111, ART 114, ART 115, ART 121, ART 122, ART 131, ART 132, ART 135, ART 171, ART 235, ART 240, ART 241, ART 281, ART 282, ART 283, ART 284, ART 285, ART 286, ART 288, ART 292

Astronomy
AST 111, AST 111A

Biology
BIO 111, BIO 112, BIO 120, BIO 130, BIO 163, BIO 168, BIO 169, BIO 275

Chemistry
CHM 131, CHM 131A, CHM 132, CHM 151, CHM 152, CHM 251, CHM 252, CHM 263, CHM 271

Information Systems
CIS 110, CIS 115

Communication
COM 111, COM 231

Computer Science
CSC 120, CSC 130, CSC 134

Criminal Justice
CJC 111, CJC 121, CJC 141

Drafting
DFT 170

Drama
DRA 111, DRA 130, DRA 131

Economics
ECO 151, ECO 251, ECO 252

Education
EDU 116

English
ENG 114, ENG 125, ENG 131, ENG 193, ENG 231, ENG 232, ENG 241, ENG 242, ENG 251, ENG 252, ENG 261, ENG 262, ENG 293

French
FRE 111, FRE 112, FRE 181, FRE 182, FRE 211, FRE 212, FRE 281, FRE 282

Geography
GEO 111

Health
HEA 110, HEA 112, HEA 120

History
HIS 121, HIS 122, HIS 131, HIS 132, HIS 162, HIS 221, HIS 226, HIS 236, HIS 293

Humanities
HUM 120, HUM 150, HUM 193, HUM 211, HUM 212, HUM 293

Mathematics
MAT 140, MAT 140A, MAT 151, MAT 151A, MAT 161, MAT 167, MAT 171, MAT 171A, MAT 172, MAT 172A, MAT 263, MAT 263A, MAT 271, MAT 272, MAT 273, MAT 280, MAT 285

Music
MUS 110, MUS 131, MUS 132, MUS 141, MUS 142, MUS 151P, MUS 151V, MUS 152P, MUS 152V, MUS 231, MUS 232, MUS 251P, MUS 251V, MUS 252P, MUS 252V

Physical Education
PED 110, PED 111, PED 112, PED 113, PED 114, PED 115, PED 116, PED 117, PED 118, PED 119, PED 120, PED 121, PED 128, PED 129, PED 130, PED 131, PED 137, PED 138, PED 139, PED 142, PED 143, PED 145, PED, 147, PED 148, PED 149, PED 165, PED 187, PED 188, PED 210, PED 220

Philosophy
PHI 215, PHI 240

Physical Science
PHS 110, PHS 130

Physics
PHY 110, PHY 110A, PHY 151, PHY 152, PHY 153, PHY 251, PHY 252, PHY 253

Political Science
POL 120, POL 130

Psychology
PSY 150, PSY 241, PSY 281

Religion
REL 110

Sociology
SOC 197, SOC 210, SOC 213, SOC 220, SOC 232

Spanish
SPA 111, SPA 112, SPA 181, SPA 182, SPA 211, SPA 212, SPA 281, SPA 282

College Transfer Graduation Note: It is the policy of the College that at least 25 percent of the Semester Credit Hours required for graduation be taken at RCC. A Quality Point Average of 2.0 or better is required for graduation in your program of study.

COMMUNITY & WORKFORCE EDUCATION DIVISION SERVICES

Community and Workforce Education Division Services

Rockingham Community College through its Community and Workforce Education Services offers prompt response to community needs. Life-long learning opportunities include over 300 classes, workshops, seminars, labs, cultural and civic events per semester. These learning opportunities are offered at the college, business and industry sites and other county locations.

Community and Workforce Education Services will admit high school students between the ages of 16 and 18 to appropriate courses with the consent of parents and public school officials. State Board of Community Colleges policy prohibits Rockingham Community College from serving students under the age of 16. North Carolina residents who are 65 years or older take classes free with the exception of any self-supporting classes.

CEU's of credit are awarded upon successful completion to occupational extension and other selected classes.

Community and Workforce Education invites you to join us in learning for a lifetime. Empower your life by seizing the many opportunities available through Basic Skills Programs, Occupational Extension, Community Service, Self-Supporting, Recreational, Focused Industrial Training, New and Expanded Industry Training, Human Resources Development, Center for Active Retirement, and the Small Business Center.

Basic Skills Programs

- Adult Basic Education
- English as a Second Language
- Compensatory Education
- General Educational Development (GED)
- Workplace Basic Skills

Entrance Requirements

Any adult 18 years of age or older may enroll in Basic Skills Programs. Minors, age 16 and 17, will be accepted into the program under the following circumstances according to Administrative Code 2C.0305(b):

A minor, 16 years old or older, may be considered a student with special needs and may be admitted to an appropriate program at an institution if the local public or private educational agency determines that admission to the program is the best educational option for the student and the admission of such student to the program is approved by the institution.

Registration

A student may register at any time during the year by calling RCC or by attending the class site of his/her choice. Interested minors must contact the Basic Skills office to receive more detailed information related to enrollment requirements. There are no registration fees.

Classes

Classes are held in communities throughout the county. Morning, afternoon, and evening classes are offered. Additional class sites will be considered whenever twelve or more students will be enrolled.

Adult Basic Education

The purpose of the Adult Basic Education program is to help students build basic skills in reading, communication, writing, math, decision making, and critical thinking. This improvement in skills will help in performing daily activities at home, at work, or in the community. Family budgeting, banking, and job skills related to basic education are included in the program at student's requests. ABE is also the appropriate program for nonreaders and as a first step towards a High School Equivalency (GED) certificate.

The first step in continuing lifelong education, ABE instruction is individualized and self-paced and is designed to meet students' needs, interests, and skill levels.

English as a Second Language

As part of the adult education program, Rockingham Community College offers English As A Second Language (ESL) classes for students foreign to the English language. These classes are designed to help students who are foreign to the English language to improve their communication skills in English, especially the spoken language. English As A Second Language classes are offered at any time during the year whenever there are twelve or more students interested. These classes may be held in various communities throughout the county.

Compensatory Education Program for Special Populations

Rockingham Community College offers Compensatory Education classes for clients of group homes and sheltered workshops within the county. These classes are open only to adults with mental retardation. Current Compensatory Education class offerings include the following: consumer education, community living, health, language, math, social science, and vocational education.

General Educational Development Program

General Educational Development (GED) classes are offered to acquaint students with the structure, format, and content covered on the GED Exam. The purpose of these classes is to help students review the basic principles of math, spelling, grammar usage, writing, and to practice reading and interpreting materials in general information areas, literature, science, and social studies. A review of test taking skills and strategies is also offered.

The focus and length of the classes may vary according to the skills of the students. Both group and individualized instruction methods are used in classes and students are encouraged to concentrate their study in those areas where their skills are weakest.

The GED Exam is given two or more times per month. The current cost for taking the GED exam is $7.50.

Rockingham Community College will not give the GED Exam to an individual who is not 18 years of age unless his/her 9th grade class has graduated, except under the following circumstances: the person is an emancipated minor, the person is a prison inmate, the person is enrolled in the Jobs Corps Program, or the person has been approved by Rockingham Community College to take the GED Exam.

Workplace Basic Skills Program

Rockingham Community College's Workplace Basic Skills program provides job specific basic skills training to employees of business and industry in the county. To meet new technology requirements and competitive challenges of a worldwide economy, employees must have the skills necessary to progress on the job. These basic skills include reading, computation, comprehension, critical thinking, writing, and problem solving skills. By improving basic skills related to the job, employees become more self-sufficient, have the ability to make better job decisions, and are capable of accepting new responsibilities and new skill training.

Rockingham Community College's Workplace Basic Skills program can identify basic skill training needs specific to the job, set up appropriate basic skill training programs, and provide accurate assessment and evaluation of employee skills. An interested business or industry can get more information by calling Rockingham Community College, (336) 342-4261 extension 2152.

Occupational Extension

Occupational Extension offers courses, workshops, seminars, certification programs and certificate programs designed for the specific purposes of training individuals for employment, upgrading the skills of persons presently employed, and retraining others for new employment opportunities. Listed below are some of the training options offered through occupational extension:

Workforce Customized Training
Basic Computer Skills
Computer Keyboarding
Supervisory Training
Small Business Management Courses
CPR, First Aid
EMT and Paramedic Training
Nursing Assistant I and III
Teacher Renewal Credit Courses
First Responder Training
Fire Service Training
N.C. Driver/Operator Certification (Fire Service)
Emergency Vehicle Driver
Emergency Rescue Technician
Insurance Agents Continuing Education Program
Law Enforcement Training
Notary Public Education
Welding and Basic Milling Techniques
Landscaping and Horticulture
Electrical Contractor's License Review Courses
Waste Water Treatment Plant Operation
Real Estate Continuing Education
Vehicle Safety Inspection Certification
Personal Care Training
Conversational Spanish for the Workplace
Personal Computer Hardware
Discover the Internet

Fire Fighter I & II Certification
Child Day Care Workshops
Sign Language
Introduction to Windows
Microsoft Office
Telecommunications Training
Auto Cad 2D Fundamentals
Heating and Air Conditioning License Review
MS Word
MS Excel
Online Computer Courses
Medical Office Practice
Medical Office Accounting
Online Medical Office Practice
Online Medical Office Accounting
Detention Officer Certification

Repeat Policy

Students who take the same occupational extension courses more than twice within a five-year period will pay the full student cost: $4.69 per hour or the established course fee, whichever is greater. There is no waiver of fees for senior citizens taking an occupational extension class for the third time. This provision is waived if course repetition is required by standards governing certifications or licensing programs.

Community Service

Community Service courses consist of courses that are categorized as avocational, practical skills and academic in nature. Designed to serve the variety of needs for Rockingham County's adult citizens, these courses may be grant-supported or receipt-supported. Listed below are some of the more popular courses currently offered.

Bowmaking
Cake Decorating
Crafts
Crocheting
Furniture Refinishing
Floral Design (Beginning, Advanced)
Guitar
Investments and Financial Planning
Needlecrafts, Knitting
Quilting
Landscaping
Painting With Oils (Beginning, Advanced)
Personal Photography
Piano Lessons
Small Engine Repair
Stained Glass
Tole Painting
Woodcarving
Woodworking
Wreaths

Self Supporting Recreational Activities

Self supporting recreational activities consist of courses which are recreational that are of great interest to the public. Fees are set based on the amount required to operate the courses and, therefore, there are **no fee exemptions**.

Aerobics
Country Line Dancing
Kollege for Kids
Line Dancing
Personal Fitness
Tai Chi

During the summer, RCC offers a variety of courses for children in 4th through 8th grades called Kollege for Kids. Two-week sessions are offered over a six-week period, and cover sports, art, science, pottery and much more.

Focused Industrial Training

Focused Industrial Training (FIT) programs provide for the development and delivery of customized training and services for manufacturing companies and companies whose main product or service is the design and programming of computers and telecommunications systems. FIT activities are intended for workers who need to up-date their skills and technical knowledge because of technological change. FIT programs are planned jointly by Rockingham Community College and the industry served and are intended for situations that can not be addressed through Occupational Extension programs.

New and Expanding Industry Training

Rockingham Community College and the Economic and Workforce Development Division of the Community College System provide training services to prospective and current full-time production employees of a new or expanding industry. Rockingham Community College and the Community College System work with the employer to design a customized training program. The nature of the jobs to be trained for and the level of skill needed by the potential workers determine the content and duration of the Customized Training and Development Program.

Human Resources Development Program

Job Seeking Skills/Self-Confidence Building/Job Placement

Human Resources Development (HRD) is designed to provide students with the knowledge and skills that will enable them to use learned techniques to find jobs in today's complex and demanding job market. Additional attention is given to career counseling, training options, and continuing education.

In the program, students gain knowledge of up-to-date application tips, answers to difficult interview questions including professional practice interviews, and each receives a powerful and concise resume. Emphasis is placed on boosting self-confidence and developing team-building skills. Certificates are awarded upon successful completion of the program.

Graduates from this program receive unequaled job placement assistance with better than 91% being placed in jobs with colleges, school systems, governmental agencies, small businesses, hospitals, banks, and manufacturing firms.

Call the Human Resources Development (HRD) staff at (336) 342-4261 ext. 2132 or 2124.

Office hours are Monday through Friday 8:00 a.m. to 5:00 p.m. For your convenience, classes are scheduled monthly.

Center for Active Retirement

The Rockingham Community College Center for Active Retirement (C.A.R.) provides opportunities for Rockingham County's older adults to enhance their qualify of life.

The facility is conveniently located on the Rockingham Community College Campus in the N. Jerry Owens Human Services Building. Seniors enjoy aerobics, canasta and rook, computer training, needlecrafts, piano, bingo, and day and overnight trips.

C.A.R. participants are encouraged to use the cosmetology lab, gymnasium, walking track, the Gerald B. James Library, and the multimedia center for self-directed computer training. They are invited to attend the many cultural events that are scheduled on the RCC campus. In addition, Senior Awareness Day is an annual event wherein seniors can gather information and learn about the opportunities and services that are available to them.

The monthly newsletter, The Senior Scoop, keeps the seniors informed of C.A.R. events, course offerings, volunteer opportunities, scheduled trips, and other articles of interest to older adults. To become a subscriber to the newsletter, or for information on the Center, call Ruth Mitchell, Director, at (336) 342-4261, ext. 2163/2331.

The primary mission of Rockingham Community College's Small Business Center (SBC) is to provide aspiring entrepreneurs, existing small business and industry, and their employees with services in education, training, one-on-one business counseling and referrals. The center combines the courage of addressing today's most pressing business issues with a unique empowering celebration of human potential. In addition to providing extraordinary seminar speakers the (SBC) maintains close contact with business owners, chambers of commerce, and professional organizations in order to help identify the special needs of business in Rockingham County. Anyone interested in receiving brochures promoting upcoming seminars may be added to the mailing list by notifying the center. Contact RCC's Small Business Center if you are interested in increasing your chances of success in a new business. The Center offers a class called "How to Start and Succeed In Your Own Business". This program teaches participants how to prepare a business plan—and much more. This class will also help you apply for a Microenterprise Loan. The center, located in the Administration Building, is available to be of service to business and industry, start-up or operating in Rockingham County. **For more information, please call (336) 342-4261, extension 2316.**

Small Business Center Incubator

The Small Business Incubator located at the Madison Center, Madison, North Carolina, is a facility designed to assist new and growing businesses become established and profitable by providing premises, advice, services and support. Business incubators are known to reduce the failure rate of new start up businesses; in doing so they create jobs and assist local economic development. Small business incubator tenants are provided with an initial place of operation and a supportive environment in which to grow their

business. The incubation period is normally one to three years, during which the fledgling business establishes before graduating into the wider business community.

RCC developed the Small Business Incubator concept in conjunction with the Rockingham County Partnership for Economic and Tourism Development and with the support of the Rockingham County Board of Commissioners and the North Carolina Department of Commerce. RCC's Small Business Incubator partners with RCC's Small Business Center to assist with business plan development and loan applications, as well as provide workshops and seminars dsigned to enhance and improve business skills. For more information, please call (336) 548-2322.

COURSE DESCRIPTIONS

Course Descriptions

The following is a complete alphabetical listing of courses offered by Rockingham Community College. Courses numbered 050-099 are assigned to developmental courses. The numbers 100-109 and 200-209 are assigned to courses approved only at the certificate and diploma level. These courses should not be included in associate degree programs. The numbers 110-199 and 210-299 are assigned to courses approved at the associate degree level. These courses may also be included in certificate and diploma programs.
In the course description, following the course and title, appears a code (0-0-0) which is interpreted as follows: first number equals number of lecture hours; second number equals the number of laboratory/clinical hours/work experience; third number equals the semester credit hours.

ACADEMIC RELATED

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

ACCOUNTING

ACC 120 Prin Of Accounting I **3-2-4**
Prerequisites: MAT 070, ENG 085
Corequisites: None
This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and or/ elective course requirement.*

ACC 121 Prin of Accounting II **3-2-4**
Prerequisites: ACC 120
Corequisites: None
This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and or/ elective course requirement.*

ACC 129 Individual Income Taxes **2-2-3**
Prerequisites: MAT 070, ENG 085
Corequisites: None
This course introduces the relevant laws governing individual income taxation. Emphasis is placed on filing status, exemptions for dependents, gross income, adjustments, deductions,

and computation of tax. Upon completion, students should be able to complete various tax forms pertaining to the topics covered in the course.

ACC 140 Payroll Accounting 1-2-2
Prerequisites: ACC 120
Corequisites: None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries.

ACC 150 Computerized Gen Ledger 1-2-2
Prerequisites: ACC 115 or ACC 120
Corequisites: None

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

ACC 220 Intermediate Accounting I 3-2-4
Prerequisites: ACC 121
Corequisites: None

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and statements and extensive analyses of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

ACC 221 Intermediate Acct II 3-2-4
Prerequisites: ACC 220
Corequisites: None

This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 225 Cost Accounting 3-0-3
Prerequisites: ACC 121
Corequisites: None

This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

AIR CONDITIONING, HEATING, AND REFRIGERATION

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

AHR 111 HVACR Electricity **2-2-3**
Prerequisites: MAT 060
Corequisites: None
This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

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

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

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

AHR 115 Refrigeration Systems 1-3-2
Prerequisites: AHR 110
Corequisites: None
This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.

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

AHR 160 Refrigerant Certification 1-0-1
Prerequisites: None
Corequisites: None
This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.

AHR 210 Residential Building Code 1-2-2
Prerequisites: None
Corequisites: None
This course covers the residential building codes that are applicable to the design and installation of HVAC systems. Topics include current residential codes as applied to HVAC design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of residential building codes that apply to specific areas of the HVAC trade.

AHR 211 Residential System Design 2-2-3
Prerequisites: None
Corequisites: None
This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

ANTHROPOLOGY

ANT 210 General Anthropology 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. This course has been

approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ANT 240 Archaeology 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course introduces the scientific study of the unwritten record of the human past. Emphasis is placed on the process of human cultural evolution as revealed through archaeological methods of excavation and interpretation. Upon completion, students should be able to demonstrate an understanding of how archaeologists reconstruct the past and describe the variety of past human cultures. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ART

ART 111 Art Appreciation 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ART 114 Art History Survey I 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ART 115 Art History Survey II 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ART 121 Design I 0-6-3
Prerequisites:
Corequisites: None

This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and

the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art.

ART 122 Design II 0-6-3
Prerequisites: ART 121
Corequisites: None
This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts.

ART 131 Drawing I 0-6-3
Prerequisites:
Corequisites: None
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes.

ART 132 Drawing II 0-6-3
Prerequisites: ART 131 and ART 121 (for A.F.A. majors)
Corequisites: None
This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques.

ART 135 Figure Drawing I 0-6-3
Prerequisites: ART 131
Corequisites: None
This course introduces rendering the human figure with various drawing materials. Emphasis is placed on the use of the visual elements, anatomy, and proportion in the representation of the draped and undraped figure. Upon completion, students should be able to demonstrate competence in drawing the human figure.

ART 171 Computer Art I 1-4-3
Prerequisites: Art 121 (for A.F.A. majors)
Corequisites: None
This course introduces the use of the computer as a tool for solving visual problems. Emphasis is placed on fundamentals of computer literacy and design through bit-mapped image manipulation. Upon completion, students should be able to demonstrate an understanding of paint programs, printers, and scanners to capture, manipulate, and output images.

ART 235 Figure Drawing II 0-6-3
Prerequisites: ART 135
Corequisites: None
This course extends the study and rendering of the draped and undraped human figure. Emphasis is placed on the exploration of materials and approaches to drawing. Upon completion, students should be able to demonstrate creativity in the representation of the figure.

ART 240 Painting I **0-6-3**
Prerequisites: ART 121 and ART 131 (for A.F.A. majors)
Corequisites: None
This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form.

ART 241 Painting II **0-6-3**
Prerequisites: ART 240 (for A.F.A. majors)
Corequisites: None
This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety.

ART 281 Sculpture I **0-6-3**
Prerequisites: None (for A.F.A. majors)
Corequisites: None
This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches.

ART 282 Sculpture II **0-6-3**
Prerequisites: ART 281
Corequisites: None
This course builds on the visual and technical skills learned in ART 281. Emphasis is placed on developing original solutions to sculptural problems in a variety of media. Upon completion, students should be able to express individual ideas using the techniques and materials of sculpture.

ART 283 Ceramics I **0-6-3**
Prerequisites:
Corequisites: None
This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression.

ART 284 Ceramics II **0-6-3**
Prerequisites: ART 283
Corequisites: None
This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness.

ART 285 **Ceramics III** **0-6-3**
Prerequisites: ART 284
Corequisites: None
This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate a knowledge of materials and techniques necessary to successfully create original projects in the clay medium.

ART 286 **Ceramics IV** **0-6-3**
Prerequisites: ART 285
Corequisites: None
This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium.

ART 288 **Studio** **0-6-3**
Prerequisites: Limited to those who have completed a sequence of art courses in the proposed area of study.
Corequisites: None
This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques.

ART 292 **Selected Topics in Ceramics** **0-4-2**
Prerequisites: Enrollment in the program
Corequisites: None
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

ASTRONOMY

AST 111 **Descriptive Astronomy** **3-0-3**
Prerequisites: RED 090
Corequisites: AST 111A
This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

AST 111A **Descriptive Astronomy Lab** **0-2-1**
Prerequisites:
Corequisites: AST 111

The course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIOLOGY

BIO 111 **General Biology I** **3-3-4**
Prerequisites: RED 090, MAT 070
Corequisites: None
(BIO 111A: 3-0-0-3)
(BIO 111B: 0-3-0-1)

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 112 **General Biology II** **3-3-4**
Prerequisites: BIO 111
Corequisites: None
(BIO 112A: 3-0-0-3)
(BIO 112B: 0-3-0-1)

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 120 **Introductory Botany** **3-3-4**
Prerequisites: BIO 111
Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 130 Introductory Zoology 3-3-4
Prerequisites: BIO 111
Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 146 Regional Natural History 3-3-4
Prerequisites:
Corequisites: None

This course is an interdisciplinary and historical analysis of the natural resources of the region. Emphasis is placed on geology, climate, forest systems, watersheds, water resources, and fish and wildlife resources of the region. Upon completion, students should be able to demonstrate comprehension of the natural history and the integration of the natural resources of the region.

BIO 163 Basic Anat & Physiology 4-2-5
Prerequisites: RED 090, MAT 060
Corequisites: None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

BIO 168 Anatomy and Physiology I 3-3-4
Prerequisites: -MAT 070, ENG 090, RED 090 and successfully completing one year each of high school biology and chemistry
Corequisites: None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO 169 Anatomy and Physiology II 3-3-4
Prerequisites: BIO 168
Corequisites: None

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

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

BLUEPRINT READING

BPR 111 **Blueprint Reading** **1-2-2**
Prerequisites: None
Corequisites: None
This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BPR 121 **Blueprint Reading: Mech** **1-2-2**
Prerequisites: BPR 111 or MAC 131
Corequisites: None
This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

BPR 130 **Blueprint Reading/Const** **1-2-2**
Prerequisites: None
Corequisites: None
This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

BUSINESS

BUS 110 **Introduction to Business** **3-0-3**
Prerequisites: RED 090, ENG 090
Corequisites: None
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

BUS 115 **Business Law I** **3-0-3**
Prerequisites: RED 090, ENG 090
Corequisites: None
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court

systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

BUS 116 Business Law II **3-0-3**
Prerequisites: BUS 115
Corequisites: None

This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

BUS 121 Business Math **2-2-3**
Prerequisites: ENG 085, MAT 070
Corequisites: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

BUS 125 Personal Finance **3-0-3**
Prerequisites: RED 090, MAT 070
Corequisites: None

This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

BUS 137 Principles of Management **3-0-3**
Prerequisites: RED 090, MAT 070
Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

BUS 147 Business Insurance **3-0-3**
Prerequisites: RED 090, MAT 070
Corequisites: None

This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage.

BUS 151 People Skills **3-0-3**
Prerequisites: ENG 090
Corequisites: None

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon com-

pletion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns.

BUS 217 Employment Law and Regs **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the principle laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO, affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and assure that decisions are not contrary to law.

BUS 225 Business Finance **2-2-3**
Prerequisites: ACC 120
Corequisites: None
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

BUS 234 Training and Development **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers developing, conducting, and evaluating employee training with attention to adult learning principles. Emphasis is placed on conducting a needs assessment, using various instructional approaches, designing the learning environment, and locating learning resources. Upon completion, students should be able to design, conduct, and evaluate a training program.

BUS 239 Bus Applications Seminar **1-2-2**
Prerequisites: -ACC 120, BUS 115, BUS 137, MKT 120, and either ECO 151, 251 or 252
Corequisites: None
This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place.

BUS 256 Recruit Select & Per Plan **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the basic principles involved in managing the employment process. Topics include personnel planning, recruiting, interviewing and screening techniques, maintaining employee records; and voluntary and involuntary separations. Upon completion, students should be able to acquire and retain employees who match position requirements and fulfill organizational objectives. This course is a unique concentration requirement of the Human Resources Management concentration in the Business Administration program.

BUS 258 Compensation and Benefits **3-0-3**
Prerequisites: ENG 090, RED 090, MAT 070
Corequisites: None

This course is designed to study the basic concepts of pay and its role in rewarding performance. Topics include wage and salary surveys, job analysis, job evaluation techniques, benefits, and pay-for-performance programs. Upon completion, students should be able to develop and manage a basic compensation system to attract, motivate, and retain employees. This course is a unique concentration requirement of the Human Resources Management concentration in the Business Administration program.

BUS 259 HRM Applications **3-0-3**
Prerequisites: BUS 121, BUS 217, BUS 234, BUS 256, BUS 258, ENG 114
Corequisites: None

This course provides students in the Human Resource Management concentration the opportunity to reinforce their learning experiences from preceding HRM courses. Emphasis is placed on application of day-to-day HRM functions by completing in-basket exercises and through simulations. Upon completion, students should be able to determine the appropriate actions called for by typical events that affect the status of people at work. This course is a unique concentration requirement of the Human Resources Management concentration in the Business Administration program.

CHEMISTRY

CHM 131 Introduction to Chemistry **3-0-3**
Prerequisites: RED 090, MAT 070
Corequisites: CHM 131A

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 131A Introduction to Chemistry Lab **0-3-1**
Prerequisites:
Corequisites: CHM 131

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 132 Organic and Biochemistry **3-3-4**
Prerequisites: CHM 131
Corequisites: None
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 151 General Chemistry I **3-3-4**
Prerequisites: RED 090, MAT 080
Corequisites: None
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 152 General Chemistry II **3-3-4**
Prerequisites: CHM 151
Corequisites: None
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 251 Organic Chemistry I **3-3-4**
Prerequisites: CHM 152
Corequisites: None
This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252.

CHM 252 Organic Chemistry II **3-3-4**
Prerequisites: CHM 251
Corequisites: None
This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, stu-

dents should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields.

CHM 263 Analytical Chemistry 3-4-5
Prerequisites: CHM 132
Corequisites: None

This course covers the knowledge and laboratory skills needed to perform chemical analysis. Emphasis is placed on developing laboratory techniques used in the separation, identification, and quantification of selected substances. Upon completion, students should be able to perform laboratory techniques employed in substance identification and volumetric analysis and interpret the results. Topics include statistical treatment of analytical data, gravimetric methods, volumetric methods, electrochemical and potentiometric methods, absorption and emission spectroscopy, and chromatographic methods.

CHM 271 Biochemical Principles 3-0-3
Prerequisites: CHM 252
Corequisites: None

The course covers fundamental principles of biochemistry. Topics include structures, properties, reactions, and mechanisms of biomacromolecules including amino acids, peptides, proteins, carbohydrates and nucleic acids, enzymatic metabolic pathways, and biochemical genetics. Upon completion, students should be able to demonstrate an understanding of fundamental biochemical processes.

INFORMATION SYSTEMS

CIS 110 Introduction to Computers 2-2-3
Prerequisites: RED 090
Corequisites: None

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

CIS 111 Basic PC Literacy 1-2-2
Prerequisites: RED 090
Corequisites: None

This course provides a brief overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. This course is a component of CIS 111, and students who receive credit for this course cannot also receive credit for CIS 110.

CIS 113 Computer Basics 0-2-1
Prerequisites: RED 090
Corequisites: None

This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to

demonstrate competence in basic computer applications sufficient to use computer-assisted instructional software. This course is a component of CIS 110, and students who receive credit for this course cannot also receive credit for CIS 110.

CIS 115 Intro to Prog & Logic 2-2-3
Prerequisites: MAT 070, CIS 110, ENG 085
Corequisites: None

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

CIS 120 Spreadsheet I 2-2-3
Prerequisites: CIS 110 or CIS 111 or OST 137
Corequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CIS 130 Survey of Operating Sys 2-3-3
Prerequisites: RED 090, CIS 110
Corequisites: None

The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.

CIS 135 PC Diagnostics/Configuration 2-2-3
Prerequisites: None
Co-Requisites: None

This course covers personal computer hardware including identification, installations, diagnostics, and repair. Topics include component/bus identification, safety procedures, hardware/software installation and configuration, diagnosing and replacing field replaceable units including memory and storage devices. Upon completion, students should be able to identify, install, upgrade, maintain, diagnose and repair/replace basic microcomputer components.

CIS 152 Database Concepts & Apps 2-2-3
Prerequisites: CIS 110, CIS 111, or CIS 115
Corequisites: None

This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices.

CIS 153 Database Applications **2-2-3**
Prerequisites: CIS 152
Corequisites: None

This course covers advanced database functions continued from CIS 152. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.

CIS 165 Desktop Publishing I **2-2-3**
Prerequisites: CIS 110
Corequisites: None

This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications.

CIS 169 Business Presentations **1-2-2**
Prerequisites: CIS 110 or CIS 111
Corequisites: None

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text and graphics. Upon completion, students should be able to design and demonstrate an effective presentation.

CIS 172 Intro to the Internet **2-3-3**
Prerequisites: None
Corequisites: None

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

CIS 173 Network Theory **2-2-3**
Prerequisites: RED 090, MAT 060
Corequisites: None

This course examines Token Ring, Ethernet, and Arcnet networks. Topics include LAN topologies and design; cable characteristics; cable, interface cards, server, and client installation; basic management techniques; linking networks; and troubleshooting LAN problems. Upon completion, students should be able to install both hardware and software for a small client/server LAN and troubleshoot common network problems.

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

This course covers the basic hardware of a personal computer, including operations and interactions with software. Topics include component identification, the memory system, peripheral installation and configuration, preventive maintenance, and diagnostics and repair. Upon

completion, students should be able to select appropriate computer equipment, upgrade and maintain existing equipment, and troubleshoot and repair non-functioning personal computers.

CIS 216 Software Install/Maint 1-2-2
Prerequisites: CIS 130
Corequisites: None
This course introduces the installation and troubleshooting aspects of personal computer software. Emphasis is placed on initial installation and optimization of system software, commercial programs, system configuration files, and device drivers. Upon completion, students should be able to install, upgrade, uninstall, optimize, and troubleshoot personal computer software. This course will take students through the entire life cycle of software, including selection, purchase, installation, use, peer training, evaluation and removal from the computer.

CIS 245 Operating System – Multi-User 2-3-3
Prerequisites: NET 120
Corequisites: None
This course includes operating systems concepts for multi-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating system functions in a multi-user environment.

CIS 292 Selected Topics in Information Systems 0-4-2
Prerequisites: Enrollment in the program
Corequisites: None
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

CRIMINAL JUSTICE

CJC 100 Basic Law Enforcement Trn 8-30-18
Prerequisites:
Corequisites: None
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, investigation, practical application and sheriff specific. Upon successful completion, the student will be able to demonstrate competence in topics and areas required for the comprehensive certification examination. This is a certificate level course.

CJC 111 Intro to Criminal Justice 3-0-3
Prerequisites:
Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

CJC 112 Criminology 3-0-3
Prerequisites:
Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice 3-0-3
Prerequisites:
Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 114 Investigative Photography 1-2-2
Prerequisites:
Corequisites: None

This course covers the operation of various photographic equipmentand its application to criminal justice. Topics include using various cameras, proper exposure of film, developing film/prints, and preparing photographic evidence. Upon completion, students should be able to demonstrate and explain the role of photography and proper film exposure and development techniques.

CJC 120 Interviews/Interrogations 1-2-2
Prerequisites:
Corequisites: None

This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims.

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

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

CJC 131 Criminal Law 3-0-3
Prerequisites:
Corequisites: None
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132 Court Procedure & Evidence 3-0-3
Prerequisites:
Corequisites: None
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections 3-0-3
Prerequisites:
Corequisites: None
This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.

CJC 151 Intro to Loss Prevention 3-0-3
Prerequisites:
Corequisites: None
This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention.

CJC 211 Counseling 3-0-3
Prerequisites:
Corequisites: None
This course introduces the basic elements of counseling and specific techniques applicable to the criminal justice setting. Topics include observation, listening, recording, interviewing, and problem exploration necessary to form effective helping relationships. Upon completion, students should be able to discuss and demonstrate the basic techniques of counseling.

CJC 212 Ethics & Comm Relations 3-0-3
Prerequisites:
Corequisites: None
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 213 Substance Abuse 3-0-3
Prerequisites:
Corequisites: None
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

CJC 214 Victimology 3-0-3
Prerequisites:
Corequisites: None
This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

CJC 215 Organization & Administration 3-0-3
Prerequisites:
Corequisites: None
This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion,

students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

CJC 221 Investigative Principles **3-2-4**
Prerequisites:
Corequisites: None
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222 Criminalistics **3-0-3**
Prerequisites:
Corequisites: None
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

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

CJC 225 Crisis Intervention **3-0-3**
Prerequisites:
Corequisites: None
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.

CJC 231 Constitutional Law **3-0-3**
Prerequisites:
Corequisites: None
The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

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

CJC 233 Correctional Law **3-0-3**
Prerequisites:
Corequisites: None
This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.

CJC 241 Community-Based Corrections **3-0-3**
Prerequisites:
Corequisites: None
This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.

COOPERATIVE EDUCATION

COE 111 Co-op Work Experience I **0-0-10-1**
Prerequisites:
Corequisites:
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 112 Co-op Work Experience I **0-0-20-2**
Prerequisites:
Corequisites:
This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 115 Work Exp Seminar I **1-0-0-1**
Prerequisites:
Corequisites: COE 111, COE 112, COE 113, or COE 114
This course provides students with an opportunity to evaluate practical field experiences in an early childhood setting. Students will discuss their experiences with faculty and, through portfolio development, will focus on tracking the social, emotional, physical, cognitive, and

creative growth and development of children. Upon completion, students will be able to evaluate developmentally appropriate settings for early childhood settings.

COE 121 Co-op Work Experience II **0-0-10-1**
Prerequisites:
Corequisites:
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 122 Co-op Work Experience II **0-0-20-2**
Prerequisites:
Corequisites:
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 125 Work Exp Seminar II **1-0-0-1**
Prerequisites:
Corequisites: COE 121, COE 122, COE 123, or COE 124
This course provides students with an opportunity to be responsible for curriculum activities in an early childhood practical field experience. Students will discuss curriculum issues/experiences with faculty. Upon completion, students will be able to plan, implement, and evaluate developmentally appropriate activities for early childhood settings.

COE 132 Co-op Work Experience III **0-0-20-2**
Prerequisites:
Corequisites:
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COMMUNICATION

COM 111 Voice and Diction I **3-0-3**
Prerequisites: None
Corequisites: None
This course provides guided practice in the proper production of speech. Emphasis is placed on improving speech, including breathing, articulation, pronunciation, and other vocal variables. Upon completion, students should be able to demonstrate effective natural speech in various contexts.

COM 231 Public Speaking **3-0-3**
Prerequisites: ENG 085
Corequisites: None
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery,

and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication. Special attention will be given to helping students understand the basic principles of oral communications and gain confidence and enjoy public speaking.

COM 233 **Persuasive Speaking** **3-0-3**
Prerequisites: COM 231 and ENG 112 or ENG 113
Corequisites: None

This course introduces theory and history of persuasive speaking, covering critical thinking skills in analyzing problems, assessing solutions, and communicating the information to an audience. Emphasis is placed on analysis, evidence, reasoning, and library and field research used to enhance persuasive public speaking skills. Upon completion, students should be able to apply the principles of persuasive speaking in a public setting.

COSMETOLOGY

COS 111 **Cosmetology Concepts I** **4-0-4**
Prerequisites:
Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112 **Salon I** **0-24-8**
Prerequisites:
Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 **Cosmetology Concepts II** **4-0-4**
Prerequisites:
Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 **Salon II** **0-24-8**
Prerequisites:
Corequisites: COS 113

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

COS 115 Cosmetology Concepts III **4-0-4**
Prerequisites:
Corequisites: COS 116
(COS 115A: 2-0-0-2)
(COS 115B: 2-0-0-2)
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 116 Salon III **0-12-4**
Prerequisites:
Corequisites: COS 115
(COS 116A: 0-9-0-3)
(COS 116B: 0-3-0-1)
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

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

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

COMPUTER SCIENCE

CSC 120 Computing Fundamentals I **3-2-4**
Prerequisites: MAT 080 or MAT 090
Corequisites: None
This course provides the essential foundation for the discipline of computing and a program of study in computer science, including the role of the professional. Topics include algorithm design, data abstraction, searching and sorting algorithms, and procedural programming

techniques. Upon completion, students should be able to solve problems, develop algorithms, specify data types, perform sorts and searches, and use an operating system. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

CSC 130 Fundamentals II **3-2-4**
Prerequisites: CSC 120
Corequisites: None

This course provides in-depth coverage of the discipline of computing and the role of the professional. Topics include software design methodologies, analysis of algorithm and data structures, searching and sorting algorithms, and file organization methods. Upon completion, students should be able to use software design methodologies and choice of data structures and understand social/ethical responsibilities of the computing professional. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

CSC 134 C++ Programming **2-3-3**
Prerequisites: MAT 060, RED 090
Corequisites: None

This course introduces object-oriented computer programming using the C++ programming language. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test, and debug C++ language programs.

CSC 148 JAVA Programming **2-3-3**
Prerequisites: CSC 160 or CSC 134
Corequisites: None

This course introduces computer programming using the JAVA language. Topics include selection, iteration, arithmetic and logical operators, classes, inheritance, methods, arrays, user interfaces, basic applet creation and other related topics. Upon completion, students should be able to design, code, test, and debug JAVA language programs.

CSC 160 Intro to Internet Prog **2-2-3**
Prerequisites: CIS 115
Corequisites: None

This course introduces client-side Internet programming using HTML and Javascript. Topics include use of frames and tables, use of meta tags, Javascript techniques for site navigation. Upon completion, students should be able to write HTML documents that incorporate programming to provide web page organization and navigation functions.

CSC 248 Adv Internet Progr **2-3-3**
Prerequisites: CSC 134, CSC 160
Corequisites: None

This course covers advanced programming skills required to design Internet applications. Emphasis is placed on programming techniques required to support network applications. Upon completion, students should be able to design, code, debug, and document network-based programming solutions to various real-world problems using an appropriate programming language.

CSC 285 **Programming Project** **2-3-3**
Prerequisites: CIS 115, CSC 248
Corequisites: None
This course provides an opportunity to complete a significant Programming project form the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete a project from the definition phase through implementation.

CENTRAL STERILE PROCESSING

Courses within the RCC program must be successfully completed no later than the sequence outlined in the program description in this catalog. The following course descriptions' pre- and co-requisites reflect only state minimums and not RCC specific requirements.

STP 101 **CSP Clinic I** **0-0-21-7**
Prerequisites: SUR 110 and SUR 111
Corequisites: SUR 122
This course is designed to introduce the primary responsibilities of a central sterile technician including practical application of learned concepts and procedures. Topics include preparation, storage, and distribution of instruments, supplies and equipment, quality assurance, and inventory management. Upon completion, students should be able to demonstrate and apply principles of sterilization/disinfection, as well as distribution of instruments/supplies/equipment following established protocols. This is a diploma-level course.

STP 102 **CSP Clinic II** **0-0-12-4**
Prerequisites: CSP 101 and SUR 122
Corequisites: CSP 103
This course is designed to enhance clinical skills of STP 101 by a variety of experiences in specialty areas. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in central processing areas. Upon completion, students should be able to function in the role of an entry-level central processing technician. This is a diploma-level course.

STP 103 **Prof Success Prep** **1-0-0-1**
Prerequisites: CSP 101 and SUR 122
Corequisites: CSP 102
This course provides job-seeking skills and an overview of theoretical knowledge in preparation for certification. Topics include test taking strategies, resume preparation, and interviewing techniques. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification. This is a diploma-level course.

CUSTOMER SERVICE TECHNOLOGY

CSV 110 Intro to Customer Service **3-0-3**
Prerequisites:
Corequisites: None

This course introduces the fundamentals of customer service technology. Topics include retail sales, order entry, credit, collection, authorization services, and fraud control. Upon completion, students should be able to exhibit an extensive vocabulary of customer service terminology and be prepared for advanced study in customer service technology. This course is a unique concentration requirement of the Customer Service Technology concentration in the Business Administration program.

CSV 210 Advanced Customer Service **3-0-3**
Prerequisites: CSV 110
Corequisites: None

This course focuses on improving communication and negotiation skills within a customer service environment. Emphasis is placed on working in fast-paced operations where speed and accuracy are important. Upon completion, students should be able to respond to complex customer requirements and efficiently handle stressful situations. This course is a unique concentration requirement of the Customer Service Technology concentration in the Business Administration program.

CSV 220 Consumer Credit **3-0-3**
Prerequisites:
Corequisites: None

This course introduces the techniques and regulatory requirements of installment lending. Emphasis is placed on establishing credit, obtaining and checking credit information, servicing loans, and collecting amounts due. Upon completion, students should be able to demonstrate knowledge of the consumer lending process from application through closing and collection.

CSV 221 Letters of Credit **3-0-3**
Prerequisites:
Corequisites: None

This course introduces the use of letters of credit and the examination of related documents. Topics include shipping documents, mechanics of the letter of credit, payment and reimbursement, and document examination. Upon completion. students should be able to demonstrate knowledge of the documents required, processes included, and closing procedures for letters of credit. This course is a unique concentration requirement of the Customer Service Technology concentration in the Business Administration program.

DRAFTING

DFT 111 Technical Drafting I **1-3-2**
Prerequisites: None
Corequisites: DFT 111A

This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorials drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices.

DFT 111A Technical Drafting I Lab **0-3-1**
Prerequisite: None
Corequisite: DFT 111
This course provides a laboratory setting to enhance basic drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 111. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 111.

DFT 151 CAD I **2-3-3**
Prerequisites: None
Corequisites: None
This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

DFT 152 CAD II **2-3-3**
Prerequisites: DFT 151
Corequisites: None
This course is a continuation of DFT 151. Topics include advanced two-dimensional, three-dimensional, and solid modeling and extended CAD applications. Upon completion, students should be able to generate and manage CAD drawings and models to produce engineering documents.

DFT 153 CAD III **2-3-3**
Prerequisites: DFT 151 and DFT 111 and DFT 111A
Corequisites: None
This course covers basic principles of three-dimensional CAD wireframe and surface models. Topics include user coordinate systems, three-dimensional viewpoints, three-dimensional wireframes, and surface components and viewpoints. Upon completion, students should be able to create and manipulate three-dimensional wireframe and surface models.

DFT 170 Engineering Graphics **2-2-3**
Prerequisites: None
Corequisites: None
This course introduces basic engineering graphics skills, equipment, and applications (manual and computer-aided). Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, and sectional and auxiliary views. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices. *This course has been approved to meet the Comprehensive Articulation Agreement pre-major elective course requirement.*

DRAMA

DRA 111 Theatre Appreciation **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, pro-

ducer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

DRA 130 Acting I **0-6-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble. This course may require student attendance at area productions at an additional though minimal cost to the student.

DRA 131 Acting II **0-6-3**
Prerequisites: DRA 130
Corequisites: None

This course provides additional hands-on practice in the actor's craft. Emphasis is placed on further analysis, characterization, growth, and training for acting competence. Upon completion, students should be able to explore their creativity in an acting ensemble. This course may require student attendance at area productions at an additional though minimal cost to the student.

ECONOMICS

ECO 151 Survey of Economics **3-0-3**
Prerequisites: None
Corequisites: None

This course, for those who have not received credit for ECO 251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ECO 251 Prin of Microeconomics **3-0-3**
Prerequisites: RED 090, ENG 090, MAT 070
Corequisites: None

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ECO 252 **Prin of Macroeconomics** **3-0-3**
Prerequisites: RED 090, ENG 090, MAT 070
Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

EDUCATION

EDU 111 **Early Childhood Cred I** **2-0-2**
Prerequisites: High School Diploma or GED*
Corequisites: None

This course introduces early childhood education and the role of the teacher in environments that encourage exploration and learning. Topics include professionalism, child growth and development, individuality, family, and culture. Upon completion, students should be able to identify and demonstrate knowledge of professional roles, major areas of child growth and development, and diverse families.

*The NC Division of Child Development requires a high school diploma or GED for students wishing to be issued the NC Early Childhood Credential.

EDU 112 **Early Childhood Cred II** **2-0-2**
Prerequisites: EDU 111
Corequisites: None

This course introduces developmentally appropriate practices, positive guidance, and standards of health, safety, and nutrition. Topics include the learning environment, planning developmentally appropriate activities, positive guidance techniques, and health, safety, and nutrition standards. Upon completion, students should be able to demonstrate developmentally appropriate activities and positive guidance techniques and describe health/sanitation/nutrition practices that promote healthy environments for children.

EDU 113 **Family/Early Child Cred** **2-0-2**
Prerequisites: EDU 111
Corequisites: None

This course covers business/professional practices for family early childhood providers, developmentally appropriate practices, positive guidance, and methods of providing a safe and healthy environment. Topics include developmentally appropriate practices; health, safety and nutrition; and business and professionalism. Upon completion students should be able to develop a handbook of policies, procedures, and practices for a family child care home.

EDU 116 Intro to Education **3-2-4**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational trends and issues, curriculum development, and observation and participation in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education.

EDU 119 Early Childhood Ed **4-0-4**
Prerequisites: ENG 090, RED 090 or permission of instructor*
Corequisites: None

This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and environments, develop activity plans, and describe influences on the profession.

*The NC Division of Child Development requires a high school diploma or GED for students wishing to be issued the NC Early Childhood Credential.

EDU 131 Child, Family, & Commun **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

EDU 144 Child Development I **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course covers the theories of child development and the developmental sequences of children from conception through the pre-school years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development.

EDU 145 Child Development II **3-0-3**
Prerequisites: EDU 144
Corequisites: None

This course covers theories of child development and developmental sequences of children from pre-school through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children. Upon completion, students should be able to iden-

tify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

EDU 146 Child Guidance **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.

EDU 151 Creative Activities **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: EDU 151A
This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.

EDU 151A Creative Activities Lab **0-2-1**
Prerequisites: ENG 090, RED 090
Corequisites: EDU 151
This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

EDU 153 Health, Safety, & Nutrit **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: EDU 153A
This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional needs, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program.

EDU 191 Selected Topics in Early Childhood **0-2-1**
Prerequisites: Enrollment in the program
Corequisites: EDU 261
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

EDU 221 Children with Sp Needs **3-0-3**
Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245
Corequisites: None
This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and classroom environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.

EDU 234 Infants, Toddlers, & Twos **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

EDU 235 School-Age Dev & Program **2-0-2**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.

EDU 251 Exploration Activities **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: EDU 251A
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

EDU 251A Exploration Act Lab **0-2-1**
Prerequisites: ENG 090, RED 090
Corequisites: EDU 251
This course provides a laboratory component to complement EDU 251. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate science, math, and social studies activities for children.

EDU 259 Curriculum Planning **3-0-3**
Prerequisites: EDU 112 or EDU 113, or EDU 119
Corequisites: None
This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess

children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.

EDU 261 Early Childhood Admin I 2-0-2
Prerequisites:
Corequisites: EDU 191

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a NC Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.

EDU 262 Early Childhood Admin II 3-0-3
Prerequisites: EDU 261
Corequisites: None

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans.

EDU 280 Literacy Experiences 3-0-3
Prerequisites: None
Corequisites: None

This course covers literacy, early literacy development, and appropriate early experiences with books and writing. Emphasis is placed on reading and writing readiness, major approaches used in teaching literacy, and strategies for sharing quality in children's literature. Upon completion, students should be able to select, plan, and evaluate appropriate early literacy experiences.

EDU 280A Literacy Exp Lab 0-2-1
Prerequisites: None
Corequisites: EDU 280

This course provides a laboratory component to complement EDU 280. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate early literacy experiences.

EDU 288 Adv Issues/Early Child Ed 2-0-2
Prerequisites: ENG 090, RED 090, ENG 111
Corequisites: None

This course covers advanced topics and issues in early childhood. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues in early childhood education.

ELECTRICITY

ELC 111 Intro to Electricity 2-2-3
Prerequisites: MAT 060 or MAC 151
Corequisites: None

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronic majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

ELC 112 DC/AC Electricity 3-6-5
Prerequisites: MAT 060
Corequisites: MAT 070 (for Electronics AAS majors)

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

ELC 113 Basic Wiring I 2-6-4
Prerequisites:
Corequisites: None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 114 Basic Wiring II 2-6-4
Prerequisites: ELC 113
Corequisites: None

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

ELC 117 Motors and Controls 2-6-4
Prerequisites: ELC 111 or ELC 112 or ELC 131
Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 119 NEC Calculations **1-2-2**
Prerequisites: None
Corequisites: None
This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service. Electrical/Electronics Technology diploma students will be required to complete a field test to exit this course.

ELC 128 Intro to PLC **2-3-3**
Prerequisites: ELC 117
Corequisites: None
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

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

ELECTRONICS

ELN 131 Electronic Devices **3-3-4**
Prerequisites: ELC 112 or ELC 131, or ELC 140
Corequisites: None
This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thermistors, and related components. Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.

ELN 132 Linear IC Applications **3-3-4**
Prerequisites: ELN 131 or BMT 113
Corequisites: None
This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, differential amplifiers, instrumentation amplifiers, waveform generators, active filters, PLLs, and IC voltage regulators. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment.

ELN 133 Digital Electronics 3-3-4
Prerequisites: ELC 111 or ELC 112 or ELC 131, or ELC 140
Corequisites: None

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, 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.

ELN 229 Industrial Electronics 2-4-4
Prerequisites: ELC 112 or ELC 131, or ELC 140
Corequisites: None

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices (filters, rectifiers, FET, SCR, Diac, Triac, Op-amps, etc). Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

ELN 232 Intro to Microprocessors 3-3-4
Prerequisites: ELN 133
Corequisites: None

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

ELN 233 Microprocessor Systems 3-3-4
Prerequisites: ELN 232
Corequisites: None

This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment.

ELN 247 Electronic App Project 1-3-2
Prerequisites: ELN 131 or ELN 140
Corequisites: None

This course provides a structured approach to an application-oriented electronics project. Emphasis is placed on selecting, planning, implementing, testing, and presenting an application-oriented project. Upon completion, students should be able to present and demonstrate an electronics application-oriented project. AAS and diploma students will be required to complete a field test to exit this course.

EMERGENCY MEDICAL SCIENCE

EMS 140 **Rescue Scene Management** **1-6-0-3**
Prerequisites: Enrollment in EMS program
Corequisites: None

This course introduces rescue scene management and is required for paramedic certification. Topics include response to hazardous material conditions, medical incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

EMS 235 **EMS Management** **2-0-0-2**
Prerequisites: Enrollment in EMS program
Corequisites: None

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

EMS 280 **EMS Bridging Course** **2-2-0-3**
Prerequisites: Enrollment in the EMS Bridging program
Corequisites: None

This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis, thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients.

ENGLISH

ENG 060 **Speaking English Well** **2-0-2**
Prerequisites:
Corequisites: None

This course is designed to improve conversational skills. Emphasis is placed on practice using fluent standard spoken English. Upon completion, students should be able to converse comfortably in a variety of situations. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.

ENG 085 **Reading & Writing Found** **5-0-5**
Prerequisites: ENG 070 and RED 070 or ENG 075
Corequisites: None

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. This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A.

ENG 090 Composition Strategies **3-0-3**
Prerequisites: ENG 085
Corequisites: ENG 090A
This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing requirement for ENG 111 and ENG 111A.

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

ENG 102 Applied Communications II **3-0-3**
Prerequisites:
Corequisites: None
This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course. Added emphasis is given to interview process.

ENG 111 Expository Writing **3-0-3**
Prerequisites: ENG 090 and RED 090
Corequisites: None
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. Emphasis will be given to progression from the paragraph to the essay, and content will include summarizing, paraphrasing, quoting, and developing critical thinking skills. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 113 Literature-Based Research **3-0-3**
Prerequisites: ENG 111
Corequisites: None
This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 114 Prof Research & Reporting **3-0-3**
Prerequisites: ENG 111
Corequisites: None
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 125 Creative Writing I **3-0-3**
Prerequisites: ENG 111
Corequisites: ENG 112, ENG 113, or ENG 114
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transerability as a premajor and/or elective course requirement.*

ENG 131 Introduction to Literature **3-0-3**
Prerequisites: ENG 111
Corequisites: ENG 112, ENG 113, or ENG 114
This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 193 Selected Topics in English **3-0-3**
Prerequisites: Enrollment in the program
Corequisites: None
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

ENG 231 American Literature I **3-0-3**
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 232 American Literature II 3-0-3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 241 British Literature I 3-0-3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 242 British Literature II 3-0-3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 251 Western World Literature I 3-0-3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course provides a survey of selected European works from the Classical period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 252 Western World Literature II 3-0-3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course provides a survey of selected European works from the Neoclassical 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 selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 261 World Literature I **3-0-3**
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 262 World Literature II **3-0-3**
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 293 Selected Topics in English **3-0-3**
Prerequisites: Enrollment in the program
Corequisites: None

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

GEOGRAPHY

GEO 111 World Regional Geography **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course introduces the regional concept which emphasizes thespatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HEALTH

HEA 110 Personal Health/Wellness **3-0-3**
Prerequisites: ENG 085, ENG 090, RED 090
Corequisites: None

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon comple-

tion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

HEA 112 First Aid & CPR 1-2-2
Prerequisites: ENG 090, RED 090
Corequisites: None

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

HEA 120 Community Health 3-0-3
Prerequisites: ENG 085, ENG 090, RED 090
Corequisites: None

This course provides information about contemporary community health and school hygiene issues. Topics include health education and current information about health trends. Upon completion, students should be able to recognize and devise strategies to prevent today's community health problems.

HISTORY

HIS 121 Western Civilization I 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 122 Western Civilization II 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 131 American History I 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American his-

tory. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 132 American History II 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 162 Women and History 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course surveys the experience of women in historical perspective. Topics include the experiences and contributions of women in culture, politics, economics, science, and religion. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural contributions of women in history.

HIS 221 African-American History 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans.

HIS 226 The Civil War 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.

HIS 236 North Carolina History 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

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.

HIS 293 Selected Topics in History 3-0-3
Prerequisites: Enrollment in the program
Corequisites: None

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

HORTICULTURE

HOR 110 Intro to Landscaping 1-2-2
Prerequisites:
Corequisites: None

This course introduces the basic skills and concepts of drafting and surveying necessary to complete landscape site analysis and topographical drawings. Emphasis is placed on proper use of drafting and survey equipment. Upon completion, students should be able to draw a site analysis drawing with topographical lines.

HOR 112 Landscape Design I 2-3-3
Prerequisites:
Corequisites: None

This course covers landscape principles and practices for residential and commercial sites. Emphasis is placed on drafting, site analysis, and common elements of good design, plant material selection, and proper plant utilization. Upon completion, students should be able to read, plan, and draft a landscape design.

HOR 116 Landscape Management I 2-2-3
Prerequisites:
Corequisites: None

This course covers information and skills necessary to analyze a property and develop a management schedule. Emphasis is placed on property measurement, plant condition, analysis of client needs, and plant culture needs. Upon completion, students should be able to analyze a property, develop management schedules, and implement practices based on client needs.

HOR 124 Nursery Operations 2-3-3
Prerequisites:
Corequisites: None

This course covers nursery site and crop selection, cultural practices, and production and marketing methods. Topics include site considerations, water availability, equipment, irrigation, fertilization, containers, media, and pest control. Upon completion, students should be able to design and implement a nursery operation and grow and harvest nursery crops. Second year AAS and diploma students will be required to complete a field test to exit this course.

HOR 134 Greenhouse Operations 2-2-3
Prerequisites:
Corequisites: None
This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of greenhouse systems, including the environmental control, record keeping, scheduling, and production practices. Upon completion, students should be able to demonstrate the ability to operate greenhouse systems and facilities to produce greenhouse crops.

HOR 150 Intro to Horticulture 2-0-2
Prerequisites:
Corequisites: None
This course covers the history, development, and basic techniques of horticulture. Topics include propagation techniques, planting procedures, watering and fertility, plant growth, pest and disease control, and garden design and history. Upon completion, students should be able to demonstrate an understanding of the basic principles of horticulture.

HOR 152 Horticultural Practices 0-3-1
Prerequisites:
Corequisites: None
This course covers the maintenance of ornamental plantings and production areas. Topics include maintenance of flower beds, vegetable gardens, greenhouses, and container and field nursery stock using sound horticultural practices. Upon completion, students should be able to apply the principles and practices of maintaining ornamental landscape plantings. Second year AAS and diploma students will be required to complete a field test to exit this course.

HOR 160 Plant Materials I 2-2-3
Prerequisites:
Corequisites: None
This course covers identification, culture, characteristics, and use of plants. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials.

HOR 162 Applied Plant Science 2-2-3
Prerequisites:
Corequisites: None
This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture.

HOR 164 Hort Pest Management 2-2-3
Prerequisites:
Corequisites: None
This course covers the identification and control of plant pests including insects, diseases and weeds. Topics include pest identification and chemical regulations, safety, and pesticide application. Upon completion, students should be able to meet the requirements for North Carolina Commercial Pesticide Ground Applicators license.

HOR 166 Soils & Fertilizers 2-2-3
Prerequisites:
Corequisites: None
This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation, classification, physical and chemical properties, testing, fertilizer application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media.

HOR 168 Plant Propagation 2-2-3
Prerequisites:
Corequisites: None
This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.

HOR 170 Hort Computer Apps 1-3-2
Prerequisites:
Corequisites: None
This course introduces computer programs as they apply to the horticulture industry. Emphasis is placed on applications of software for plant identification, design, and irrigation. Upon completion, students should be able to use computer programs in horticultural situations.

HOR 213 Landscape Design II 2-2-3
Prerequisites: HOR 112
Corequisites: None
This course covers residential and commercial landscape design, cost analysis, and installation. Emphasis is placed on job cost estimates, installation of the landscape design, and maintenance techniques. Upon completion, students should be able to read landscape design blueprints, develop cost estimates, and implement the design.

HOR 217 Landscape Management II 1-3-2
Prerequisites: HOR 110 or HOR 116
Corequisites: None
This course provides additional opportunities to design plans, write contracts, and present proposals. Emphasis is placed on the development, pricing, and presentation of proposals and additional exploration of cultural applications. Upon completion, students should be able to analyze a property, develop a management plan, and price and present that plan.

HOR 235 Greenhouse Production 2-2-3
Prerequisites:
Corequisites: None
This course covers the production of greenhouse crops. Emphasis is placed on product selection and production based on market needs and facility availability, including record keeping. Upon completion, students should be able to select and make production schedules to successfully produce greenhouse crops.

HOR 260 Plant Materials II **2-2-3**
Prerequisites: HOR 160
Corequisites: None
This course covers important landscape plants. Emphasis is placed on identification, plant nomenclature, growth characteristics, culture requirements, and landscape uses. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials.

HOR 273 Hor Mgmt & Marketing **3-0-3**
Prerequisites:
Corequisites: None
This course covers the steps involved in starting or managing a horticultural business. Topics include financing, regulations, market analysis, employer/employee relations, formulation of business plans, and operational procedures in a horticultural business. Upon completion, students should be able to assume ownership or management of a horticultural business.

HUMANITIES

HUM 120 Cultural Studies **3-0-3**
Prerequisites: None
Corequisites: None
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course will include a travel abroad experience.

HUM 150 American Women's Studies **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HUM 192 Selected Topics in Humanities **0-6-2**
Prerequisites: Enrollment in the program
Corequisites: None
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

HUM 193 Selected Topics in Humanities 3-0-3
Prerequisites: Enrollment in the program
Corequisites: None
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

HUM 211 Humanities I 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HUM 212 Humanities II 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HYDRAULICS

HYD 110 Hydraulics/Pneumatics I 2-3-3
Prerequisites:
Corequisites: None
This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

INDUSTRIAL SCIENCE

ISC 110 Workplace Safety 1-0-1
Prerequisites:
Corequisites: None
This course introduces the basic concepts of workplace safety. Topics include fire, ladders, lifting, lock-out/tag-out, personal protective devices, and other workplace safety issues related

to OSHA compliance. Upon completion, students should be able to demonstrate an understanding of the components of a safe workplace.

ISC 112 Industrial Safety 2-0-2
Prerequisites:
Corequisites: None
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment.

ISC 113 Industrial Specifications 1-0-1
Prerequisites:
Corequisites: None
This course introduces industrial specifications. Emphasis is placed on using machinist reference materials. Upon completion, students should be able to use and interpret charts and data found in reference materials.

INTERNATIONAL BUSINESS

INT 110 International Business 3-0-3
Prerequisites: ENG 111, BUS 110, MAT 070, MKT 120
Corequisites: None
This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business.

MACHINING

MAC 111 Machining Technology I 2-12-6
Prerequisites:
Corequisites: None
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 112 Machining Technology II 2-12-6
Prerequisites: MAC 111
Corequisites: None
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 113 Machining Technology III 2-12-6
Prerequisites: MAC 112
Corequisites: None
This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications. Diploma students will be required to complete a field test to exit this course.

MAC 121 Intro to CNC 2-0-2
Prerequisites:
Corequisites: None
This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

MAC 124 CNC Milling 1-3-2
Prerequisites:
Corequisites: None
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

MAC 151 Machining Calculations 1-2-2
Prerequisites:
Corequisites: None
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

MAC 152 Adv Machining Calc 1-2-2
Prerequisites:
Corequisites: None
This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.

MAC 229 CNC Programming 2-0-2
Prerequisites: MAC 121 or MAC 122 or MAC 124 or MAC 226
This course provides concentrated study in advanced programming techniques for working with modern CNC machine tools. Topics include custom macros and subroutines, canned cycles and automatic machining cycles currently employed by the machine tool industry. Upon completion, students should be able to program advanced CNC functions while conserving machine memory.

MAC 232 CNC Graphics Prog: Milling **1-4-3**

This course introduces Computer Numerical Control graphics programming and concepts for machining center applications. Emphasis is placed on developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center. Upon completion, students should be able to develop a complete job plan using CAM software to create a multi-axis CNC program.

MATHEMATICS

MAT 060 Essential Mathematics **3-2-4**
Prerequisites: None
Corequisites: None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

MAT 070 Introductory Algebra **3-2-4**
Prerequisites: MAT 060
Corequisites: None

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 080 Intermediate Algebra **3-2-4**
Prerequisites: MAT 070
Corequisites: None

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 101 Applied Mathematics I **2-2-3**
Prerequisites: MAT 060
Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs.

MAT 110 Mathematical Measurement **2-2-3**
Prerequisites: MAT 070
Corequisites: None

This course provides an activity-based approach to utilizing, interpreting, and communicating data in a variety of measurement systems. Topics include accuracy, precision, conversion, and estimation within metric, apothecary, and avoirdupois systems; ratio and proportion; measures of central tendency and dispersion; and charting of data. Upon completion, students should be able to apply proper techniques to gathering, recording, manipulating, analyzing, and communicating data.

MAT 115 Mathematical Models **2-2-3**
Prerequisites: MAT 070
Corequisites: None

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

MAT 140 Survey of Mathematics **3-0-3**
Prerequisites: MAT 080
Corequisites: None

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 140A Survey of Mathematics Lab **0-2-1**
Prerequisites: MAT 080
Corequisites: MAT 140

This course is a laboratory for MAT 140. 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.

MAT 151 Statistics I **3-0-3**
Prerequisites: MAT 080
Corequisites: None

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 151A Statistics I Lab **0-2-1**
Prerequisites: MAT 080
Corequisites: MAT 151
This course is a laboratory for MAT 151. 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.

MAT 161 College Algebra **3-0-3**
Prerequisites: MAT 080 or MAT 090
Corequisites: None
This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities, polynomials, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics for an AA degree.

MAT 167 Discrete Mathematics **3-0-3**
Prerequisites: MAT 080
Corequisites: None
This course is a study of discrete mathematics with emphasis on applications. Topics include number systems, combinations/permutations, mathematical logic/proofs, sets/counting, Boolean algebra, mathematical induction, trees/graphs, and algorithms. Upon completion, students should be able to demonstrate competence in the topics covered.

MAT 171 Precalculus Algebra **3-0-3**
Prerequisites: MAT 080
Corequisites: None
This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 171A Precalculus Algebra Lab **0-2-1**
Prerequisites: MAT 080
Corequisites: MAT 171
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.

MAT 172 Precalculus Trigonometry **3-0-3**
Prerequisites: MAT 171
Corequisites: None
This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and

polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 172A Precalculus Trig Lab **0-2-1**
Prerequisites: MAT 171
Corequisites: MAT 172
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.

MAT 263 Brief Calculus **3-0-3**
Prerequisites: MAT 161 or MAT 171
Corequisites: MAT 263A
This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 263A Brief Calculus Lab **0-2-1**
Prerequisites: MAT 171
Corequisites: MAT 263
This course is a laboratory for MAT 263. 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.

MAT 271 Calculus I **3-2-4**
Prerequisites: MAT 172
Corequisites: None
This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 272 Calculus II **3-2-4**
Prerequisites: MAT 271
Corequisites: None
This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. This

course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 273 Calculus III **3-2-4**
Prerequisites: MAT 272
Corequisites: None
This course covers the calculus of several variables and is third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 280 Linear Algebra **3-0-3**
Prerequisites: MAT 271
Corequisites: None
This course provides a study of linear algebra topics with emphasis on the development of both abstract concepts and applications. Topics include vectors, systems of equations, matrices, determinants, vector spaces, linear transformations in two or three dimensions, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate both an understanding of the theoretical concepts and appropriate use of linear algebra models to solve application problems.

MAT 285 Differential Equations **3-0-3**
Prerequisites: MAT 272
Corequisites: None
This course provides an introduction to ordinary differential equations with an emphasis on applications. Topics include first-order, linear higher-order, and systems of differential equations; numerical methods; series solutions; eigenvalues and eigenvectors; Laplace transforms; and Fourier series. Upon completion, students should be able to use differential equations to model physical phenomena, solve the equations, and use the solutions to analyze the phenomena.

MECHANICAL

MEC 111 Machine Processes I **1-4-3**
Prerequisites:
Corequisites: None
This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

MEC 112 Machine Processes II **2-3-3**
Prerequisites: MEC 111
Corequisites: None
This course covers advanced use of milling machines and lathes. Emphasis is placed on safety and compound setup of milling machines and lathes for manufacture of projects with a spec-

ified fit. Upon completion, students should be able to demonstrate proper procedures for manufacture of assembled parts.

MEC 141 Intro Mfg Processes **2-2-3**
Prerequisites:
Corequisites: None
This course covers the properties and characteristics of manufacturing materials and the processes used to form them. Emphasis is placed on manufacturing materials, heat-treating processes, and manufacturing processes. Upon completion, students should be able to identify physical characteristics of materials and describe processes used to manufacture a part.

MEC 142 Physical Metallurgy **1-2-2**
Prerequisites:
Corequisites: None
This course covers the heat treating of metals. Emphasis is placed on the effects of hardening, tempering, and annealing on the structure and physical properties of metals. Upon completion, students should be able to heat treat materials.

MEC 160 Mechanical Industrial Sys **1-3-2**
Prerequisites:
Corequisites: None
This course covers mechanical components used in industrial machine operation. Emphasis is placed on mechanical drives, belts, gears, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment.

MEDICAL ASSISTING

MED 121 Medical Terminology I **3-0-3**
Prerequisites: RED 090
Corequisites: None
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122 Medical Terminology II **3-0-3**
Prerequisites: MED 121, OST 148
Corequisites: None
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MARKETING AND RETAILING

MKT 120 Principles of Marketing **3-0-3**
Prerequisites: RED 090
Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 222 Credit Procedures **3-0-3**
Prerequisites:
Corequisites: None

This course covers areas of collection that provide an understanding of the expertise needed to manage collection operations. Topics include principles and practices in the extension of credit, collection procedures, and laws pertaining to credit extension and collection. Upon completion, students should be able to demonstrate an understanding of the concepts covered.

MAINTENANCE

MNT 110 Intro to Maint Procedures **1-3-2**
Prerequisites:
Corequisites: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MUSIC

MUS 110 Music Appreciation **3-0-3**
Prerequisites: ENG090, RED 090
Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

MUS 131 Chorus I **0-2-1**
Prerequisites: Appropriate vocal proficiency
Corequisites: None

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.

MUS 132 Chorus II **0-2-1**
Prerequisites: MUS 131
Corequisites: None
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.

MUS 141V Ensemble I **0-2-1**
Prerequisites: Audition
Corequisites: None
This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

MUS 142V Ensemble II **0-2-1**
Prerequisites: MUS 141
Corequisites: None
This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

MUS 151P Class Music I **0-2-1**
Prerequisites:
Corequisites: None
This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Colleges may use a letter suffix to designate a specific instrument or voice, for example MUS 151P for piano.

MUS 151V Class Music I **0-2-1**
Prerequisites:
Corequisites: None
This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Colleges may use a letter suffix to designate a specific instrument or voice, for example MUS 151P for piano.

MUS 152P Class Music II **0-2-1**
Prerequisites: MUS 151
Corequisites: None
This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Colleges may use a letter suffix to designate a specific instrument or voice, for example MUS 152P for piano.

MUS 152V Class Music II **0-2-1**
Prerequisites: MUS 151
Corequisites: None
This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Colleges may use a letter suffix to designate a specific instrument or voice, for example MUS 152P for piano.

MUS 231 Chorus III **0-2-1**
Prerequisites: MUS 132
Corequisites: None
This course is a continuation of MUS 132. 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.

MUS 232 Chorus IV **0-2-1**
Prerequisites: MUS 231
Corequisites: None
This course is a continuation of MUS 231. Emphasis is placed on vocal techniques and the study 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.

MUS 251P Class Music III **0-2-1**
Prerequisites: MUS 152
Corequisites: None
This course is a continuation of MUS 152. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Colleges may use a letter suffix to designate a specific instrument or voice, for example MUS 251P for piano.

MUS 251V Class Music III **0-2-1**
Prerequisites: MUS 152
Corequisites: None
This course is a continuation of MUS 152. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Colleges may use a letter suffix to designate a specific instrument or voice, for example MUS

251P for piano.

MUS 252P Class Music IV **0-2-1**
Prerequisites: MUS 251
Corequisites: None
This course is a continuation of MUS 251. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Colleges may use a letter suffix to designate a specific instrument or voice, for example MUS 252P for piano.

MUS 252V Class Music IV **0-2-1**
Prerequisites: MUS 251
Corequisites: None
This course is a continuation of MUS 251. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Colleges may use a letter suffix to designate a specific instrument or voice, for example MUS 252P for piano.

NETWORKING TECHNOLOGY

NET 110 Data Comm/Networking **2-2-3**
Prerequisites: RED 090
Corequisites: None
This course introduces data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking.

NET 120 Network Install/Admin I **2-2-3**
Prerequisites: NET 110
Corequisites: None
This course covers the installation and administration of network hardware and system software. Topics include network topologies, various network operating systems, server and workstation installation and configuration, printer services, and connectivity options. Upon completion, students should be able to perform basic installation and administration of departmental networks.

NET 125 Routing and Switching I **1-4-3**
Prerequisites: CIS 173
Corequisites: None
This course introduces the OSI model, network topologies, IP addressing, and subnet masks, simple routing techniques, and basic switching terminology. Topics include the basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, router login scripts. Upon completion, students should be able to list the key internetworking functions of the OSI Networking Layer and how they are performed in a

variety of router types.

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

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

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

NET 250 Advanced Networks I **2-2-3**
Prerequisites: NET 120
Corequisites: None
This course covers advanced network management, security, and server issues. Topics include server types (file, database, fax, communication, FTP, e-mail, CD-ROM), encryption, authentication, remote monitoring, viruses, and disaster recovery. Upon completion, students should be able to perform advanced monitoring and management of various types of servers and networks.

NET 251 Advanced Networks II **2-2-3**
Prerequisites: NET 250
Corequisites: None
This course is a continuation of NET 250. Topics include further discussion of network management, monitoring and security, as well as additional work with various types of servers. Upon completion, students should be able to detect and resolve problems relating to network security, performance, and recovery on various types of servers.

NET 280 Networking Project **1-4-3**

Prerequisites: NET 110, NET 250
Corequisites: None

This course provides an opportunity to complete a significant networking project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation.

NURSING

Courses within the RCC program must be successfully completed no later than the sequence outlined in the program description in this catalog. The following course descriptions' pre- and co-requisites may reflect state minimums and RCC specific requirements.

NUR 101 Practical Nursing I 7-6-6-11
Prerequisites: Enrollment in the Practical Nursing program
Corequisites: None

This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. Areas of concentration include: math concepts with introductory pharmacology, basic nutrition, beginning computer skills and medical-surgical focus on gerontology, surgery, pain management and integumentary system. This is a diploma-level course.

NUR 102 Practical Nursing II 8-0-12-12
Prerequisites: NUR 101
Corequisites:

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span.. Areas of concentration include: advanced pharmacology, applied nutrition, computer applications, maternal-child nursing and medical-surgical focus on cardiovascular, musculoskeletal, gastro intestinal, endocrine and respiratory systems. This is a diploma-level course.

NUR 103 Practical Nursing III 6-0-12-10
Prerequisites: NUR 102
Corequisites:

This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. Areas of concen-

tration include: pharmacological and nutritional integration, computer skill evaluation, medical-surgical focus on eyes/ears, genitourinary/reproductive, neurological systems; leadership delegation; emergency/disaster, psychiatric and oncological nursing. This is a diploma-level course.

NUR 105 LPN Refresher **8-6-6-12**
Prerequisites: None
Corequisites: None
This refresher course is designed to provide a review for the previously licensed practical nurse whose license has lapsed. Emphasis is placed on common medical-surgical conditions and nursing interventions, including mental health principles, pharmacological concepts, and safe clinical practice. Upon completion, students will be eligible to apply for reinstatement of licensure.

NUR 106 Nonintegrated LPN Refresher **7-3-6-10**
Prerequisites: None
Corequisites: None
This refresher course is designed to provide a review for the previously licensed practical nurse whose license has lapsed. Emphasis is placed on common medical-surgical conditions and nursing interventions, including mental health principles and safe clinical practice. Upon completion, students will be eligible to apply for reinstatement of licensure.

NUR 107 LPN Refresher **9-0-9-12**
Prerequisites: None
Corequisites: None
This refresher course is designed to provide an independent didactic review for the previously licensed practical nurse whose license has lapsed. Emphasis is placed on common medical-surgical conditions and nursing interventions, including mental health principles, pharmacological concepts, and safe clinical practice. Upon completion, students will be eligible to apply for reinstatement of licensure.

NUR 115 Fundamentals of Nursing **2-3-6-5**
Prerequisites: Admission to the Associate Degree Nursing program
Corequisites: NUR 117, NUR 118
This course introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health.

NUR 117 Pharmacology **1-3-0-2**
Prerequisites:
Corequisites: NUR 115, NUR 118
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, and application of the nursing process regarding drug therapy. Upon completion, students should be able to compute dosages and administer medication safely. Additionally, students should be able to develop nursing diagnoses related to medications prescribed for their clients.

NUR 118 Nutrition/Diet Therapy **2-0-0-2**

Prerequisites:
Corequisites: NUR 115, NUR 117

This course covers the six nutrient categories and provides an overview of diet recommendations for promotion and maintenance of health. Topics include the food pyramid recommendations for individuals across the life span, energy balance, and special dietary modifications for common alterations in health. Upon completion, students should be able to complete a nutritional assessment, analyze diets, and recommend dietary adaptations to meet individual health needs. Additionally, students should be able to develop nursing diagnoses related to the nutritional therapy of their clients.

NUR 125 Maternal-Child Nursing 5-3-6-8
Prerequisites: NUR 115, NUR 117, NUR 118, NUR 133, NUR 135
Corequisites: None

This course introduces nursing concepts related to the delivery of nursing care for the expanding family. Emphasis is placed on utilizing the nursing process as a framework for managing/providing nursing care to individuals and families along the wellness-illness continuum. Upon completion, students should be able to utilize the nursing process to deliver nursing care to mothers, infants, children, and families.

NUR 133 Nursing Assessment 2-3-0-3
Prerequisites: NUR 115, NUR 117, NUR 118
Corequisites: NUR 135

This course provides theory and application experience for performing nursing assessment of individuals. Emphasis is placed on interviewing and physical assessment techniques and documentation of findings appropriate for nursing. Upon completion, students should be able to complete a health history and perform a non-invasive physical assessment.

NUR 135 Adult Nursing I 5-3-9-9
Prerequisites: NUR 115, NUR 117, NUR 118
Corequisites: NUR 133

This course introduces concepts related to the nursing care of individuals experiencing acute and chronic alterations in health. Emphasis is placed on utilizing the nursing process as a framework for providing and managing nursing care to individuals along the wellness-illness continuum. Upon completion, students should be able to apply the nursing process to individuals experiencing acute and chronic alterations in health.

NUR 185 Mental Health Nursing 3-0-6-5
Prerequisites: Completion of first year NUR courses.
Corequisites: NUR 233, NUR 235A

This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Emphasis is placed on utilizing the nursing process to provide and manage nursing care for individuals with common psychiatric disorders or mental health needs. Upon completion, students should be able to apply psychosocial theories in the nursing care of individuals with psychiatric/mental health needs.

NUR 188 Nursing in the Community **1-0-6-3**
Prerequisites: NUR 185, NUR 233, NUR 235A
Corequisites: NUR 235B, NUR 255
This course is designed to introduce basic concepts and practices of community-based nursing. Emphasis is placed on roles and functions of nurses as members of interdisciplinary teams in the community and utilization of the nursing process to meet the needs of problems of individuals and groups in the community. Upon completion, students should be able to provide nursing care to individuals and/or groups in community-based settings.

NUR 233 Leadership in Nursing **2-0-0-2**
Prerequisites: Completion of first year NUR courses
Corequisites: NUR 185, NUR 235A
This course is designed to enhance nursing leadership and management skills in a variety of health care settings. Emphasis is placed on leadership styles, supervision, delegation, leadership and management theories, conflict resolution, change, and time management. Upon completion, students should be able to apply leadership and management skills in a variety of health care settings.

NUR 235A Adult Nursing II **2-3-6-5**
Prerequisites: Completion of first year NUR courses
Corequisites: NUR 185, NUR 233
This course provides expanded concepts related to nursing care for individuals experiencing common complex alterations in health. Emphasis is placed on the nurse's role as a member of a multidisciplinary team and as a manager of care for a group of individuals. Upon completion, students should be able to provide comprehensive nursing care for groups of individuals with common complex alterations in health. Concepts studied include nursing care of the client with cardiovascular, respiratory, renal, endocrine and musculoskeletal conditions.

NUR 235B Adult Nursing II **2-0-9-5**
Prerequisites: NUR 235A
Corequisites: NUR 188, NUR 255
This course provides expanded concepts related to nursing care for individuals experiencing common complex alterations in health. Emphasis is placed on the nurse's role as a member of a multidisciplinary team and as a manager of care for a group of individuals. Upon completion, students should be able to provide comprehensive nursing care for groups of individuals with common complex alterations in health. Concepts covered include the nursing care of clients with integumentary, hematologic, neurological, infectious and communicable conditions and clients needing emergency and critical care.

NUR 255 Professional Issues **3-0-0-3**
Prerequisites:
Corequisites: NUR 188, NUR 235B
This course explores basic concepts of practice in the management of patient care in a complex health care system. Emphasis is placed on professional, legal, ethical, and political issues and management concepts. Upon completion, students should be able to articulate professional and management concepts.

OFFICE SYSTEMS TECHNOLOGY

OST 131 Keyboarding **1-2-2**
Prerequisites: None
Corequisites: None

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 134 Text Entry & Formatting **2-2-3**
Prerequisites: OST 131
Corequisites: OST 136

This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents.

OST 136 Word Processing **1-2-2**
Prerequisites: RED 090, OST 131
Corequisites: None

This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST 148 Med Coding Billing & Insu **3-0-3**
Prerequisites: RED 090
Corequisites: None

This course introduces CPT and ICD coding as they apply to medical insurance and billing. Emphasis is placed on accuracy in coding, forms preparation, and posting. Upon completion, students should be able to describe the steps of the total billing cycle and explain the importance of accuracy. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 149 Med Legal Issues **3-0-3**
Prerequisites: RED 090
Corequisites: None

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. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 155 Legal Terminology **3-0-3**
Prerequisites: RED 090
Corequisites: None

This course covers the terminology appropriate to the legal profession. Topics include legal research, court systems, litigation, civil and criminal law, probate, real and personal property,

contracts and leases, domestic relations, equity, and corporations. Upon completion, students should be able to spell, pronounce, define, and demonstrate an understanding of the use of these legal terms.

OST 162 Executive Terminology 3-0-3
Prerequisites: RED 090
Corequisites: None
This course is designed to increase and improve proficiency in word usage. Topics include root words, prefixes, suffixes, homonyms, synonyms, and specialized vocabularies. Upon completion, students should be able to use acquired vocabulary skills in the global workplace.

OST 164 Text Editing Applications 3-0-3
Prerequisites: RED 090
Corequisites: None
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST 184 Records Management 1-2-2
Prerequisites: RED 090
Corequisites: None
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

OST 236 Adv Word/Information Proc 2-2-3
Prerequisites: OST 135 or OST 136
Corequisites: None
This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents.

OST 241 Med Ofc Transcription I 1-2-2
Prerequisites: MED 121 or OST 141, OST 136
Corequisites: None
This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 242 Med Ofc Transcription II 1-2-2
Prerequisites: OST 241
Corequisites: None

This course continues building machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as continued proofreading/editing skills and vocabulary building. Upon completion, students should be able to perform competently in preparing accurate and usable transcripts of voice recordings in the covered specialties.

OST 243 Med Office Simulation 2-2-3
Prerequisites: OST 131 and OST 148
Corequisites: OST 247

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. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 247 CPT Coding in the Med Off 1-2-2
Prerequisites: MED 122 or OST 142
Corequisites: None

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS rules for Medicare billing. Upon completion, students should be able to properly code procedures and services performed by physicians in ambulatory settings.

OST 248 Diagnostic Coding 1-2-2
Prerequisites: MED 122 or OST 142
Corequisites: None

This courses provides an in-depth study of diagnostic coding for the medical office. Emphasis is placed on ICD-9-CM codes used on superbills and other encounter forms. Upon completion, students should be able to apply the principles of diagnostic coding in the physician's office.

OST 289 Office Systems Management 2-2-3
Prerequisites: OST 134, OST 136, and OST 164
Corequisites: None

This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment.

OCCUPATIONAL THERAPY ASSISTANT

Courses within the RCC program must be successfully completed no later than the sequence outlined in the program description in this catalog. The following course descriptions' pre- and co-requisites reflect only state minimums and not RCC specific requirements.

OTA 110 Fundamentals of OT 2-3-0-3
Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: OTA 120, OTA 130, and OTA 140

This course introduces occupational therapy theory, practice, philosophy, and principles. Emphasis is placed on providing a basic understanding of the profession as well as beginning to develop interaction and observation skills. Upon completion, students should be able to demonstrate basic understanding of OT practice options, uniform terminology, activity analysis, principles, process, philosophies, and frames of reference. The common core values of the profession will be explored, modeled, and reinforced.

OTA 120 OT Media I 1-3-0-2
Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: OTA 110

This course provides training in recognizing the therapeutic value of and using a wide variety of leisure, self-care, and work activities. Topics include crafts, games, personal care and work activities, as well as teaching and learning methods and styles. Upon completion, students should be able to design, select, and complete/perform leisure, self-care, and work activities that would be therapeutic for designated client populations. Emphasis will be placed on the concept of occupation,its health-giving benefits, and the importance of selecting meaningful occupational activities with the client.

OTA 130 Assessment Skills 2-3-0-3
Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: BIO 165, BIO 168, and OTA 110

This course provides training in appropriate and accurate assessment and intervention skills related to sensory, movement, perceptual/cognitive, affective systems, and ADL skills. Topics include kinesiology, body mechanics, sensory, ROM, MMT, cognitive/perceptual, psychosocial, self-care, and work-related assessments; treatment approaches; and basics of group structure and dynamics. Upon completion, students should be able to administer various assessment tools and appropriate treatment approaches regarding sensation, movement, perception/cognition, affect, self-care, and work-related skills. The commonalities and differences of assessments and treatment approaches will be discussed.

OTA 140 Professional Skills I 0-3-0-1
Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: OTA 110

This course introduces the roles and responsibilities of COTAs/OTRs in OT practice and facilitates development of observation, documentation, and therapeutic use of self skills. Topics include Code of Ethics, roles/responsibilities, credentialing/licensing, documentation, therapeutic use of self and professional identity/behavior, supervisory relationships, time management, and observation skills. Upon completion, students should be able to demonstrate ethical behavior, discriminate between roles/responsibilities of COTAs/OTRs, and participate in acceptable supervision, documentation, and scheduling. Students will acquire basic knowledge of professional behavior which will allow them to adapt in order to effectively use the OTA-OTR team interaction.

OTA 150 Life Span Skills I **2-3-0-3**
Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: PSY 241 and OTA 170

This course is designed to use knowledge gained from PSY 241 as it applies to OT practice from birth to adolescence. Topics include review of normal growth and development, identification/discussion of common disabilities/delays, assessment, treatment planning, and intervention approaches used with these populations. Upon completion, students should be able to identify/use assessments/screenings and interventions for infants through adolescents for selected disabilities/developmental delays in various settings. Emphasis will be on the importance of utilizing age appropriate and meaningful occupations with individual clients to facilitate the client's adaptiveness.

OTA 161 Fieldwork I-Placement 1 **0-0-3-1**
Prerequisites: OTA 120 and OTA 140
Corequisites: OTA 130

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors. Students will attain basic skills applicable to client diversity, including rural and urban lifestyles, and correlate to client intervention.

OTA 162 Fieldwork I-Placement 2 **0-0-3-1**
Prerequisites: OTA 120 and OTA 140
Corequisites: OTA 130

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors. Students will attain progressive skills from placements as applicable to the OTA-OTR team client intervention process.

OTA 163 Fieldwork I-Placement 3 **0-0-3-1**
Prerequisites: OTA 120 and OTA 140
Corequisites: OTA 130

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors. Students will attain additional, progressive, and more advanced skill relative to the OTA-OTR team client intervention process.

OTA 170 Physical Dysfunction **2-3-0-3**
Prerequisites: OTA 130
Corequisites: None

This course is designed to provide knowledge and skills needed for working with individuals experiencing varied medical/physical conditions within their socioeconomic and cultu ral environments. Topics include medical terminology, common diagnoses, structures/functions

that change with disease processes, assessment/treatment priorities for specific problems/conditions, treatment planning, and intervention. Upon completion, students should be able to recognize common symptoms, prioritize problems, and provide for patient safety and infection control when planning and implementing treatment. Emphasis will be placed on the correlation of classroom knowledge with the clinical application of using occupation and occupational adaptation throughout the client-centered intervention process.

OTA 180 Psychosocial Dysfunction 2-3-0-3
Prerequisites: PSY 281 and OTA 130
Corequisites: None

This course uses theories/principles related to psychological/psychiatric health and illnesses and provides training in assessing/treating symptoms of dysfunction and therapeutic use of self and groups. Topics include psychiatric illnesses, symptoms of dysfunction, assessment and treatment of individuals, planning and facilitating therapeutic groups, client safety, and psychosocial aspects of practice. Upon completion, students should be able to effectively plan and conduct individual and group treatment for client conditions related to psychosocial dysfunction recognizing temporal/socioeconomic/cultural contexts. Emphasis will be placed on the correlation of classroom knowledge with the clinical application of using occupation and occupational adaptation throughout the client-centered intervention process.

OTA 220 OT Media II 1-6-0-3
Prerequisites: OTA 120 and OTA 130
Corequisites: CIS 113

This course provides training in appropriate and accurate assessment and intervention skills related to orthotics, prosthetics, assistive devices, environmental controls, and ADA issues. Topics include ergonomics and hand function, splint selection/fabrication, changes that improve access for persons with disabilities, use of modalities in treatment, and computers in OT intervention. Upon completion, students should be able to demonstrate proficiency fabricating/monitoring orthotic devices, constructing/modifying assistive devices, using ADA guidelines, and using computers for therapeutic purposes. Current technologies and assistive devices will be introduced, demonstrated, and emphasized with appropriate client populations.

OTA 240 Professional Skills II 0-3-0-1
Prerequisites: OTA 140
Corequisites: ENG 114

This course builds upon and expands skills developed in OTA 140 with emphasis on documentation, supervisory relationships, involvement in the profession, and clinical management skills. Topics include clarification of roles/responsibilities, detailed examination of the supervisory process, professional participation in organizations, and the mechanics of assisting in clinic operations. Upon completion, students should be able to work effectively with a supervisor, plan/implement a professional activity, and perform routine clinic management tasks. Collaborative relationships between the COTA and OTR and other professionals will be role-modeled, role-played, and integrated throughout the course.

OTA 250 Life Span Skills II **2-3-0-3**
Prerequisites: Enrollment in the Occupational Therapy Assistant program
Corequisites: PSY 241, OTA 170, and OTA 180
This course uses knowledge gained from PSY 241 as it applies to OT practice from young adulthood through old age. Emphasis is placed on identification/discussion of common disabilities/chronic diseases, assessments, planning and interventions used with these populations, and activity programming. Upon completion, students should be able to identify/use assessments, interventions, and activities for adults with selected disabilities/losses in various settings. Emphasis will be on the importance of applying age appropriate and culturally relevant meaningful occupations with individual clients to facilitate the client's adaptiveness.

OTA 260 Fieldwork II-Placement 1 **0-0-18-6**
Prerequisites: Successful completion of all required OTA curriculum courses except OTA 261 and OTA 280
Corequisites: This course must be completed within 18 months of the completion of all other OTA course work
This course provides clinical experience under the direct supervision of experienced OTR or COTA personnel working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies established by the curriculum and AOTA guidelines for entry-level practice. This course will facilitate the transfer of classroom theory and knowledge to concentrated direct client intervention with an OTR in actual clinical practice.

OTA 261 Fieldwork II-Placement 2 **0-0-18-6**
Prerequisites: Successful completion of all required OTA curriculum courses except OTA 260 and OTA 280
Corequisites: This course must be completed within 18 months of the completion of all other OTA course work
This course provides clinical experience under the direct supervision of experienced OTR or COTA personnel working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies established by the curriculum and AOTA guidelines for entry-level practice. This course will facilitate the transfer of classroom theory and knowledge as in OTA 260 within a different treatment setting.

OTA 280 Professional Transitions **0-2-0-1**
Prerequisites: OTA 260 or OTA 261
Corequisites: Enrollment in either OTA 260 or OTA 261
This course provides closure to the educational program following Fieldwork II placements. Emphasis is placed on portfolio development and presentation, program evaluation, Fieldwork II experience analysis and synthesis, and final preparation for the certification examination. Upon completion, students should be able to enter the OT work force with supportive documentation demonstrating progress toward meeting critical competencies set forth by the curriculum. The necessity of life-long learning will be re-emphasized and reinforced.

PHLEBOTOMY

PBT 100 Phlebotomy Technology 5-2-0-6
Prerequisites: Enrollment in the Phlebotomy Technology program
Corequisites: PBT 101

This course provides instruction in the skills needed for the proper collection of blood and other specimens used for diagnostic testing. Emphasis is placed on ethics, legalities, medical terminology, safety and universal precautions, health care delivery systems, patient relations, anatomy and physiology, and specimen collection. Upon completion, students should be able to demonstrate competence in the theoretical comprehension of phlebotomy techniques. This is a certificate-level course.

PBT 101 Phlebotomy Practicum 0-0-9-3
Prerequisites: Enrollment in the Phlebotomy Technology program
Corequisites: PBT 100

This course provides supervised experience in the performance of venipuncture and microcollection techniques in a clinical facility. Emphasis is placed on patient interaction and application of universal precautions, proper collection techniques, special procedures, specimen handling, and data management. Upon completion, students should be able to safely perform procedures necessary for specimen collections on patients in various health care settings. This is a certificate-level course.

PROCESS CONTROL

PCI 162 Instrumentation Controls 2-3-3
Prerequisites: ELC 111, ELC 112 or ELC 131
Corequisites: None

This course surveys industrial process control instrumentation concepts, devices, and systems. Topics include process control devices and process control applications associated with industrial instrumentation. Upon completion, students should be able to demonstrate a basic understanding of the various industrial process control and instrumentation systems.

PCI 163 Process Control Circuits 3-3-4
Prerequisites: ELN 131
Corequisites: None

This course introduces the characteristics and applications of linear amplifier circuits used in process control instrumentation systems. Topics include op-amp circuits with emphasis on differential amplifiers, instrumentation amplifiers, and other related devices. Upon completion, students should be able to demonstrate an understanding of circuits used in the process control instrumentation environment.

PROFESSIONAL CRAFTS: WOOD

PCW 210 Chair Design & Const 2-15-7
Prerequisites:
Corequisites: None

This course covers the design and construction of various seating functions and the associated woodworking technology for chair-making. Topics include design of chair prototypes, testing of structures, advanced woodbending, carving, jigs and fixtures, and coloring methods of

finishing. Upon completion, students should be able to design, test, and make a chair and demonstrate various advanced specialty woodworking techniques.

PHYSICAL EDUCATION

PED 110 Fit and Well for Life **1-2-2**
Prerequisites:
Corequisites: None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

PED 111 Physical Fitness I **0-3-1**
Prerequisites:
Corequisites: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program.

PED 112 Physical Fitness II **0-3-1**
Prerequisites: PED 111
Corequisites: None

This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program.

PED 113 Aerobics I **0-3-1**
Prerequisites:
Corequisites: None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program.

PED 114 Aerobics II **0-3-1**
Prerequisites: PED 113
Corequisites: None

This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine.

PED 115 Step Aerobics I 0-3-1
Prerequisites:
Corequisites: None
This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics.

PED 116 Step Aerobics II 0-3-1
Prerequisites: PED 115
Corequisites: None
This course provides a continuation of step aerobics. Emphasis is placed on a wide variety of choreographed step patterns; cardiovascular fitness; and upper body, abdominal, and floor exercises. Upon completion, students should be able to participate in and design a step aerobics routine.

PED 117 Weight Training I 0-3-1
Prerequisites:
Corequisites: None
This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

PED 118 Weight Training II 0-3-1
Prerequisites: PED 117
Corequisites: None
This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program.

PED 119 Circuit Training 0-3-1
Prerequisites:
Corequisites: None
This course covers the skills necessary to participate in a developmental fitness program. Emphasis is placed on the circuit training method which involves a series of conditioning timed stations arranged for maximum benefit and variety. Upon completion, students should be able to understand and appreciate the role of circuit training as a means to develop fitness.

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

PED 121 **Walk, Jog, Run** **0-3-1**
Prerequisites:
Corequisites: None
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities.

PED 128 **Golf-Beginning** **0-2-1**
Prerequisites:
Corequisites: None
This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf.

PED 129 **Golf-Intermediate** **0-2-1**
Prerequisites: PED 128 and instructor approval
Corequisites: None
This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able demonstrate the knowledge and ability to play a recreational round of golf. Students will be responsible for paying for their greens/cart fees.

PED 130 **Tennis-Beginning** **0-2-1**
Prerequisites:
Corequisites: None
This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis.

PED 131 **Tennis-Intermediate** **0-2-1**
Prerequisites: PED 130
Corequisites: None
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.

PED 137 **Badminton** **0-2-1**
Prerequisites:
Corequisites: None
This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations.

PED 139 Bowling-Beginning 0-2-1
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of bowling. Emphasis is placed on ball selection, grips, stance, and delivery along with rules and etiquette. Upon completion, students should be able to participate in recreational bowling. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 142 Lifetime Sports 0-2-1
Prerequisites:
Corequisites: None
This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities.

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

PED 145 Basketball-Beginning 0-2-1
Prerequisites:
Corequisites: None
This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball.

PED 147 Soccer 0-2-1
Prerequisites:
Corequisites: None
This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer.

PED 148 Softball 0-2-1
Prerequisites:
Corequisites: None
This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to participate in recreational softball.

PED 149 Flag Football **0-2-1**
Prerequisites:
Corequisites: None
This course introduces the fundamentals and rules of flag football. Emphasis is placed on proper techniques and strategies for playing in game situations. Upon completion, students should be able to participate in recreational flag football.

PED 165 Sport Science as a Career
Prerequisites: ENG 090 and RED 090 **3-0-3**
Corequisites: None
This course provides students with foundational knowledge about the study of physical activity and career opportunities within the discipline. Emphasis will be placed on the role of physical activity, the subdisciplines of the field, and possible career choices. Upon completion, students should have an understanding of the subdisciplines and employment opportunities within an Exercise and Sport Science program. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 187 Social Dance-Beginning **0-2-1**
Prerequisites:
Corequisites: None
This course introduces the fundamentals of popular social dances. Emphasis is placed on basic social dance techniques, dances, and a brief history of social dance. Upon completion, students should be able to demonstrate specific dance skills and perform some dances.

PED 188 Social Dance-Intermediate **0-2-1**
Prerequisites: PED 187
Corequisites: None
This course covers advanced fundamentals of social dancing. Topics include rhythm, appearance, and routine sequence. Upon completion, students should be able to perform more difficult steps and types of dances.

PED 210 Team Sports **0-3-1**
Prerequisites:
Corequisites: None
This course introduces the fundamentals of popular American team sports. Emphasis is placed on rules, equipment, and motor skills used in various sports. Upon completion, students should be able to demonstrate knowledge of the sports covered.

PED 220 Exer for Phys Challenged **0-2-1**
Prerequisites:
Corequisites: None
This course is designed to improve physical strength, endurance, and range of motion while focusing on individual needs. Emphasis is placed on exercises which are designed and adapted to serve those with special needs. Upon completion, students should be able to show improved physical fitness, body awareness, and an appreciation for their physical well-being.

PHILOSOPHY

PHI 215 Philosophical Issues **3-0-3**
Prerequisites: ENG 111
Corequisites: None

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

PHI 240 Introduction to Ethics **3-0-3**
Prerequisites: ENG 111
Corequisites: None

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

PHYSICAL SCIENCE

PHS 110 Basic Physical Science **3-2-4**
Prerequisites: RED 090, MAT 070
Corequisites: None

This course introduces the physical environment with emphasis on the laws and physical concepts that impact the world and universe. Topics include astronomy, geology, meteorology, general chemistry, and general physics. Upon completion, students should be able to describe the forces and composition of the earth and universe.

PHS 130 Earth Science **3-2-4**
Prerequisites: RED 090, MAT 070
Corequisites: None

This course is a survey of the forces that impact the earth. Topics include geology, oceanography, and meteorology. Upon completion, students should be able to explain and identify the forces within, on, and around the earth as they influence the earth's dynamics.

PHYSICS

PHY 110 Conceptual Physics 3-0-3
Prerequisites: RED 090, MAT 070
Corequisites: PHY 110A

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 110A Conceptual Physics Lab 0-2-1
Prerequisites:
Corequisites: PHY 110

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 151 College Physics I 3-2-4
Prerequisites: MAT 161 or MAT 171
Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 152 College Physics II 3-2-4
Prerequisites: PHY 151
Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 153 Modern Topics in Physics 3-2-4
Prerequisite: PHY 151

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include atomic structure, nuclear processes, natural and artificial radioactivity, basic quantum theory, and special relativity.

Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PHY 251 General Physics I 3-3-4
Prerequisites: MAT 271
Corequisites: MAT 272

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 252 General Physics II 3-3-4
Prerequisites: MAT 272 and PHY 251
Corequisites: None

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 253 Modern Physics 3-3-4
Prerequisite: PHY 251

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include atomic structure, nuclear processes, natural and artificial radioactivity, quantum theory, and special relativity. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

POLITICAL SCIENCE

POL 120 American Government 3-0-3
Prerequisites: ENG 090, RED 090
Corequisites: None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

POL 130 **State & Local Government** **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual.

PSYCHOLOGY

PSY 101 **Applied Psychology** **3-0-3**
Prerequisites:
Corequisites: None

This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one's personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living. This course is intended for certificate and diploma programs.

PSY 110 **Life Span Development** **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course provides an introduction to the study of human growth and development. Emphasis is placed on 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 and apply this knowledge to their specific field of study.

PSY 118 **Interpersonal Psychology** **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150 **General Psychology** **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PSY 241 Developmental Psych 3-0-3
Prerequisites: PSY 150
Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PSY 281 Abnormal Psychology 3-0-3
Prerequisites: PSY 150
Corequisites: None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PHYSICAL THERAPIST ASSISTANT

PTA 110 Intro to Physical Therapy 2-3-0-3
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None

This course introduces the field of physical therapy including the history and standards of practice for the physical therapist assistant and basic treatment techniques. Emphasis is placed on ethical and legal considerations, universal precautions, vital signs, documentation, basic patient preparation and treatment skills, and architectural barrier screening. Upon completion, students should be able to explain the role of the physical therapist assistant and demonstrate competence in basic techniques of patient care.

PTA 125 Gross & Functional Anat 3-6-0-5
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None

This course provides an in-depth, clinically oriented survey of gross and functional anatomy. Emphasis is placed on musculoskeletal and nervous systems and clinical biomechanics, including goniometry, basic manual muscle testing, and components of normal gait. Upon completion, students should be able to identify specific anatomical structures and describe, observe, and measure musculoskeletal posture and function.

PTA 135 Pathology 4-0-0-4
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None

This course introduces principles of pathology, processes of and normal responses to injury and disease, and changes related to aging. Emphasis is placed on conditions most commonly treated in physical therapy. Upon completion, students should be able to discuss basic patho-

logical processes and identify etiology, signs, symptoms, complications, treatment options, and prognoses of specific orthopedic conditions.

PTA 145 Therapeutic Procedures 2-6-0-4
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None

This course provides a detailed study of specific treatment procedures and the physiological principles and techniques involved. Emphasis is placed on the correct application of superficial heat and cold, massage and soft tissue mobilization, ultrasound, diathermy, traction, and electrical stimulation. Upon completion, students should be able to demonstrate competence in the application of these modalities and explain the indications, contraindications, effects, and precautions for each.

PTA 155 PTA Clinical I 0-0-6-2
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

PTA 185 PTA Clinical II 0-0-9-3
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

PTA 212 Health Care/Resources 2-0-0-2
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None

This course provides an overview of various aspects of health care delivery systems and the interrelationships of health care team members. Topics include health agencies and their functions, health care team member roles, management, and other health care issues. Upon completion, students should be able to discuss the functions of health organizations and team members and aspects of health care affecting physical therapy delivery.

PTA 215 Therapeutic Exercise 2-3-0-3
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None

This course introduces basic concepts of strengthening, endurance, and flexibility exercise and balance, gait, and posture training. Emphasis is placed on applying techniques to the treatment of orthopedic conditions. Upon completion, students should be able to safely and effectively execute basic exercise programs and balance, gait, and posture training.

PTA 222 Professional Interactions 2-0-0-2
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None
This course is designed to assist in the development of effective interpersonal skills in the physical therapist assistant setting. Topics include reactions to disability, the grieving process, methods of communication, motivation, health promotion, disease prevention, and aging. Upon completion, students should be able to discuss and demonstrate methods for achieving effective interaction with patients, families, the public, and other health care providers.

PTA 225 Intro to Rehabilitation 3-3-0-4
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None
This course covers cardiovascular, pulmonary, and integumentary conditions, as well as causes and treatment of amputations. Emphasis is placed upon pathological processes as well as comprehensive treatment of the various conditions studied. Upon completion, students should be able to discuss etiology, signs, symptoms, complications, and prognoses of various conditions and implement components of a comprehensive treatment program.

PTA 235 Neurological Rehab 3-6-0-5
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None
This course covers neurological and neuromuscular conditions experienced throughout the life span. Topics include the pathology of selected conditions and the methods and rationales of various treatment approaches. Upon completion, students should be able to discuss etiology, signs, symptoms, complications, and prognoses of various conditions and implement components of a comprehensive treatment program.

PTA 245 PTA Clinical III 0-0-12-4
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None
This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

PTA 255 PTA Clinical IV 0-0-12-4
Prerequisites: Enrollment in the Physical Therapist Assistant program
Corequisites: None
This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

READING

RED 090 **Improved College Reading** **3-2-4**
Prerequisites: ENG 085
Corequisites: None

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A. Specifically, students should be able to underline, annotate, summarize text material, use lecture notes, and demonstrate comprehension by taking test on "real" textbook content.

RELIGION

REL 110 **World Religions** **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

RESPIRATORY CARE

All courses within the RCC program must be successfully completed no later than the sequence outlined in the program description in this catalog. The following course descriptions' pre-and co-requisites reflect only state minimums and not RCC specific requirements.

RCP 110 **Intro to Respiratory Care** **3-3-0-4**
Prerequisites: Enrollment in the RCP Program
Corequisites: None

This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. Additionally, the course will address basic theories and corresponding applications related to physics and mathematics for the respiratory care practitioner.

RCP 111 **Therapeutics/Diagnostics** **4-3-0-5**
Prerequisites: RCP 110
Corequisites: None

This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. Discussion will include selection of modalities appropriate to the patient's pathophysiological condition as well as therapeutic procedures and equipment utilized to deliver effective respiratory care.

RCP 112 Patient Management **3-3-0-4**
Prerequisites: RCP 111
Corequisites: None
This course provides entry-level skills in adult/pediatric mechanical ventilation and respiratory care procedures in traditional and alternative settings. Emphasis is placed on therapeutic modalities and physiological effects of cardiopulmonary rehabilitation, home care, mechanical ventilation, and monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. The course focuses on initiating appropriate modalities, as well as evaluating or modifying the respiratory care plan or life support appropriate to the patient's condition.

RCP 113 RCP Pharmacology **2-0-0-2**
Prerequisites: Enrollment in the Respiratory Care Program
Corequisites: None
This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence though written evaluations. Additionally, the course will identify current pharmacological approaches used to treat most cardiopulmonary diseases, dysfunctions, and abnormalities.

RCP 114 C-P Anatomy & Physiology **3-0-0-3**
Prerequisites: BIO 163
Corequisites: None
This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation. A focus will be placed on integrating theory and clinical application of ventilation, perfusion, gas transport, diffusion, blood pH, homeostatis, hemodynamics, and the heart-lung relationship.

RCP 115 C-P Pathophysiology **2-0-0-2**
Prerequisites: BIO 165 and BIO 166; or BIO 168 and BIO 169
Corequisites: None
This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations. The course will additionally provide a comprehensive overview of microbiology with an emphasis and focus on cardiopulmonary diseases.

RCP 132 RCP Clinical Practice I **0-0-6-2**
Prerequisites: Enrollment in the Respiratory Care Program
Corequisites: RCP 110
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the development of basic clinical skills including patient assessment, infection control, medical gas therapy, documentation, and chart review.

RCP 144 **RCP Clinical Practice II** **0-0-12-4**
Prerequisites: RCP 110
Corequisites: RCP 111
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the refinement of current skills and competencies plus new cardiopulmonary or patient care procedures introduced during the semester.

RCP 155 **RCP Clinical Practice III** **0-0-15-5**
Prerequisites: RCP 111
Corequisites: None
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the refinement of current skills and competencies plus new cardiopulmonary or patient care procedures introduced during the semester.

RCP 210 **Critical Care Concepts** **3-3-0-4**
Prerequisites: Successful completion of three semesters in the Respiratory Care Program.
Corequisites: None
This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. Advanced cardiopulmonary procedures and clinical techniques will be examined, utilized, and interpreted to determine appropriate life support measures or patient care plans.

RCP 211 **Adv Monitoring/Procedures** **3-3-0-4**
Prerequisites: RCP 210
Corequisites: None
This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations. Emphasis will be placed on comprehension and interpretation of invasive and non-invasive diagnostic cardiopulmonary procedures as well as consequent initiation or modification of therapeutic modalities.

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

opment, clinical assessment, oxygen therapy, airway management, mechanical ventilation, and resuscitation.

RCP 234 RCP Clinical Practice IV **0-0-12-4**
Prerequisites: RCP 111
Corequisites: RCP 210
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the refinement of current skills and competencies plus new cardiopulmonary or patient care procedures introduced during the semester.

RCP 246 RCP Clinical Practice V **0-0-18-6**
Prerequisites: RCP 210
Corequisites: RCP 211
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the refinement of current skills and competencies plus new cardiopulmonary or patient care procedures introduced during the semester.

SOCIOLOGY

SOC 197 Seminar in Honors Topic **2-0-2**
Prerequisites: Enrollment in the program
Corequisites: None
This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SOC 210 Introduction to Sociology **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

SOC 213 Sociology of the Family **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion,

students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

SOC 220 Social Problems **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

SOC 232 Social Context of Aging **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: None

This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse lifestyles, and social and cultural realities of older adults.

SPANISH

SPA 111 Elementary Spanish I **3-0-3**
Prerequisites: ENG 090, RED 090
Corequisites: SPA 181

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

SPA 112 Elementary Spanish II **3-0-3**
Prerequisites: SPA 111
Corequisites: SPA 182

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

SPA 181 Spanish Lab 0-2-1
Prerequisites: ENG 090, RED 090
Corequisites: SPA 111
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

SPA 182 Spanish Lab 0-2-1
Prerequisites: SPA 181
Corequisites: SPA 112
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness.

SPA 211 Intermediate Spanish I 3-0-3
Prerequisites: SPA 112
Corequisites: SPA 281
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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

SPA 212 Intermediate Spanish II 3-0-3
Prerequisites: SPA 211
Corequisites: SPA 282
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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course continues to provide an expansion of the essential skills of the Spanish language.

SPA 281 Spanish Lab 0-2-1
Prerequisites: SPA 182
Corequisites: SPA 211
This course provides an opportunity to enhance the 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 through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

SPA 282 **Spanish Lab** **0-2-1**
Prerequisites: SPA 281
Corequisites: SPA 212

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

SURGICAL TECHNOLOGY

Courses within the RCC program must be successfully completed no later than the sequence outlined in the program description in this catalog. The following course descriptions' pre- and co-requisites reflect only state minimums and not RCC specific requirements.

SUR 110 **Intro to Surg Tech** **3-0-0-3**
Prerequisites: None
Corequisites: SUR 111

This course provides a comprehensive study of the operative environment, professional roles, moral/legal/ethical responsibilities, and medical communications used in surgical technology. Topics include historical development, professional behaviors, medical terminology, interdepartmental/peer/relationships, operating room environment/safety, pharmacology, anesthesia, incision sites, and physiology of wound healing. Upon completion, students should be able to apply theoretical knowledge of the course topics to the operative environment.

SUR 111 **Periop Patient Care** **5-6-0-7**
Prerequisites: Enrollment in the Surgical Technology program
Corequisites: SUR 110

This course provides theoretical knowledge for the application of essential operative skills during the perioperative phase. Topics include surgical asepsis, sterilization/disinfection, and perioperative patient care. Upon completion, students should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation, and other relevant skills.

SUR 122 **Surgical Procedures I** **5-3-0-6**
Prerequisites: SUR 110 and SUR 111
Corequisites: SUR 123 or CSP 101

This course introduces a comprehensive study of surgical procedures in the following specialties: general, gastrointestinal, obstetrical/gynecological, urological, otorhinolaryngology, and plastics/reconstructive surgery. Emphasis is placed on related surgical anatomy, pathology, and procedures thereby enhancing 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.

SUR 123 SUR Clinical Practice I **0-0-21-7**
Prerequisites: SUR 110 and SUR 111
Corequisites: SUR 122
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. The first two weeks of this clinical rotation will involve experience in the central sterile processing department.

SUR 134 Surgical Procedures II **5-0-0-5**
Prerequisites: SUR 123 or CSP 101
Corequisites: None
This course introduces orthopedic, neurosurgical, peripheral vascular, thoracic, cardiovascular, and ophthalmology surgical specialties. Emphasis is placed on related surgical anatomy, pathology, and procedures thereby enhancing 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.

SUR 135 SUR Clinical Practice II **0-0-12-4**
Prerequisites: SUR 123
Corequisites: None
This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

SUR 137 Prof Success Prep **1-0-0-1**
Prerequisites: SUR 123
Corequisites: SUR 134 and SUR 135
This course provides job-seeking skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, r;aaesum;aae preparation, and interviewing techniques. Upon completion, students should be able to prepare a résumé, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

SUR 210 Adv SUR Clinical Practice **0-0-6-2**
Prerequisites: SUR 137
Corequisites: SUR 211
This course is designed to provide individualized experience in advanced practice, education, circulating, and managerial skills. Emphasis is placed on developing and demonstrating proficiency in skills necessary for advanced practice. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

SUR 211 Adv Theoretical Concepts **2-0-0-2**
Prerequisites: SUR 137
Corequisites: SUR 210
This course covers theoretical knowledge required for extension of the surgical technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational

methodologies, and managerial skills. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

WELDING

WLD 112 Basic Welding Processes **1-3-2**
Prerequisites:
Corequisites: None

This course introduces basic welding and cutting. Emphasis is place on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WOODWORKING

WWK 110 Hand Tools/Basic Machines **2-15-7**
Prerequisites:
Corequisites: None

This course covers hand tool use and basic machining techniques necessary for custom furniture construction. Topics include hand tool options and tune-up for furniture joinery as well as safe and efficient machine use with initial emphasis on table saw, radial arm saw, joiner, and planer. Upon completion, students should be able to properly set up and efficiently use hand tools and basic machines to lay out and construct custom furniture.

WWK 111 Furniture Construction I **2-15-7**
Prerequisites: WWK 110
Corequisites: None

This course provides continued skill development in both hand work and machine operation by requiring a more advanced level of difficulty in project selection. Topics include more complex building methodology, fixtures, fitting and assembly, carving, and further machining experience. Upon completion, students should be able to demonstrate competence in general furniture making ability and familiarity with more advanced techniques.

WWK 120 Furniture Making Process **1-2-2**
Prerequisites:
Corequisites: None

This course introduces the planning process from design concept and freehand sketching through consideration of certain properties of wood as a medium. Topics include use of proper woodworking methods considering certain properties of wood and freehand sketching using perspective techniques. Upon completion, students should be able to recognize certain properties of wood in the design process and be able to convey a mental image on paper.

WWK 121 Furniture Drawing **1-4-3**
Prerequisites: WWK 120
Corequisites: None

This course introduces drawing of furniture forms by use of instrument drawing and PC-based CAD systems. Topics include orthographic, isometric, and perspective drawing techniques and CAD system component use. Upon completion, students should be able to use drawing instruments and a PC-based CAD system to draw furniture forms.

WWK 130 Wood Turning **1-6-3**
Prerequisites: WWK 110
Corequisites: None
This course covers the operation and use of the hand lathe for center work and bowl turning. Topics include hand skills covering beads, coves, fillets, tapers, and their variations in center work and basic bowl turning. Upon completion, students should be able to demonstrate consistent reproduction of shape and center work and bowl work.

WWK 136 Basic Finishing **1-4-3**
Prerequisites: WWK 110
Corequisites: None
This course covers finishing applications typical of the small shop environment. Topics include preparation for finishing, wood coloring options, oils and varnishes, and other top coat finishes and special treatments. Upon completion, students should be able to choose and apply the most appropriate finish for a specific application.

WWK 140 Woodbending & Veneering **0-2-1**
Prerequisites: WWK 110
Corequisites: None
This course covers both traditional and current veneering concepts in flat or bent work and solid woodbending. Topics include selection of substrates, face veneers and veneer matching, laminating options, forms, solid wood properties, and techniques for bending. Upon completion, students should be able to demonstrate veneering and bending techniques used in custom furniture making.

WWK 150 Equipment Maintenance **1-3-2**
Prerequisites: WWK 110
Corequisites: None
This course covers the proper equipment maintenance procedures necessary within a typical custom or limited furniture woodworking facility. Topics include cleaning, lubricating, adjusting, sharpening, and basic maintenance of electrical equipment including parts replacement and repair. Upon completion, students should be able to demonstrate an understanding of mechanical principles and perform routine repair of most major shop equipment.

WWK 210 Furniture Design **1-4-3**
Prerequisites: WWK 121
Corequisites: None
This course introduces design concepts as they relate to functional furniture. Emphasis is placed on design, function, form, materials, color, and styles as they relate to furniture. Upon completion, students should be able to draw a furniture design project.

WWK 211 Furniture Construction II **1-21-8**
Prerequisites: WWK 111, WWK 226
Corequisites: None
This course expands furniture making skills by requiring selection of a project that includes a majority of techniques previously presented in the program. Emphasis is placed on fine and creative craftsmanship used in building advanced level projects. Upon completion, students should be able to build an advanced furniture project from their design. AAS students will be required to complete an exit piece to exit this course.

WWK 217 Fine Points of Furniture **1-6-3**
Prerequisites: WWK 110
Corequisites: None

This course covers furniture components that define major historical periods. Emphasis is placed on the methodology necessary to produce select components from major furniture periods (1600-present). Upon completion, students should be able to demonstrate an understanding of certain historical furniture periods and craft selected components from each period.

WWK 226 Cash Flow Furniture **1-6-3**
Prerequisites: WWK 110
Corequisites: None

This course introduces the procedures necessary to produce competitively priced products that can be the determining factor to a positive cash flow for a small business. Topics include product design and production techniques utilizing fixture, jigs or forms, component purchasing, and quality control. Upon completion, students should be able to produce a product that could help generate a positive cash flow for a small business. Students will also apply the knowledge gained through this class to prepare all supporting documents necessary for the successful completion of their exit project (WWK 211).

WWK 227 Shop Start-Up/Operation **2-0-2**
Prerequisites:
Corequisites: None

This course introduces procedures used to start and operate a small woodworking business. Topics include business planning, estimating work orders, scheduling production, marketing, and general management strategies. Upon completion, students should be able to prepare their own business plan and analyze important shop operation issues.

FACULTY & STAFF

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William E. Knight, Executive Vice President
Steven W. Woodruff, Vice President for Administrative Services
Tony Gunn, Associate Vice President for Administrative Services

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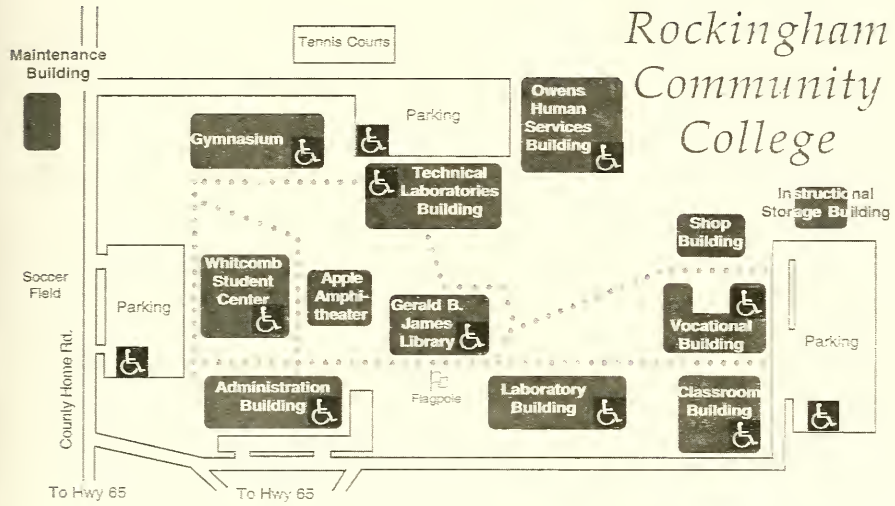
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Vocational Building
Parking
County Home Rd.
Administration Building
Flagpole
Laboratory Building
Classroom Building
To Hwy 65
To Hwy 65

Eden
To Danville
Stoneville
87
14
29 Bus.
220 Bus.
Mayodan
Madison
Wentworth
65
704
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87
29 Bypass
29
Reidsville
Rockingham Community College
65
220
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To Yanceyville
Comfort Inn
158
29 Bus.
Holiday Inn
87
To Stokesdale
To Greensboro
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Area Map

Correspondence Directory

For Information On:	Write to or call:
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Community & Workforce Education Division	Lisa Hendren, Dean of Community & Workforce Education Division (Ext. 2156)
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