

Robeson Community College Catalog & Handbook

5160 Fayetteville Road
Post Office Box 1420
Lumberton, North Carolina 28359

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Robeson Community College

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Post Office Box 1420
Lumberton, North Carolina 28359

Web Address: www.robeson.edu [opens in a new tab]

Catalog & Student Handbook

2017-2018

Volume XLVIII

Robeson Community College is a tax-assisted, two-year public institution. Robeson Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Robeson Community College. Most programs offered by the College have been approved for the enrollment of eligible veterans. RCC is also accredited by the North Carolina Board of Nursing, Commission on Accreditation of Health Science Education Programs, the Commission on Accreditation for Respiratory Care, Accreditation Review Committee on Education in Surgical Technology, National Association for the Education of Young Children and Joint Review Committee on Education in Radiologic Technology.

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

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

President's Welcome

Welcome to Robeson Community College. RCC is a special place where our faculty, staff, administration, and trustees are fully committed to supporting the success of our students and the community. We are committed to providing affordable, accessible opportunities for higher education that enable you to achieve your personal and career goals. Whatever goal led you to join the RCC family, we have the programs and support services to help bring your goals for success into reality.

Our mission is to provide opportunities for academic, technical, and lifelong learning. Regardless of whether you are here to gain skills for employment, earn credit to transfer to a four-year university, earn your adult high school diploma, or update your job skills, we have a place for you.

Our open door philosophy ensures that regardless of whether you are currently in high school, newly graduated from high school, or have been in the workplace for many years, we can enable you to find an academic pathway that puts you on your way to accomplishing your goals.

Our faculty are highly qualified and dedicated to teaching. They hold advanced degrees as well as certifications in their discipline. Academic preparation, as well as practical experiences, add to the positive academic experience you will have at RCC. We are committed to maintaining small class sizes so that our faculty know their students by name and can focus on the needs of each student. We offer support services such as tutoring, counseling, financial aid, and student activities to help our students juggle life responsibilities and enjoy their academic journey.

Our catalog outlines program offerings, policies, and procedures. I hope that this document will serve as a resource in answering any questions you may have about RCC. Other resources you may choose to explore include our website, social media, and personal contacts with college employees.

We are glad you have made the decision to join RCC and look forward to helping you accomplish your goals.

Sincerely,

Kimberly J. Gold

President, Robeson Community College

[About Robeson Community College](#)

The Campus

Robeson Community College is located at the intersection of US 301 and Interstate 95 (Exit 22) in Lumberton making it one of the most visible institutions in the North Carolina Community College System.

Millions of tourists each year travel I-95, catching more than a glimpse of the attractive landscape that makes up the 127 acre campus. The College also has a 20-acre Emergency Services Training Center located southeast of Lumberton on Highway 72, at the Duke Energy Weatherspoon Power Plant and a satellite campus at ComTech Business Park near Pembroke. Campus facilities occupy more than 227,665 square feet in classrooms, offices, and laboratories.

Campus Visits

Visitors to Robeson Community College are welcome. Offices are open Monday through Thursday from 8:00 a.m. to 6:00 p.m. and on Friday from 8:00 a.m. to 3:00 p.m. Summer hours are 7:30

a.m. to 5:30 p.m. Monday through Thursday and 7:30 a.m. to 11:30 a.m. on Friday. To arrange a guided tour of our campus, please contact the Admissions Office at 910-272-3342.

History of the College

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

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

Three building phases beginning in 1972 and finishing in 1988 made the RCC Campus a 188,662 square-foot facility, which now houses over \$2 million in equipment and 23 curriculum programs, along with a variety of continuing education programs. In the summer of 1995, the construction of the Emergency Services Training Center began. This center is located southeast of Lumberton Highway 72 at the Duke Energy Weatherspoon Power Plant. Dedication for the facility was held on April 13, 1997. It supports the disciplines of law enforcement, rescue, and firefighting. It is a state-of-the-art facility which allows the College to expand its training opportunities and provide the highest level of quality in each of the courses taught in these occupations.

Robeson Community College's 30th year was a monumental one. During 1995-96, the College celebrated its Diamond Anniversary and the many partnerships throughout the county and state which have contributed to its success. The College Transfer program replaced the General Education program in curriculum in 1997, opening up many more educational opportunities for RCC students who choose to further their education through one of the state's universities.

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

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

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

Commitment of RCC to its students and the citizenry of Robeson County was seen with the excellent reports of various auditing agencies in the state. There are currently 165 carefully

selected full-time RCC employees who now serve RCC, which represents a figure 27 times as many as when the College first opened its doors in 1965 with six full-time employees. Another 250 part-time personnel teach and provide services to the student body on an annual basis.

The Community College System

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

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

Accreditation

Robeson Community College is a tax-assisted, two-year public institution. Robeson Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Robeson Community College.

The Commission on Colleges of the Southern Association of Colleges and Schools is a regional accrediting agency whose mission is to: "assure the educational quality and improve the effectiveness of its member institutions". To learn more about the College's accreditation status with SACSCOC or to find out more about the accreditation process, please visit the SACSCOC website (<http://www.sacscoc.org> [opens in a new tab]). Any questions concerning the accreditation of Robeson Community College may be made directly to the College or to SACSCOC. The College's Vice-President of Instruction and Support Services coordinates all College related SACSCOC activities.

For procedures for filing a complaint against the College, a student is advised to follow SACSCOC complaint policies. You may access the policy and procedures, as well as the steps to file a complaint at <http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf> [opens in a new tab].

Prior to filing a complaint, please thoroughly read the policies and procedures established by the Commission. The complaint policy does not address issues related to "individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations", but has been established to address only significant non-compliance with the SACSCOC accreditation standards, policies or procedures.

In order to file a complaint, students must adhere to SACSCOC published complaint policies. As stated in the "Complaint Procedures Against the Commission or its Accredited Institutions".

The Commission expects individuals to attempt to resolve the issue through all means available to the complainant, including following the institutions own published grievance procedures, before

submitting a complaint to the Commission. Therefore, the Commission's usual practice is not to consider a complaint that is currently in administrative proceedings, including institutional proceedings, or in litigation. However, if there is substantial, credible evidence that indicates systemic problems with an accredited institution, the Commission may, at its discretion, choose to proceed with the review.

To file a complaint, the student must complete the Commission's Complaint Form and send two print copies to the President, Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097.

Associate Degree Nursing Program

The Associate Degree Nursing Program is approved by the North Carolina Board of Nursing (NCBON).

North Carolina Board of Nursing (opens in a new window)

www.ncbon.com

P.O. Box 2129, Raleigh, NC 27602-2129

919-782-3211

Barbering Program

The Barbering Program is approved by the North Carolina Board of Barber Examiners.

North Carolina Board of Barber Examiners (opens in a new window)

www.ncbarbers.com

5809 Departure Drive, Suite 102, Raleigh, NC 27616

919-981-5210

Basic Law Enforcement Training Program

The Basic Law Enforcement Training Program accredited by the North Carolina Department of Justice Criminal Justice Education and Training Standards Commission.

Criminal Justice Education and Training Standards Commission (opens in a new window)

www.ncdoj.gov

P.O. Drawer 149, Raleigh, NC 27602

919-661-5980

Cosmetology Program

The Cosmetology Program is approved by the North Carolina State Board of Cosmetic Arts.

North Carolina Board of Cosmetic Arts (opens in a new window)

www.nccosmeticarts.com
1207 Front Street, Suite 110, Raleigh, NC 27609
919-733-4117

Early Childhood Education Program

The Early Childhood Education Program is accredited by the National Association for the Education of Young Children (NAEYC) upon recommendation of the Commission on the Accreditation of Early Childhood Higher Education Programs.

National Association for the Education of Young Children
1313 L Street , NW, Suite 500, Washington, DC 20005-4101
<http://www.naeyc.org>
202-232-8777

Emergency Medical Science Program

The Emergency Medical Science Program is approved by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) under the authority of a Letter of Review from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
400 US Highway 19 North Suite 158
Clearwater, FL 33763
<http://www.caahep.org>
727-210-2350

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
8301 Lakeview Parkway, Suite 111-312, Rowlett, TX 75088
<http://www.coaemsp.org>
214-703-8445

Nurse Aide Program

The Nurse Aide Program is approved by the North Carolina Department of Health and Human Services Division of Health Regulation Health Care Personnel Registry Section Center for Aide and Education (CARE).

Center for Aide Regulation and Education
2709 Mail Service Center, Raleigh, NC 27699-2709
<http://www.ncnar.org>
919-855-3969

Practical Nursing Program

The Practical Nursing Program is approved by the North Carolina Board of Nursing (NCBON).

North Carolina Board of Nursing
P.O. Box 2129, Raleigh, NC 27602-2129
<http://www.ncbon.com>
919-782-3211

Radiography Program

The Radiography Program is accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT).

Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182
<http://www.jrcert.org>
312-704-5300

Respiratory Therapy Program

The Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

Commission on Accreditation for Respiratory Care
1248 Harwood Road, Bedford TX 76021-4244
<http://www.coarc.com>
817-283-2835

Surgical Technology Program

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Accreditation Review Council on Education Surgical Technology and Surgical Assisting (ARC/STSA).

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North Suite 158
Clearwater, FL 33763
<http://www.caahep.org>
727-210-2350

Accreditation Review Committee on education in Surgical Technology and Surgical Assisting
6 W. Dry Creek Circle, Suite 210, Littleton, CO 80120
<http://www.arcstsa.org>
303-694-9262

The North Carolina Community College System approves the programs of study for all degrees, diplomas and certificates offered by Robeson Community College.

Most programs offered by the College have been approved for the enrollment of eligible veterans.

Mission Statement

Robeson Community College provides opportunities for academic, technical, and life-long learning in a collaborative culture dedicated to inquiry, results, and excellence.

Strategic Plan 2014-2019

Policy:

It is the policy of Robeson Community College that an approved Strategic Plan be established by the Board of Trustees to guide the President and all employees in carrying out the mission of the College.

Comments/Clarifications:

- I. Robeson Community College will Focus on Student Success
 - A. Provide quality educational programs.
 1. Develop new programs, update existing programs, terminate programs no longer needed.
 2. Interact with business and community leaders to learn about current and future needs in program outcomes.
 3. Facilitate professional development for current faculty and hiring of new faculty with qualifications best meeting the needs of the educational programs.
 - B. Provide quality services to students and clients.
 1. Develop new services, update existing services, terminate services no longer needed.
 2. Interact with students and clients to learn what services are needed.
 3. Facilitate professional development for current employees and hiring of new staff with qualifications best meeting the needs of the service areas.
 4. Focus on student engagement through a variety of activities.
 5. Expand funding resources and information on such resources for student scholarships in curriculum and continuing education programs.
 - C. Seek new and expanded resources for materials, spaces, and personnel for provision of quality education and service programs.
 1. Administration will work closely with the Board and Trustees and the Robeson Community College Foundation on resource development.
 2. Network with government and private sources who can help with resource development.
 3. Choose grant projects which best support the plans and programs of the college.
 4. Continue growth of Alumni Association and other community partnerships to connect people with the college in positive ways.

- II. The College will Improve the Learning and Working Environment
 - A. Plan for and implement technologies and equipment necessary for programs and services to remain current.
 - 1. Plan infrastructures to support the newest technologies and equipment.
 - 2. Provide professional development for faculty and staff to use new technologies and equipment effectively.
 - B. Provide a safe, secure, and healthy campus.
 - 1. Continually update safety and security policies and procedures for employees, students, clients, and visitors.
 - 2. Focus on wellness of employees and students.
 - 3. Provide professional development on issues helpful to a safe, secure, and healthy working and learning environment.
 - 4. Review, revise and renew agreements with external agencies for safety support in the community (such as during disaster events).
 - C. Administration will work with trustees to update and implement Facilities Master Plan.
 - D. Communicate frequently and clearly with employees, students, clients and visitors via a variety of communication tools.
 - E. Update policies, procedures, organizational structure, and position descriptions as needed to allow for effective and efficient work and service to the campus and community.
- III. The College will Grow and Improve Services and Outreach Throughout the County
 - A. Develop an integrated and effective Marketing Plan.
 - 1. Improve and expand uses of Website and Social Media as well as traditional marketing outlets.
 - 2. Create an effective structure for collaborative marketing activities across the college.
 - 3. Update the "brand" of the college.
 - 4. Leverage special events, such as the college's fiftieth anniversary, to create marketing and fundraising opportunities.
 - B. Provide excellent Customer Service to both internal and external customers.
 - 1. Improve handling of initial and response communications with students/clients and potential students/clients.
 - 2. Provide professional development on customer service skills.
 - C. Provide support for development and promotion of off-campus, on-line, evening, and weekend courses.
 - D. Improve planning and support of special events for campus and community.
 - 1. Nurture partnerships which can bring people to campus while being of mutual benefit to the college and the partner organizations.
 - 2. Update lighting and other equipment in the auditorium.
 - 3. Provide good equipment along with personnel support for special events in any building in order to make a good impression on campus and community participants.

- IV. The College will Assess Outcomes of Programs and Services
- A. Increase the scope of the Institutional Effectiveness Office.
1. IE and Enrollment Management Director will partner closely to facilitate data collection, analysis, and dissemination to help with assessment and improvement of programs and services.
 2. Continue IE Office leadership in documentation of outcomes, especially learning outcomes, in the database set up for this purpose. Make these documents accessible to the campus community.
- B. Administration will assess progress on this strategic plan and other college initiatives and keep the trustees and campus community informed.
1. Some items in the plan will be assigned to existing committees as appropriate. Special Task Teams will be formed for others.
 2. The Executive Team will communicate with committees and Task Teams to monitor progress on the Strategic Plan.
 3. The President will report semi-annually to the Board of Trustees on Strategic Plan progress.

Performance Measures for Student Success

2016 Report

The Performance Measures for Student Success Report is the North Carolina Community College System's major accountability document. This annual performance report is based on data compiled from the previous year and serves to inform colleges and the public on the performance of our 58 community colleges.

In 1993, the State Board of Community Colleges began monitoring performance data on specific measures to ensure public accountability for programs and services. In 1998, the General Assembly directed the State Board to review past performance measures and define standards to ensure programs and services offered by community colleges in North Carolina were of sufficient quality.

In 2010, a Performance Measures Committee was established to develop new performance- based student success measures to go into effect in 2013. During the development of these measures, it was determined that it was important to establish a three-year review process to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success. To facilitate the first three-year review of the measures, the Performance Measures Adjustment Committee was appointed to review the current set of measures and recommend deletions, revisions, and additions. This included individuals representing college leadership and research. The Committee formally presented the following seven measures to the State Board in March 2015:

- Basic Skills Student Progress
- Student Success Rate in College- Level English Courses
- Student Success Rate in College- Level Math Courses

- First Year Progression
- Curriculum Student Completion
- Licensure and Certification Passing Rate
- College Transfer Performance

These measures were approved by the State Board and adopted by the General Assembly in 2016 through Section 10.1 of S.L.2016-94.

Baselines and Excellence Levels

As previous performance measures were being finalized in 2012, a Performance Funding Committee was appointed to develop a performance funding model incorporated into colleges' regular formula budget allocations. One of the outcomes of this committee was the establishment of system- wide baseline and excellence levels for each measure. The committee recommended using consistent, statistically- defined levels to promote transparency, simplicity, and objectivity. This utilization of the levels is a departure from the System's historical use of "standards." Based on three years of data (if available) for each measure, baseline levels are set two standard deviations below the system mean, and excellence levels are set one standard deviation above the system mean. These levels remain static for three years and are reset every three years.

Performance Measures & Standards

2016 Performance Summary Report

PERFORMANCE MEASURES	NCCCS BASELINE	NCCCS GOAL	NCCCS AVERAGE	RCC'S AVERAGE
1. Basic Skills Student Progress	34.5	68.3	56.1	59.9
2. College-Level English Success	23.8	55.9	46.9	32.7
3. College-Level Math Success	10.1	32.5	26.9	17.3
4. First Year Progression	54.1	75	68.4	52.8
5. Curriculum Student Completion Rate	35.9	51.9	44.1	42.3
6. Licensure and Certification Passing Rate	69.9	90.9	82.3	74.5
7. College Transfer Performance	65.1	87.6	82.7	75.8

For a complete report of the NCCCS Performance Measures for Student Success visit online: <http://www.nccommunitycolleges.edu/analytics/state-and-federal-performance-measures>[opens in a new window]

Directory of Correspondence

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

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

Address inquiries to:

Robeson Community College

Post Office Box 1420

Lumberton, North Carolina 28359

Phone: (910) 272-3700 • Fax No.: (910) 272-3328

Web Address: www.robeson.edu [opens in a new tab]

Institutional Contact Information

The Vice-President of Instruction and Support Services serves as the primary contact for maintaining compliance with the recent amendments to the Higher Education Act of 1965 (HEA). Correspondence may be directed to the Vice-President of Instruction and Support Services, Robeson Community College, P.O. Box 1420, Lumberton, NC 28359. For assistance by telephone, contact the Vice-President at (910) 272-3300.

State Contact Information

Pursuant to the United States Department of Education's Program Integrity Rule, each institution of higher education is required to provide all prospective and current students with the contact information of the state agency or agencies that handle complaints against postsecondary education institutions offering distance learning within that state. Robeson Community College students must adhere to the college's internal student grievance policies and procedures prior to filing a complaint with a state agency. To view this process, refer to the Student Grievance Procedure section of the RCC Catalog and Student Handbook. This process provides each student due process in the resolution of their complaint or grievance. If the resolution of the complaint or grievance is not satisfactory, students may contact their State approval or licensing entity in their state of residency established to handle student complaints.

State Contact Information has been collected and updated by the State Higher Education Executive Officers (SHEEO). This page can be accessed at:
<http://www.sheeo.org/node/434> [opens in a new tab]

Governance

State Board of Community Colleges

Member	Appointment
Mr. Scott Shook, Chair	
Ms. Janet K. Lowder, Vice Chair	
Ms. Lisa Estep	House
The Honorable Janet Cowell	State Treasure
The Honorable Dan Forest	Lt. Governor
Mr. Jimmie Ford	Region 5
Mr. Todd Johnson	At Large
Mr. Breeden Blackwell	At Large

Mr. Wade Bryan "Bobby" Irwin, Jr	Region 2
Mr. Bill McBrayer	House
Ms. Janet K. Lowder	House
Mr. Ernest C. Pearson	Region 1
Dr. Samuel Powell	House
Mr. Edward "Lynn" Raye	Senate
Dr. Darrell Saunders	Senate
Mr. Scott Shook	Region 6
Mr. Lee Roberts	Governor
Mr. James Rose	Governor
Mrs. Yolanda Stith	Governor
Mr. Clark Twiddy	Senate
Mr. Jerry Vaughn	Region 4
Dr. Chandler Willis	Region 1
North Carolina Community College System Dr. James C. "Jimmie" Williamson	President

Robeson Community College Board of Trustees

Appointed by Robeson County Board of Commissioners	Expiration of Term
Sammy Cox, Chair	June 30, 2019
Paul D. McDowell	June 30, 2020
Raymond Cummings	June 30, 2021
Audrey Hunt	June 30, 2018
 Appointed by Robeson County Board of Education	
Dr. Danny Stedman	June 30, 2019
Herbert Edwin "Eddie" Moore	June 30, 2020

Shirley H. Stockton, Vice Chair

June 30, 2021

George McPhaul

June 30, 2018

Appointed by Governor of North Carolina

John W. Armstrong

June 30, 2019

Michael T. VanEtten

June 30, 2020

Morgan Jones

June 30, 2021

Kyle Chavis

June 30, 2018

Robeson Community College

Dr. Kimberly Gold, President

Secretary

[Vacant]

SGA President

Building and Campus Directories

- Building Directory by Building Number [opens in same tab]
- Building Directory by Functional Area [opens in same tab]
- Building Directory Image [opens in a new tab]
- Staff Directory [opens in a new tab]

Building Directory by Building Number

Building 1:	Lumbee Guarantee Bank Building
	Chemistry Lab, Welding, General Classroom
Building 2:	I.J. Williams Administration Building
	Administration, Business Office, Instruction & Support Services, President's Office, RCC Foundation, Inc.
Building 3:	College and Career Readiness (Basic Skills), Cosmetology, Faculty Offices

Building 4:	Anne Moss Biggs Library
	Faculty Offices, Anne Moss Biggs Library, Media Services, Open Computer Lab
Building 5:	Campus Security, Facility Operations, Faculty Offices
Building 6:	Physical Plant Operations
Building 7:	General Classrooms, Science Labs, Faculty Offices
Building 8:	General Classrooms, Early Childhood, Early Childhood Lab, Early College High School Classrooms, Faculty Offices
Building 9:	AC, Heating & Refrigeration, Bookstore, Electrical Systems Technology, Faculty Offices, General Classrooms, Tiered Lecture/Demo Room
Building 10:	Institutional Storage Facility
Building 11:	Basic Law Enforcement Training, Criminal Justice, Faculty Offices, General Classrooms
Building 12:	Adult Basic Education, Adult Basic Education Transitions, Advanced Manufacturing Labs, Faculty Offices, General Classrooms, Industrial Systems Technology, English as a Second Language
Building 13:	Fred G. Williams Jr. Student Center
	Admissions, Vending, Information Technology (IT), IT Helpdesk, Counseling, Disability Services, University Transfer Center, Financial Aid, Records & Registration, Student Government, Student Lounge, Distance Learning (Moodle)
Building 14:	1st Floor: Business Programs, Culinary Arts Dining Room, Culinary Technology, Faculty Offices, General Classrooms, Smart Classroom, Pearson Vue Testing Center, Pottery, Print Shop
	2nd Floor: Business Programs, Faculty Offices, General Classrooms, The Learning Center (TLC), Educational Services, Institutional Effectiveness
Building 15:	A.D. Lewis Auditorium
	Auditorium, Board Room

Building 17:	1st Floor: Conference Room, Emergency Medical Science, Radiography, Respiratory Therapy, Faculty Offices, General Classrooms, Lecture Room
	2nd Floor: Nursing, Nurse Aide, Surgical Technology, Faculty Offices, Emergency Medical Science Labs, Health Sciences Simulation and Cooperation Training
Building 18:	Dr. Charles V. Chrestman Workforce Development Center
	Continuing Education and Workforce Development Administration, Conference Rooms, General Classrooms, Human Resources Development, Industry Services, Occupational Extension/Community Services, Small Business Center, Grants
Note:	Visitor parking located in front of buildings 1 & 2, between buildings 3 & 14

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

Building Directory by Functional Area

AC/Heating & Refrigeration	Building 9
A.D. Lewis Auditorium	Building 15
Administration	Building 2
Admissions	Building 13
Advanced Manufacturing Labs	Building 12
Adult Basic Education	Building 12
Adult Basic Education Transitions	Building 12
Adult High School	Building 9
Basic Law Enforcement Training	Building 11
BB&T Conference Center	Building 18
Board Room	Building 15
Bookstore	Building 9

Business Programs	Building 14, 1st & 2nd Floor
Business Office	Building 2
Campbell Soup Conference Room	Building 18
Campus Security	Building 5
Campus Facilities	Building 5
Charles V. Chrestman Workforce Development Center (WDC)	Building 18
College and Career Readiness	Building 3
College and Career Readiness Labs	Building 12
Conference Room	Building 17, 1st Floor
Computer Services (IT Helpdesk)	Building 13
Cosmetology	Building 3
Counseling	Building 13
Crimninal Justice	Building 11
Culinary Arts Dining Room	Building 14, 1st Floor
Culinary Arts	Building 14, 1st Floor
Curriculum Administration	Building 5
Disability Services	Building 13
Distance Learning (Moodle)	Building 13
Early Childhood	Building 8
Early Childhood Lab	Building 8
Educational Services	Building 14, 2nd Floor
Electrical Systems Technology	Building 9
Emergency Medical Science Faculty	Building 17, 1st Floor
Emergency Medical Science Labs	Building 17, 2nd Floor
English as a Second Language	Building 12
Faculty Offices	Buildings 1, 3, 4, 5, 7, 8, 9, 11, 12, 14, 17, 18

Financial Aid	Building 13
Honors College	Building 4, 2nd Floor
RCC Foundation, Inc.	Building 2
Fred G. Williams Jr. Student Center	Building 13
General Classrooms	Buildings 1, 7, 8, 9, 11, 12, 14, 17, 18
HRD	Building 18
Industrial Labs	Building 12
Industrial Systems Technology	Building 12
Institutional Effectiveness	Building 14, 2nd Floor
Institutional Storage Facility	Building 10
Instruction & Support Services	Building 2
The Learning Center	Building 14, 2nd Floor
Anne Moss Biggs Library	Building 4
Literacy Education (College and Career Readiness)	Building 3
Lumbee Guaranty Bank Building	Building 1
Lumbee Guaranty Bank Conference Room	Building 18
Media Services	Anne Moss Biggs Library, Building 4
Metzger Conference Room	Building 18
Nursing	Building 17, 2nd Floor
Nurse Aide	Building 17, 2nd Floor
Open Computer Lab	Anne Moss Biggs Library, Building 4
Pearson View Testing Center	Building 14, 1st Floor
Physical Plant Operations	Building 6
Pottery	Building 14, 1st Floor
Print Shop	Building 14, 1st Floor
Radiography	Building 17, 1st Floor

Records & Registration	Building 13
Respiratory Therapy	Building 17, 1st Floor
Science Labs	Buildings 1, 7
Simulation and Cooperation Training (Health Sciences)	Building 17
Small Business Center	Building 18
Smart Classroom	Building 14, 1st Floor
Student Government	Building 13
Student Lounge	Building 13
Surgical Technology	Building 17, 2nd Floor
Tiered Lecture/Demo Room	Building 9
The Learning Center (TLC)	Building 14, 2nd Floor
Tutorial Services	Building 14, 2nd Floor
University Transfer Center	Building 13
Welding	Building 1

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

Faculty & Staff

Executive Staff

Dr. Kimberly Gold, President

Ed.D. Appalachian State University;

M.A. Western Carolina University;

B.S. University of North Carolina at Chapel Hill

Tami B. George, Vice President and Chief Financial Officer

M.S., East Carolina University;

B. S., East Carolina University

R. Channing Jones, Vice President of Workforce Development & Continuing Education

B.S., University of North Carolina at Pembroke

Bill Mauney, Vice President for Instruction and Support Services

M.A., Appalachian State University;

B.A., Appalachian State University

Regina Branch, Executive Assistant to the President

B.S., University of North Carolina at Pembroke

Foundation Staff

Rebekah R. Lowry, Director of The Foundation and Development

M.P.A., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke

Ashleigh Windley, Executive Assistant for The Foundation and Development

M.Ed., Eastern Kentucky University

B.S., Murray State University

Public Information Officer

Dennis Watts, Arts and Sciences: ACA Instructor

M.A.Ed., University of North Carolina at Pembroke;

M.A., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke

Instruction and Support Services

Bill Mauney, Vice President for Instruction and Support Services

M.A., Appalachian State University;

B.A., Appalachian State University

Sybil Boone, Executive Assistant for Instruction and Support Services

A.A.S, Robeson Community College

{Vacant}, **Assistant Vice President/Director Student Support Center**

William L. Locklear, Assistant Vice President for Public Service and Applied Technologies

M.A., Pembroke State University;

B.S., Pembroke State University

Connie Ivey, Assistant Vice President for University Transfer and Health Sciences

M.S., Economics, North Carolina State University;

B.S., Computer Science, Appalachian State University

Rocky Peterkin, Assistant Vice President for College and Career Readiness

M.A., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke

Melissa Oxendine, Director of Technology Enhanced Instruction

M.A.Ed., University of North Carolina at Pembroke;

B.S., University of North Carolina at Pembroke

Toni Sacry, Director of Institutional Effectiveness

M.A., Appalachian State University;

B.S., Pembroke State University

{Vacant}, **Coordinator of Institutional Research**

Maryellen O'Brien, Director of Learning Resource Services

M.L.S., University of Buffalo;

J.D., University of Buffalo Law School

B.S., Mercy College

{Vacant}, **Librarian**

Glenda Durden, Technical Assistant to The Director of Learning Resource Services

A.A.S., Robeson Community College

Business Services

Tami B. George, Vice President and Chief Financial Officer

M.S., East Carolina University;

B.S., East Carolina University

Rebecca Watkins, Executive Assistant to VP of Business Services

B.S., University of North Carolina at Pembroke

Patricia B. Clark, Director for Campus Security/Title IX Coordinator

M.A., Webster University

B.S.B.E., East Carolina University

Kenneth Davis, Director of Facilities Services

Diploma, Fayetteville Technical Community College

Lettie S. Navarrete, Accountant

M.B.A., Campbell University;

B.B.A., Campbell University

Vanessa D. Singletary, Accountant

B.S., University of North Carolina at Pembroke

Kevin Hunt, Accounts Receivable Officer

B.S., University of North Carolina at Pembroke

Saralene Britt, Business Services Clerk

B.A., Ashford University

Estelle Wiggins, Accounts Payable Specialist

B.S., University of North Carolina at Wilmington

Ibreta Jackson, Grants Accountant

M.B.A., East Carolina University;

B.S., University of North Carolina at Pembroke

Sally O. Carr, Payroll Specialist

B.S., University of North Carolina at Pembroke

A.A.S., Robeson Community College;

Pamela Romano, Personnel Services Specialist

B.A., University of North Carolina at Pembroke

A.A.S., Fayetteville Technical Community College

Christy Musselwhite, Purchasing Officer

A.A.S., Robeson Community College

Pauline Oxendine, Shipping & Receiving Clerk

Magnolia High School

Dustin Long, Assistant Vice President and Chief Information Officer

B.S., North Carolina State University

William Nikitah Cummings, Technology Help Desk Manager

A.A.S., Penn Foster College

Cyd Burgwyn, PC Technician

A.A.S., Robeson Community College

Derek Miller, Network Operations Manager

M.I.S. Business Analytics, University of Phoenix

B.S., Information Technology-Web Development, University of Phoenix

Jonathan Edwards, Network Administrator

A.A.S., Bladen Community College

Randal Eric Whicker, Network Technician

Jackson County High School

Workforce Development and Continuing Education

R. Channing Jones, Vice President

B.S., University of North Carolina at Pembroke

Jane Perry, Executive Assistant and Continuing Education Registrar

B.S., University of Virginia at Wise

Jennifer Lowery, Director of Occupational Extension and Community Services

M.A., University of North Carolina at Pembroke;

B.S., University of North Carolina at Pembroke

{Vacant}, **Director of Grants and Sponsored Programs**

Angela Locklear, Coordinator of Human Resources Development

M.P.A., University of North Carolina at Pembroke;

B.S., University of North Carolina at Pembroke

{Vacant}, **Secretary for Occupational Extension/Community Services and Human Resources Development**

Jo Ann Oxendine, Director of Industry Services

B.S., Pembroke State University

Robert (Bob) Moore, Director of Small Business Center

B.S., Fayetteville State University

Debbie Bruce, Secretary for Industry Services and Small Business Center

B.S., University of North Carolina at Pembroke

Sheila Smith, Director of Nurse Aid

M.A. Ed., American Intercontinental University;

B.S.N., Barton College

Eric Freeman, Director of Emergency Medical Services

NREMT-P, CCEMT-P, Emergency Medical Science/Health Management:

B.S., Western Carolina University

Barbara Sampson, Secretary for Health Sciences (Emergency Medical Sciences, Radiography and Respiratory Therapy)

A.A.S., Robeson Community College

Robert Ivey, Coordinator for Fire Rescue

Lumberton High School

Tammy Bozeman, Secretary for Emergency Services Training Center

A.A.S., Robeson Community College

Melinda Chavis, Compliance Officer/Law Enforcement

A.A.S., Robeson Community College

Melba Hester, Secretary for Law Enforcement

B.S., University of North Carolina at Pembroke;

A.A.S., Robeson Community College

University Transfer and Health Science Programs

Connie Ivey, Assistant Vice President

M.S., Economics, North Carolina State University;

B.S., Computer Science, Appalachian State University

Robin Blue, Secretary for Educational Services

A.A.S., Robeson Community College

University Transfer English Division

Crystal Q. Edmonds, Program Director for English,

Arts and Sciences: English:

M.A., University of North Carolina at Pembroke;

B.S., Pembroke State University

Faculty

Wendy L. Fields, Arts and Sciences: English:

M.A.Ed., University of North Carolina at Pembroke;

B.A. University of North Carolina at Pembroke

Angela W. Lamb, Arts and Sciences: English:

M.A.Ed., University of North Carolina at Pembroke

B.A., University of North Carolina at Pembroke

Sherry Lofton, Arts and Sciences: English:

M.A.Ed., University of North Carolina at Pembroke

B.A., University of North Carolina at Pembroke

Daniela Newland, Arts and Sciences: English:

M.A., North Carolina State University

B.A., University of North Carolina at Pembroke

Deidra Sutton, Arts and Sciences: English:

M.A., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke

Dennis Watts, Arts and Sciences: ACA Instructor:

M.A.Ed., University of North Carolina at Pembroke;

M.A., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke

University Transfer Humanities and Social Science Division

Dr. Gaylyn Eddy, Program Director for Humanities and Social Science Division

Arts and Sciences: Religion:

Ph.D., Vanderbilt University;

M.A., Wheaton Graduate School;

B.A., Wheaton College

Faculty

Jim Brisson, Arts and Sciences: History and Sociology:

M.A., University of North Carolina at Wilmington

B.A., University of North Carolina at Chapel Hill

Roy S. Raby, Arts and Sciences: History:

M.S.Ed., University of Southern California;

M.A., Fayetteville State University;

B.S., Campbell University

Ivy Johnson, Arts and Sciences: Physical Education:

M.A. University of North Carolina at Pembroke;

B.S., Exercise and Sport Science, University of North Carolina at Pembroke

Toni B. Sacry, Arts and Sciences: Psychology

Director of Institutional Effectiveness,

M.A., Appalachian State University;

B.S., University of North Carolina at Pembroke

Joey Hinson, Arts and Sciences: Psychology:

M.A., Appalachian State University;

B.A., North Carolina State University

University Transfer Math Division

LaRonda Lowery, Program Director for Math Division

Arts and Sciences: Mathematics:

M.A., University of North Carolina at Pembroke;

B.S., University of North Carolina at Pembroke

Faculty

Dr. Vanessa Chavis, Arts and Sciences: Mathematics:

Ph.D. University of North Carolina at Greensboro;

M.A., University of North Carolina at Pembroke;

B.S., North Carolina State University

Carla Deese, Arts and Sciences: Mathematics:

M.A., University of North Carolina at Pembroke;

B.S., University of North Carolina at Pembroke

Cassandra Johnson, Arts and Sciences: Mathematics:

M.S., Fayetteville State University;

B.S., North Carolina Central University

Audrey Pait, Arts and Sciences: Mathematics:

M.A., North Carolina State University;

B.S., University of North Carolina at Pembroke

University Transfer Science Division

Dr. Steven Singletary, Program Director for Science Division

Arts and Sciences: Chemistry

Ph.D. Massachusetts Institute of Technology

Faculty

Jennifer Brown, Arts and Sciences: Biology:

M.A., Science Education, University of North Carolina at Pembroke;

B.S., Science Education/Biology Emphasis, University of North Carolina at Pembroke

David Gavasci, Arts and Sciences: Mathematics:

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B.S., University of North Carolina at Pembroke

Courtney Kilgore, Arts and Sciences: Biology:

M.S., University of Central Missouri;

B.S., in Biology, University of North Carolina at Pembroke

Darlene Montesanti, Arts and Sciences: Science Education:

M.A., University of North Carolina at Pembroke;

B.S., University of North Carolina at Pembroke

Krissy Smith, Arts and Sciences: Biology:

M.S., University of South Carolina;

B.S., Francis Marion University

Health Sciences

Nursing

Eva Meekins, Department of Nursing Program Director:

Health Sciences: Nursing

D.N.P., Gardner-Webb University;

M.S.N., University of South Carolina;

M.H.A., Independence University;

B.S., University of North Carolina- Greensboro

Felecia Oxendine, Secretary for Health Sciences (Nurse Aide, Nursing and Surgical Technology)

A.A.S., Office Systems Technology, Robeson Community College

Faculty

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M.S., East Carolina University;
A.A.S., Robeson Community College

Julee Cook, Health Sciences: Nursing:

M.S., Walden University;
A.A.S., Robeson Community College

Marie Hedgpeth, Health Sciences: Nursing:

M.S.N., M.H.A., University of Phoenix;
B.S.N., University of Phoenix;
A.A.S., Southeastern Community College

Victoria Brewington Locklear, Health Sciences: Nursing:

M.S.N., University of Phoenix;
B.S.N., Grand Canyon University;
A.D.N., Richmond Community College

Barbara Martin, Health Sciences: Nursing:

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B.S.N., East Carolina University

Emergency Medical Science

Eric Freeman, Program Director for Emergency Medical Science

NREMT-P, CCEMT-P;
B.S., Emergency Medical Science/Health Management: Western Carolina University

Toby Carter, Clinical Coordinator

CCEMT-P;
B.A., Emergency Medical Science: University of North Carolina at Pembroke;

A.A.S., Lenoir Community College

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A.A.S., Robeson Community College

Nurse Aide

Sheila Smith, Program Director for Nurse Aide

M.A.Ed., American Intercontinental University;

B.S., Barton College

Faculty

Angela Pait, Health Sciences: Nursing:

Associate of Science, Southeastern Community College

Radiography

Candice Ward, Program Director for Radiography

RT(R) Radiography;

MA.Ed., Ottawa University;

B.S., Florida Hospital College of Health Sciences;

A.A.S.; Cape Fear Community College

Whitney Hester, Clinical Coordinator

RT(R) Radiography

B.S., Pima Medical Institute;

A.A.S., Robeson Community College

Respiratory Therapy

William Mashburn, Program Director for Respiratory Therapy

B.S., The University Of North Carolina at Chapel Hill

A.A.S., Sandhills Community College

Danyelle Miray, Director of Clinical Education

RRT-NPS;

B.S., Respiratory Therapy: East Carolina University;

A.A.S., Robeson Community College

Surgical Technology

Raetta Coleman, Program Director for Surgical Technology

B.S. Siena Heights University;

Diploma, Darlington Technical College

Public Service and Applied Technology Programs

William L. Locklear, Assistant Vice President

M.A., University of North Carolina at Pembroke;

B.S., University of North Carolina at Pembroke

Robin Blue, Secretary for Educational Services

A.A.S., Robeson Community College

Public Service Programs

Basic Law Enforcement Technology

Mickey Biggs, Program Director for Basic Law Enforcement Technology

M.P.A., Public Management, Criminal Justice: University of North Carolina at Pembroke;

B.A., Criminal Justice, University of North Carolina at Pembroke

Melinda Chavis, Compliance Officer/Law Enforcement

A.A.S., Robeson Community College

Melba Hester, Secretary for Criminal Justice/BLET

B.S., University of North Carolina at Pembroke;

A.A.S., Robeson Community College

Cosmetology

Rosita Pingol, Program Director for Cosmetology

A.A.S., Mayland Community College

Faculty

Mary Ransom, Cosmetology

Diploma, Robeson Community College

Velma Worsley, Cosmetology

M.A., University of Phoenix;

A.A.S., Edgecombe

Culinary Arts

Lester Locklear, Program Director for Culinary Arts

B.S., Johnson & Wales University;

A.A.S., Johnson & Wales University

Faculty

James Ingram, Culinary Arts

A.A.S., Culinary Arts, Robeson Community College

{Vacant}

Criminal Justice Technology

Mickey Biggs, Program Director for Criminal Justice Technology

M.P.A., Public Management, Criminal Justice: University of North Carolina at Pembroke;

B.A., Criminal Justice, University of North Carolina at Pembroke

Faculty

Terry Waheed, Criminal Justice

M.S., University of Alabama at Birmingham;

B.A., Berea College

Early Childhood

Gwendolyn L. Chavis, Program Director for Early Childhood

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B.S., Pembroke State University

Faculty

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M.S.A., University of North Carolina at Pembroke;

B.S., University of North Carolina at Pembroke

Debra Lowry, Public Service: Early Childhood

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B.A., Elem. Ed., Pembroke State University;

B.S., Sociology, Pembroke State University

Smart Start Staff

Angeline McGirt, Coordinator, Early Childhood Professional Development

M.E., University of North Carolina at Greensboro;

B.A., Pembroke State University

Kathryn Carmical, Professional Development Coach

CLASS/MTP Specialist

M.A.Ed., Pembroke State University;

B.A. University of North Carolina at Greensboro

Applied Technology Programs

Business Technologies

Carolyn S. Watson, Department Chairperson for Business Technologies

M.B.A., Pembroke State University;

M.S., Adult and Community College Education, North Carolina State University;
B.S., University of North Carolina-Chapel Hill

Sherita Stanley, Secretary for Business Technologies

B.S., Colorado Tech University;
A.A.S., Robeson Community College

Faculty

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M.B.A., University of North Carolina at Pembroke;
B.S., University of North Carolina at Pembroke

Joy C. Bukowy, Business Technologies

M.B.A., The College of William & Mary;
B.S., University of Nebraska

Michael Jacobs, Business Technologies

M.A.Ed., University of North Carolina at Pembroke;
B.S., Mathematics/Computer Science, University of North Carolina at Pembroke

Audra Harris, Business Technologies

M.B.A., University of North Carolina at Pembroke;
B.S., University of North Carolina at Pembroke

Victor Scott Lamm, Business Technologies

M.B.A., University of North Carolina at Pembroke;
B.S., Business Management, North Carolina State University

Valissa H. Lowery, Business Technologies

M.B.A., University of North Carolina at Pembroke

B.S., Business Administration; University of North Carolina at Pembroke;

Clifton Oxendine, Business Technologies

M.S., Technology Systems, East Carolina University;

B.S., Industrial Technology, East Carolina University;

A.A.S., Computer Information Technology, Robeson Community College

George Pate, Business Technologies

M.B.A., Pembroke State University;

B.S., University of North Carolina at Pembroke

Rodney M. Williamson, Business Technologies

M.A., Western Carolina University;

B.S., Francis Marion University

Industrial Technologies

**Harvey L. Strong, Department Chairperson for Industrial Technologies
Industrial Technology Programs**

B.S., Athens State College;

B.S., University of Maryland

Faculty

Richard Hanchey, Industrial Technologies

A.A.S., Industrial Maintenance, Robeson Community College

Michael Levinson, Electrical Technologies

A.A.S., Electrical Electronics, Robeson Community College

A.A.S., Electrical Systems Technology, Robeson Community College

Bobby D. Locklear, Welding Technologies

A.A.S., Welding Technology, Bladen Community College

Matthew McKnight, Electrical and Industrial Technologies

A.A.S., Electrical Electronics, Robeson Community College

Diploma Air Conditioning, Heating and Refrigeration, Robeson Community College

William C. Smith, Heating and Air Conditioning

Diploma, Air Conditioning, Heating & Refrigeration, Robeson Technical Institute

College and Career Readiness

Rocky Peterkin, Assistant Vice President

M.S., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke

[Vacant], Secretary for College and Career Readiness

James Erick Mitchell, Educational Coordinator for College and Career Readiness

B.S.; Fayetteville State University

Terry Jackson, Transition Coordinator for College and Career Readiness

M.A., University of North Carolina at Pembroke;

B.S. , Chowan College

Lynn Davis, Chief HSE Examiner

B.S., Mount Olive College;

A.A.S., Robeson Community College

Susan Barton, Assistant Assessment Retention Specialist

B.S., University of North Carolina at Pembroke;
A.A.S., Robeson Community College

Wendy Hardwick, Assistant Assessment Retention Specialist

B.S., Mount Olive College;
A.A.S., Bladen Community College

Bettie Brockington, ABET Instructor

B.A., University of North Carolina at Pembroke

Banessa McCormick, ABET Instructor

B.A., University of North Carolina at Pembroke

Tammy Chavis, ABE Instructor

M.Ed., Central Michigan University
B.A., University of North Carolina at Pembroke;
A.A.S., Richmond Community College

Erol Tinling, ABE Instructor

M.A., Christian Outreach Bible Institute;
B.A., United Bible College and Theological Seminary

Christopher Richardson, HSE Instructor

M.S., University of Cincinnati;
B.A., University of North Carolina at Pembroke

Artando Roberson, ABE/AHS/HSE Instructor

M.A., Troy University;

B.S., Fayetteville State University;
A.A.S., Robeson Community College

Margo McRae, ESL Instructor

B.A., Fayetteville State University

Briana Rodriguez, ESL Instructor

M.B.A., East Carolina University

Student Services

{Vacant}, Assistant Vice President/Director Student Support Center

Admissions and Enrollment Services

Ronnie Locklear, Director of Admissions and Enrollment Services

M.A., University of North Carolina at Pembroke;

B.S., University of North Carolina at Pembroke

Patricia Locklear, Recruiter

M.P.A., Grand Canyon University

B.A., University of North Carolina at Pembroke

Sherry Barnes, Admissions Specialist

B.S., University of North Carolina at Pembroke

Angelena Hall, Admissions Specialist/Testing Coordinator

B.A., University of North Carolina at Chapel Hill

{Vacant}, Secretary

Financial Aid

Teresa Tubbs, Director of Financial Aid

M.P.A., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke

Susan Chavis, Financial Aid Specialist

B.A., University of North Carolina at Pembroke

Laverna Emanuel, Financial Aid Specialist

B.S., University of North Carolina at Pembroke

Tela Lambert, Financial Aid Specialist

M.S., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke;

A.A.S., Robeson Community College

Brian Nolley, Financial Aid Specialist

B.S., University of North Carolina at Pembroke

Records and Registration

Beth Carmical, Director of Records and Registrar

M.S., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke

Betty D. McIntyre, Assistant Registrar

A.A.S., Robeson Community College

Carla Locklear, Secretary for Records

A.A.S., Robeson Community College

Allen P. Tencati Jr., Student Support Specialist

B.A., Management, American Military University;

A.A., Robeson Community College;

A.S., City University

A.A.S., Robeson Community College

Diploma, Air Conditioning, Heating and Refrigeration, Robeson Community College

Student Support Center

{Vacant}, Assistant Vice President/Director Student Support Center

{Vacant}, Counselor

Ronnie Sampson, Counselor

M.A.Ed., University of North Carolina at Pembroke;

B.A., University of North Carolina at Pembroke

Cynthia Quintero, Disability Services Specialist

M.A.Ed., University of North Carolina at Pembroke

B.A., Gardner-Webb University

Katherine Gable, Sign Language Interpreter/Student Services Specialist

B.A., University of Northern Colorado;

A.A.S., St. Louis Community College

Kim Jacobs, Secretary for Student Support Center

A.A.S., Robeson Community College

The Learning Center (TLC)

Vonda Graham, Director of The Learning Center

M.A., University of NC at Pembroke;

B.S., Pembroke State University

General Information, Policies and Procedures

Admissions Policy

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

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

<i>Office</i>	<i>of</i>	<i>Admissions</i>
Robeson	Community	College
Post	Office	Box
Lumberton,	North	Carolina
Phone:	(910)	28359
Website: www.robeson.edu	[opens in a new tab]	272-3342

Application and information on the various educational programs may also be found on the College's web site: www.robeson.edu [opens in a new tab].

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

General Admission Requirements

1. High School graduate or the equivalent - Applicants with equivalency certificates must meet minimum requirements set by North Carolina. A high school certificate is not an acceptable substitute for the diploma.
2. Complete an RCC Admissions Application in person or online at: www.robeson.edu [opens in a new tab]. There is no application fee.
3. Transcripts of all previous education - Obtain official transcripts of credits earned from all secondary and post-secondary schools attended. Transfer credits from accredited institutions allowed when applicable. Official transcripts should be mailed or hand delivered in an envelope sealed by a representative of the institutions(s) attended. (No faxed copies will be accepted) Home-schooled graduates will need to provide a sealed official and notarized transcript including the graduation date and proof that the home school was registered with the state.

4. Placement - For applicants that have graduated from high school that is legally authorized to operate in North Carolina and who graduated from that high school within five years of college enrollment, the College will follow the NCCCS Multiple Measures for Placement Policy (see Policy Using High School Transcript GPA and/or Standardized Test Scores for Placement). Applicants who do not meet the criteria for consideration under the Multiple Measures for Placement Policy will follow institutional assessment policies detailed in the following paragraphs.

Assessments are administered in the following areas: Reading, Writing, Write Placer (Essay), and Mathematics. Persons should contact the Admissions Office to schedule the placement exam. A testing date will be scheduled after the official transcripts are on file in the Admissions Office. There is no charge for taking the exam. Any person who has a disability that would require special accommodations during testing should notify a counselor in Counseling and Career Services prior to scheduling an exam date.

Placement Assessment Waiver

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

Test of Essential Academic Skills (TEAS)

Associate Degree Nursing and Practical Nursing applicants are required to take the TEASV. Additional information about the exam may be obtained in Admissions.

Transferring Assessment Scores from Other Colleges

Robeson Community College uses the College Board's Accuplacer and the ACT Compass. These exams are national assessments that can be taken at other colleges and transferred to Robeson Community College. Applicants who wish to take the exam, or who have taken the exam at another college, need to request to have their scores sent to the RCC Admissions Office. To facilitate the process of transferring scores, "Test Score Request" forms are available from the RCC Admissions Office and the Counseling/Testing Services.

Scores delivered by the applicant will not be accepted unless the report is in a SEALED envelope with an official's signature across the seal. All test scores are valid for five (5) years after test date.

5. Complete an interview with an admissions representative - The primary objective of the interview will be to focus on the educational goals of the applicant. The test results will be used in conjunction with the high school/ college transcripts to assist the applicant in selecting an appropriate program of study. Applicants not realizing acceptable scores on the ACT ASSET, COMPASS, Accuplacer, or NC DAP may be required to successfully complete course work designed to assist students in preparing for RCC curriculums. The

Office of Admissions and/or academic counselor will work with the student in developing a sequence of courses to prepare the student for entry into the approved curriculum.

Admission of Undocumented Immigrants

An undocumented immigrant may apply and enroll in curriculum courses at Robeson Community College if he/she graduated from a United States public high school private high school, or home school that operates in compliance with state or local law. Undocumented immigrants with a General Educational Development (GED) diploma are not eligible to be admitted to a community college. An undocumented immigrant with a diploma from Adult High School that is located in the United States and operates or operated in compliance with state or local law is eligible to be admitted to a community college.

An undocumented immigrant shall not be considered a North Carolina resident for tuition purposes. All undocumented immigrants will be charged out-of-state tuition. Students who are lawfully present in the United States will have priority for a space in a class or program of study; if there are space limitations.

An undocumented immigrant shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants (i.e. Nursing, Respiratory Therapy, Radiography, Surgical Technology, Cosmetic Arts programs, etc.). Refer to the NC Administrative Code 23 NCAC 02C.0301 (admission to colleges).

RCC Retest Policy: ACCUPLACER Placement Test

1. Students who complete the college's placement test are allowed only one retest session on the Reading & English assessment, WritePlacer essay assessment or NC DAP math assessment per year within 30 days of the initial test. Test scores are valid for 5 years.
2. Students will be placed according to the most recent test score or highest score obtained.
3. Students who elect to retest will be charged a \$5 fee per unit.
 - a. The Reading and English assessment is considered one unit; the WritePlacer essay is considered two units. Math is considered one unit.
 - b. Students must obtain a Retest Form and pay the cashier prior to re-testing. The receipt will be stapled to the Retest Form; both must be presented to the testing administrator.
4. Prior to retesting, it is recommended that students complete a review class (online or face-to-face). Information regarding the schedule is available in the Testing office.
5. Students may not retest while enrolled in a pre-college course (DMS or DRE) or after an unsuccessful completion of the course. Once students begin the pre-college sequence, they must complete it as outlined on their educational plan, prior to enrolling in the gateway English or math course.

Other RCC Test Policies

Career and College Readiness Math 050

Students who place into Career and College Readiness courses (Reading & Writing) and Math 050 will be required to complete a post-test after completion of coursework.

Early College

Robeson Community College has established a testing procedure for Early College students which allows students to test once a semester until they earn the minimum required scores to enter curriculum courses.

Placement is scheduled in the fall and spring semester for Early College students. The testing procedure allows students who did not meet the desired placement scores established by RCC and the NCCCS on their first attempt, to test again the following semester. The College allows retesting for ECHS students so they can remediate in areas where the minimum score was not achieved. All remediation for ECHS students is provided by the Public Schools of Robeson County. Remediation is required before they are allowed to test again.

Career and College Promise

Students applying for the Career and College Promise Pathways must demonstrate college readiness on an assessment or placement test. If a student does not demonstrate college readiness on the placement test, the student can be provisionally enrolled in a College Transfer Pathway upon meeting other academic criteria.

Health Sciences Admission Policy

All inquiries for admission into Health Science programs should be directed to the Admissions Office.

Admission to a Health Science Program is a competitive process. Interested students are advised to attend an information session at least two semesters prior to their planned enrollment.

Students applying for the Emergency Medical Science, Associate Degree Nursing, Practical Nursing, Radiography, Respiratory Therapy or Surgical Technology program admission must:

1. Meet all general admissions requirements as outlined in the current Robeson Community College Catalog/ Student Handbook.
2. Complete any developmental course work with a "C" or higher before making application to a health science program.
3. Have cumulative grade point average of 2.8 or higher in related and general education course work for the health science program of interest.
4. Adhere to the submission timelines specified in the Health Science admissions procedure. Provisional approval may be offered to applicants based on fulfillment of all admission requirements and criteria by the specified deadline. Final approval for admission will be made by the appropriate Health Science Program Director.

Health Science Programs – Essential Functions Needed for Completing Health Science Programs

The following guidelines are utilized in admitting qualified students: The activities identified below are examples of physical and emotional activities, which a student in the Health Science Program (Emergency Medical Science, Nursing, Nurse Aide I, Nurse Aide II, Radiography, Respiratory and Surgical Technology) must be able to perform for the successful completion of the program. If an applicant believes that he or she cannot meet one or more of the standards without accommodation or modification, the applicant should consult Counseling and Career Services.

- 1. Critical thinking:** Health Science students shall possess critical thinking ability sufficient for the clinical judgment.
Example: Students must be able to identify cause-effect relationships in clinical situations, develop or participate in development of nursing care plans.
- 2. Ethical behavior:** Health Science students will provide services with respect for human dignity and uniqueness of the client unrestricted by consideration of social or economic status, personal attribute, or the nature of health problems.
Example: Students will care for clients assigned regardless of race, religion, or diagnosis.
- 3. Legal behavior:** Health Science students will provide care within the scope of practice as stated in the NC NURSING PRACTICE ACT or guidelines for respiratory therapy, radiography and surgical technology.
Example: Students in the nursing program will learn to assess the patient's physical and mental health.
- 4. Interpersonal skills:** Health Science students shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of psychosocial cultural backgrounds.
Example: Students shall establish rapport with clients and health care team members.
- 5. Communication skills:** Health Science students shall possess communication abilities sufficient for verbal and nonverbal interaction with others.
Example: Students shall be able to explain treatment procedures to clients/family, document client responses, and report to others responses to nursing care.
- 6. Mobility:** Health Science students shall possess physical abilities sufficient to move from room to room and maneuver in small spaces, stand and walk for extensive periods of time.
Example: Students will be able to move around in client's room, move from room to room, move in small work areas, and administer CPR.
- 7. Motor skills:** Health Science students shall possess gross and fine motor skills sufficient to provide safe and effective nursing care.
Example: Students shall be able to calibrate equipment, position clients, administer injections, insert catheters.
- 8. Hearing skills:** Health Science students shall possess auditory ability sufficient to monitor health needs and collect data.

Example: Students shall be able to hear alarms, listen to heart and breath sounds, and hear a cry for help.

9. **Visual skills:** Health Science students shall possess visual ability sufficient for observation and data collection.

Example: Students shall be able to observe color of skin and read scale on a syringe.

10. **Tactile skills:** Health Science students shall possess tactile ability sufficient for data collection.

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

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

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

Policy Using High School Transcript GPA and/or Standardized Test Scores for Placement

(Multiple Measures for Placement)

The Multiple Measures policy establishes a hierarchy of measures that colleges will use to determine second semester seniors and recent high school graduates' readiness for college-level courses. The first measure is an unweighted high school GPA of 2.6, the second measure is ACT or SAT scores, and the third is placement testing. The policy stipulates that students who graduated from high school more than five years ago or who do not meet the GPA or ACT/SAT threshold must take a placement test if they are matriculating into programs that have developmental pre-reqs. Additional stipulations for this policy are found in the attached document. Colleges may implement Multiple Measures for Placement beginning Fall Semester 2013, with a required implementation date of Fall Semester 2016 for all colleges. The North Carolina Community College System will review student placement and success rates within two years of implementation of this policy and will report to the State Board of Community Colleges.

The Multiple Measures for Placement Policy establishes a hierarchy of measures that colleges will use to determine students' readiness for college-level courses:

1. A recent high school graduate who meets the specified GPA and 4th math benchmark will be exempt from diagnostic placement testing and will be considered "college-ready" for gateway math and English courses.
2. If a recent high school graduate does not meet the GPA and 4th math benchmark, the college will use specified ACT or SAT subject area test scores to determine placement.
3. If a recent high school graduate does not meet the GPA and 4th math threshold or have college-ready ACT or SAT scores, the college will administer the diagnostic placement test to determine placement.
4. If an applicant does not have a recent high school transcript or ACT or SAT scores, the college will administer the diagnostic placement test to determine placement.

Multiple Measures Matrix

**Unweighted GPA = or >2.6
Fourth High School Math Course***

Student is college ready for any gateway math course and any course that has a DMA prerequisite. Colleges may require students to take a supplemental math lab as a co-requisite, based on college policies.

**Unweighted GPA = or > 2.6
and Fourth High School Math Course***

Student is college ready for any English course up to and including English 111 and any course that has a DRE prerequisite. Colleges may require students to take a supplemental English composition lab as a corequisite, based on college policies.

Unweighted GPA < 2.6

College will evaluate subject-area ACT or SAT scores to determine if student is college ready in math and English using the following scores (based on national and state validation studies):

English: ACT Reading 22 OR ACT English 18

SAT Writing 500 OR SAT Critical Reading 500 (If taken prior to March 2016)

SAT Evidence Based Reading 480 (Beginning March 2016)

Math: ACT Math 22

SAT Math 500 (If taken prior to March 2016)

SAT Math 530(Beginning March 2016)

Unweighted GPA <2.6 and subject-area score(s) below college ready

Student will take subject-area State Board-approved assessment(s) to determine placement.

Students without a recent transcript GPA or without ACT or SAT scores

Student will take subject-area State Board-approved assessment(s) to determine placement.

1. This policy applies to an individual who has an official transcript grade point average (GPA) from a high school that is legally authorized to operate in North Carolina and who graduated from that high school within five years of college enrollment.

2. For students who apply for admission before they graduate from high school, colleges will consider a student's cumulative GPA/4th math at the end of 1st semester of 12th grade or ACT/SAT test scores in determining placement.
3. Colleges will establish local policies regarding using GPA/4th math for placement for students with transcripts from private and out-of-state high schools.
4. Colleges must use State Board-approved cut scores to place students into the appropriate developmental math (DMA) module or reading/English (DRE) course.
5. Colleges will establish local policies to allow students who are assessed near college ready on the diagnostic assessment to co-enroll in a college course and the appropriate developmental education module/course that is a prerequisite for the college-level course.
6. The North Carolina Community College System will review student placement and success rates within two years of implementation of this policy and will report to the State Board of Community Colleges.
7. This policy does not apply to Career and College Promise (CCP).

** A high school student must be enrolled in an approved 4th math course or, have completed an approved 4th math course, to be eligible for Multiple Measures for Placement. Eligible 4th math courses are listed at the end of this document. The System Office's Program Division will update this list as needed in consultation with the Department of Public Instruction.*

Eligible 4th High School Math Courses for Multiple Measures Placement
<p>High School 4th Math Courses:</p> <p><i>For current and prior years:</i></p> <p>Advanced Functions and Modeling AP Statistics AP Calculus Discrete Mathematics</p> <p>Essentials for College Math (SREB – Math Ready) Integrated Mathematics IV International Baccalaureate Mathematics</p> <p>International Baccalaureate Computer Science Mindset Pre-Calculus</p> <p><i>For years including and prior to 2014-2015:</i></p> <p>Probability & Statistics</p> <p><i>For years including and prior to 2013-2014:</i></p>

Analytical Geometry

Calculus

Trigonometry

Community College 4th Math Courses

(Taken in Career & College Promise Pathways):

MAT 143 (Quantitative Literacy)

MAT 151 (Statistics I)

MAT 152 (Statistical Methods I)

MAT 155 (Statistical Analysis)

MAT 161 (College Algebra)

MAT 162 (College Trigonometry)

MAT 165 (Finite Mathematics)

MAT 167 (Discrete Mathematics)

MAT 171 (Pre-Calculus Algebra)

MAT 172 (Pre-Calculus Trigonometry)

MAT175 (Pre-Calculus)

MAT 200 or above

Chemistry CHM-151 Placement

If a student has credit for high school chemistry that is less than five (5) years old, with a grade of "B" or higher, the student is eligible for direct placement into CHM-151. For those students who did not take high school chemistry, or high school chemistry is greater than five (5) years old, they must take CHM-090.

Foreign Student Admissions and Transfer Credit

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

Robeson Community College does not issue the I-20 necessary to obtain an F-1 visa. Students with other visa types will be considered on an individual basis. For additional information concerning international student admissions, contact the Director of Admissions.

Special Credit Students

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

Notification of Acceptance

Prospective students will be granted acceptance/approval during the interview process. Students will receive a copy of their student program evaluation (EVAL) which will show program approved for, program code, and required courses needed to begin the enrollment process.

Credit by Examination

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

Credit by Transfer

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

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

The Registrar, in consultation with appropriate faculty, will determine the transfer credit allowable. This evaluation will be made at the time of acceptance and the student will be notified in writing. Transfer credits will be posted to the student's permanent record once a student is enrolled. In addition, transferring students must complete a minimum of twenty-five (25) percent of the total number of credit hours required for a diploma or degree program at Robeson Community College.

General Readmission Policies

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

Health Sciences Readmission Policy

All inquiries for readmission for Health Science programs should be directed to the Director of Admissions and Enrollment Services. Applicants applying for Health Science program readmission must meet all general admissions requirements as outlined in the current Robeson Community College Catalog/Student Handbook. Upon receipt of required documentation, all inquiries for readmission will be reviewed by the appropriate Health Science Program Director and the Director of Admissions and Enrollment Services for action. Final approval for readmission will be determined by the appropriate Health Science Program Director. Applicants must meet current admission requirements. All requests for readmission must adhere to the timelines specified in the Health Science admissions procedures.

Applicants who exited the Health Science program within the last twelve (12) months must request readmission prior to 90 days of the semester for planned enrollment. Positions must be available in the class at the time of request for readmission, which will not require the hiring of additional instructional or clinical personnel.

Right of appeal – Upon notification, applicants have the option to appeal their readmission denial within five business days. The applicant must submit the appeal in writing to the Assistant Vice President for University Transfer and Health Science Programs. The Assistant Vice President will make a decision within three business days and provide a decision in writing to the student. If the decision provided is not acceptable to the student, the student may appeal the decision within three business days to the Vice President for Instruction and Support Services. The Vice President will render a decision in writing to the student within three business days. The decision of the Vice President is final.

Student Right-To-Know

The Student Right-To-Know Act of 1990 requires the College to make available to enrolled and prospective students the graduation or persistence rates of selected groups of students. This information is available on the college's website at www.robeson.edu/gainfulemp [opens in a new tab].

Student Finances

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

Residency Requirements

1. Tuition fees are governed according to in-state or out-of-state residency and according to full-time or part-time status.
2. To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to length of residence in the State.
3. To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period, was for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence of abode incident to enrollment in an institution of higher education.
4. An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the In-State tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the College.
5. Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes.
6. Each enrolled student is responsible for knowing the administrative statement of policy on this subject. Copies of the manual are available on residency. This information is available for review on the college's website at www.robeson.edu/policy [opens in a new tab].

Tuition

Fall, Spring and Summer Semester

Full-Time (12 or more credit hours)

In-State

12 credit hours	\$912.00
13 credit hours	\$988.00
14 credit hours	\$1,064.00
15 credit hours	\$1,140.00
16 credit hours or more	\$1,216.00

Out-of-State

12 credit hours	\$3,216.00
13 credit hours	\$3,484.00
14 credit hours	\$3,752.00
15 credit hours	\$4,020.00
16 credit hours or more	\$4,288.00

Part-Time (less than 12 credit hours)

In-State \$76.00 per credit hour

Out-of-State \$268.00 per credit hour

Tuition rates are subject to change without notice.

Personnel in the Armed Services

Any active duty member of the armed services or a military dependent who does not qualify as a North Carolina resident for tuition purposes may be eligible to pay a reduced tuition rate if eligibility requirements for the Military Tuition Benefit (N.C. General Statute Section 116-143.3) have been met. Members for reserve components are not eligible for the benefit unless they have been called up for active duty.

FEES

Breakage Fee

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

Graduation

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

Institutional Indebtedness

Students with outstanding financial obligations to the College will not be permitted to register for a new semester/term until the account balance has been satisfied. Additionally, the College will not issue transcripts nor permit students to graduate until all financial obligations are resolved.

Science Laboratory Fees

A \$20.00 lab fee is charged for each physical or biological science course with a laboratory component. The lab fee is nonrefundable and may vary from course to course and year to year.

Student Activity Fee

Each student enrolled in 12 semester credit hours or more (full-time status) will pay a \$25.00 student activity fee per term. Part-time students (less than 12 semester hours credit) will pay an activity fee of \$15.00 per term. Activity fees are charged for enrollment in Fall and Spring Semesters. Summer session students are not required to pay an activity fee. The activity fee is due and payable in the above stated amount at registration. This fee is nonrefundable.

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

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

Pre-College Lab Fee (CHM-090, DMS-003 and DRE-097)

A laboratory fee of \$10.00 is charged to all students enrolled in a pre-college class. The fee is used to provide support in the pre-college classrooms. The fee is charged to all enrolled students and is due at the time the tuition is paid each semester. The fee is non-refundable.

Campus Access and Security Fee

The fee for students enrolled at RCC is \$7.50 per Fall and Spring/Summer Semester. The permit will enable you to park in any of the parking spaces for which the permit is designated. Only those motor vehicles which display a valid permit are entitled to park in designated campus parking lots. Enforcement for parking permits will begin the third week of the semester.

Technology Fee

A technology fee of \$32.00 is charged fall and spring semesters to support technology services provided by the College. The fee is charged to all enrolled students and is due at the time that tuition is paid each semester. The fee is non-refundable.

Transcript Service Fee

RCC charges a \$5 fee per copy for official and unofficial transcripts. Payment should be made to the RCC Business Office. Students requesting a copy of their transcript from Robeson Community College should make application to the Registrar's Office five days before it is needed. Same day service (On-Demand) is \$10 for each transcript requested. Same day service may not be available during some high-volume periods including, but not limited to, graduation, end of semester grade submission, and late registration.

Transcripts are normally issued every business day except during registration and drop/add. Robeson Community College will not issue a transcript for any student who has an existing financial obligation to the school. However, this does not prevent the student from inspecting or reviewing his record. The request form for transcripts can be found at: <http://www.robeson.edu/registration> [opens in a new tab].

The college strives to offer next business day service, with availability beginning about 1 p.m. In order to receive a transcript on the next business day at 1 p.m., the written request must be turned in to the Records and Registration Office during business hours on the previous day. Indicate on the form that you WILL PICK UP or the transcript will be mailed to the address you provided. Official transcripts will be mailed directly to the person or organization named on the Transcript Request Form which is available on the Records and Registration web page (www.robeson.edu/registration [opens in a new tab]).

Robeson Community College is not responsible for transcripts that are not received by the person or organization named on the Transcript Request Form. Robeson Community College does not send or accept faxed transcripts. However, it is acceptable to fax a written request for a transcript.

The college now offers official electronic transcripts (e-transcripts). The content of the official transcript is converted into a PDF document and delivered to the recipient through the National Student Clearinghouse [opens in a new tab] (studentclearinghouse.org). Fees are posted on the site. This is the most secure and the quickest method to deliver an official transcript, but the student should make certain that the recipient is willing to receive an official e-transcript.

A picture I.D. is required to pick up transcripts as well as any other student documentation.

Student Insurance

Accident insurance covering the student during school hours is currently available each semester. The cost is covered from the activity fee for all curriculum students (full-time and part-time). It is a limited policy covering only bodily injuries caused by school-related accidents. Contact the Business Office located in Building 2 for more information concerning coverage. All claims should be reported to the Business Office.

Textbooks

Textbooks may be purchased in the bookstore. Cost of books vary according to the course of study. Normally, the average cost per semester is \$600 for diploma programs and \$1000 for degree programs.

Some courses may require the use of electronic textbooks (etextbook) in lieu of traditional textbooks. Students who register for these courses will be required to have an appropriate device such as a laptop or tablet to access the etextbook for the course and will be required to bring the device to scheduled class meetings. WebAdvisor will denote course sections that require an etextbook.

FY 2017-18

WORKFORCE DEVELOPMENT AND CONTINUING EDUCATION PROGRAMS

1. Malpractice Insurance

- a. Nursing Assistant - \$15.00
- b. Phlebotomy - \$15.00
- c. EMT-I, EMT-P - \$65.00
- d. Manicurist - \$15.00
- e. Barbering - \$15.00

2. Supply Fee

- a. Manicurist - \$500.00
- b. Cable Network Tech. - \$25 - \$325.00
- c. EMT, EMT-I - \$10.00
- d. Paramedic - \$10.00
- e. EMT Refresher - \$5.00
- f. Nursing Assistant - \$5.09
- g. Medical Responder - \$5.00
- h. CPR Instructor - \$10.00
- i. CPR Instructor Membership fee - \$50.00
- j. Instructor Methodology - \$10.00
- k. Detention Officer - \$10.00
- l. Phlebotomy - \$15.00
- m. NC Electrical Code Examination Preparation Course - \$25.00
- n. OBDII Certification Manual - \$16.00
- o. Leadership Development Seminar Series supplies - \$10.00 per class
- p. Barbering - \$50.00
- q. Barbering Name Tag - \$12.00

3. Cards

- a. CPR - \$4.00
- b. PALS - \$4.50
- c. ACLS - \$4.50
- d. First Aid Card - \$4.00
- e. National Center for Construction Education and Research Fee - \$25.00

4. Computer Use and Technology Fee - \$5.00

5. Transcript Fee - \$5.00

6. Lost I.D. Replacement Fee - \$5.00

7. Career Readiness Certification

- a. WorkKeys Assessment Core Sections - \$11.00 each
- b. WorkKeys Assessment Specialty Sections - \$15.00 each
- c. WorkKeys Transcript - \$5.00
- d. Workkeys-Replacement fee - \$5.00
- e. Career Readiness Certificate - \$5.00
- f. Job Readiness Certificate - \$5.00

8. Southeast Fire/ Rescue College Registration Fee - \$30.00

9. Fire Training, Big Rig Rescue - \$100.00

10. Conceal/Carry Weapons Class Registration Fee - \$80.00

- a. .40 caliber ammo fee- \$25.00 (only for those who need ammo)
- b. .22 caliber ammo fee- \$5.00 (only for those who need ammo)

11. NCCER Registry Exam Fee - \$25.00

12. Barbering Student Permit - \$25.00 (Required by State Barber Board - one time fee per student)

13. C-NPT Review Course Registration Fee - \$50.00*

14. American Ninja Airway Course Registration Fee - \$50.00*

BUSINESS SERVICES

1. Student Insurance, \$1.40 (Included in Activity Fee for Curriculum Students) Continuing Education \$.60

2. Returned Check Fee - \$25.00

COLLEGE AND CAREER READINESS

1. High School Graduation Fee - \$40.00

2. GED Testing Fee - \$80.00 for complete battery (\$20.00 per test and \$10.00 per retest).

CURRICULUM PROGRAMS

1. Student Activity Fee - \$25.00/F-T Student and \$15.00/ P-T Student

2. Technology Fee - \$32.00 (for all registered students)

3. Science Lab Fee - \$20.00 for Science Lab-based Courses (BIO 110, BIO 163, BIO 168, BIO 169, BIO 275, BIO 120,

BIO 130, CHM 151, CHM 152, PHY 110A, PHY 151, and PHY 152)

4. NC State Board of Cosmetic Arts Name Tag Fee Requirement - \$10.00

5. Basic Law Enforcement Training Supply Fee - \$30.00 (CJC 100)

6. I.D./Library Card Replacement Fee - \$5.00

7. Transcript Fee - \$5.00; On Demand - \$10.00

8. Pre-College Lab Fee - \$10.00 (DMS 003, and DRE 097)

9. Malpractice Insurance

a. Cosmetology Students - \$15.00 per student.

b. EDU Practicum - \$15.00 per student.

c. Health Science Students -\$15.00 per student.

10. Test of Essential Academic Skills (TEAS) Fee - \$84.00 Associate and Practical Nursing

11. Drug Testing Fee for Health Science Students - \$56.00.

12. Criminal Background Check Fee/Health Science Students - \$25.00.

13. Emergency Medical Science Supply Fee - \$25.00 (EMS 110, EMS 160); FISDAP Fees - \$195 (EMS 122)

14. Nursing - See Attachment A

15. Respiratory Therapy -National Board Testing Respiratory Care (NBRC) testing- \$170.00

(RCP 211 [\$50.00],RCP 215 [\$120.00]; Lab Fee- \$15.00 per semester for each course (RCP 110,RCP111,RCP 211 and RCP 214);

Kettering Review Course Fee- \$100 (RCP 215)

16. Radiography - Dosimetry Film Badge & Reports- \$30.00 per semester (RAD 151,RAD 161,RAD 171,RAD 251,and RAD 261)
17. Culinary Technology Laboratory Fee- \$20.00 (CUL 140,230,240,250)
18. Welding Laboratory Fee- \$20.00 (WLD 110,WLD 116)
19. Information Technology- \$10.00 (NET 125,NET 126,NET 225,NET 226,SEC 110, NOS 130,NOS 230,DBA 110,CTS 130); \$400.00 (CTS 220)
20. Medical Office Administration,Office Administration- \$10.00 (OST 136)
21. Surgical Technology Dosimetry Fee- \$30.00 (SUR 123, SUR 135)
22. LIBRARY
 - a. Copier Copies - Black and White \$0.05 per copy; Color \$0.25 per copy
 - b. Fines- \$0.10 per day for each overdue book. (Maximum fine \$10.00)
 - c. I.D./Library Card Replacement- \$5.00
 - d. Annual Book Sale- \$0.50- \$5.00 (Proceeds go to Book Budget)
 - e. Lost/Damaged Library Materials - Replacement Cost Plus \$5.00 Processing Fee

INSTITUTIONAL SERVICES

1. Campus Access/Parking/Security Permit- \$15.00 (\$7.50 per semester)
2. Campus Access/Parking/Security Permit- \$7.50 per class for classes meeting more than 8 weeks (Continuing Education Classes Only)

OTHER

Should it become necessary for other fees to be established during the year or for these fees to be adjusted during the fiscal year, the President is hereby authorized to set those fees.

Attachment A-Nursing

Associate Degree Nursing (ADN)

NUR 111 (Fall)

1. Assessment Technology Inst. Fee \$155.00
2. National Council State Boards of Nursing \$25.00
3. Shadow Health \$99.00

Total \$279.00

NUR 112 (Spring)

1. Assessment Technology Inst. Fee \$140.00
2. National Council State Boards of Nursing \$25.00
3. My Nursing Skills Lab \$25.00
4. NCLEX Live Review Spring \$75.00

Total \$265.00

NUR 113 (Summer)

1. Assessment Technology Inst. Fee \$140.00
2. National Council State Boards of Nursing \$25.00
3. My Nursing Skills Lab \$25.00
4. NCLEX Live Review Summer \$75.00

Total \$265.00

NUR 211 (Fall)

1. Assessment Technology Inst. Fee \$140.00
2. National Council State Boards of Nursing \$25.00
3. My Nursing Skills Lab \$25.00
4. NCLEX Live Review Fall \$100.00

Total \$290.00

NUR 213 (Spring)

1. Assessment Technology Inst. Fee \$140.00
2. National Council State Board of Nursing \$25.00
3. My Nursing Skills Lab \$25.00
4. NCLEJ Live Review Spring \$75.00

Total \$265.00

Grand Total \$1364.00

Practical Nursing

NUR 101 (Fall)

1. Assessment Technology Inst. Fee \$240.00

2. NCLEX Live Review 125.00

Total \$365

NUR 102 (Spring)

1. Assessment Technology Inst. Fee \$240.00

2. NCLEX Live Review \$75.00

Total \$315

NUR 103 (Summer)

1. Assessment Technology Inst. Fee \$240.00

2. NCLEX Live Review \$75.00

Total \$315

Grand Total \$995.00

Refund Policy

The policies relating to tuition refund for students are determined by the North Carolina Community College System Statewide Refund Policy for all North Carolina Community Colleges. All non-tuition based fees, such as: activity, lab, technology, etc. are non-refundable.

Tuition Refunds

1. A refund shall not be made except under the following circumstances:
 - a. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester or term as noted in the college calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered is cancelled due to insufficient enrollment.

- b. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.
- c. A student is not officially withdrawn from a course until a completed Drop Form has been submitted and processed by the Records Office. The effective date of withdrawal is the day the Records Office receives the completed form.

Examples of refund when dropping and adding classes:

Drop/Add with No Penalty after Class(es) has/have Started:

After the class(es) has/have started, students should complete all drop/add transactions in one process. If a student change(s) or drop(s) class(es), of equal hours during the same computer transaction, no additional cost will be incurred. This simultaneous transaction may be best managed by Records Office employees and an in-person request is advised.

Drop/Add with a 75% Refund after Class(es) has/have Started:

If the number of hours dropped are greater than the number of hours added, the 75% refund policy will apply to the tuition cost for the hours dropped.

- d. Students who have not officially withdrawn and have not attended at least once by the 10 percent date of the term will be dropped by the instructor as "never attended." Tuition and fee adjustments will be made accordingly.
 2. To comply with applicable federal regulations regarding refunds, federal regulations supersede the state refund regulations stated in this Rule.
 3. When a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations of the college the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.
 4. For a class(es) which the college collects receipts which are not required to be deposited into the State Treasury account (self-supporting), the college shall adopt local refund policies.

Self Supporting Courses

Refunds/Cancellations/Never Attend

1. The college will refund 100% of tuition paid if the student officially withdraws from the class prior to the first day of the term.
2. The college will refund 100% of tuition paid for any classes cancelled by the college.
3. No refund will be given for a self-supporting course on or after the first day of the term. This includes students who withdraw after the first day of the term or never attend.

Military Tuition Refund

Upon request of the student, each college shall:

1. Grant a full refund of tuition and fees to military reserve and National Guard personnel called to active duty or active duty personnel who have received temporary or permanent reassignments as a result of military operations then taking place outside the state of North Carolina that make it impossible for them to complete their course requirements; and
2. Buy back textbooks through the colleges' bookstore operations to the extent possible. Colleges shall use distance learning technologies and other educational methodologies to help these students, under the guidance of faculty and administrative staff, complete their course requirements.

Vocational Students Only: Diploma Programs

Semester Credit Hours must be converted in Credit Hours/Clock Hours Conversion as required by the US Department of Education. The following diploma programs must be converted to clock hours: A/C Heating and Refrigeration, BLET, Cosmetology, Electrical Electronics Technology, Industrial Systems Technology, Nurse Aide, Practical Nursing, Surgical Technology, and Welding Technology.

TITLE IV CREDIT HOURS TO CLOCK HOURS CONVERSION

(How to Determine Clock Hours Conversion)

Course/Title of Course	Credit Hrs	Contact Hrs	x	Semester Weeks	/	37	=	Clock Hrs
	(A)	(B)	x	(C)	/	37	=	(D)
ENG-110	3	3	x	16	/	37	=	1.2

Example:

ENG 110 (B=3) x (C=16) = 48 / 37 = (D=1.2) (round down) Financial Aid will cover 1 credit hour for ENG 110

Multiply BxC Divided by 37 Equals D (Clock Hours for Financial Aid)

Students with questions about the Clock Hours Conversion process are always encouraged to come by the Financial Aid Office following registration.

[Campus Services](#)

Academic Advising

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

Since the most significant part of the advising process is the relationship between the faculty advisor and the student, each student is assigned a faculty advisor. The faculty advisor serves as a resource person who provides information about program opportunities, educational requirements, and college regulations. The advisor assists the student in developing an educational plan to include both short range and long range goals. The advisor is a link between the student and the College community, and also advises students of services available at the College.

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

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

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

Special Credit students or students who have not yet made a career choice are also assigned an advisor. This advisor is usually a counselor or a specified faculty advisor who works with these students until they make a career choice. Once a career choice is made, they are assigned a faculty advisor in their program area.

Bookstore

The bookstore is located in Building 9. It is maintained for the convenience of students in purchasing necessary textbooks and supplies. Fall and Spring hours of operation are Monday – Thursday 8:00am - 5:00pm and Friday 8:00am – 3:00pm. Summer hours of operation are Monday – Friday 8:00am – 3:00pm. Please see the store website [opens in a new tab] for promotions, textbook information and shop online 24/7. Contact the bookstore at 910-887-3432 or email: sm8216@bncollege.com.

Business Office

The receipt of fees and the disbursement of approved refunds are the responsibility of the Business Office. Office hours are 8 a.m. to 5 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Friday. Summer hours are 7:30 a.m. to 5:30 p.m. Monday through Thursday and 7:30 a.m. to 11:30 a.m. on Friday. Unpaid obligations to this office become part of the student's college record until they are cleared up. The Business Office is located in Building 2.

Returned Check Policy

Students who write checks for registration and/or fee charges which are returned to the College unpaid by financial institutions will be notified by the Business Office via certified letter and phone using the address and telephone number currently in the system. At this time a \$25 returned check fee will be charged. These students will be given fifteen (15) days to clear the debt either by cash payment or certified check. If after fifteen (15) days the debt is not cleared, a warrant will be issued by the Robeson County Magistrate's Office. After this time, the student must make payment of the returned check plus court costs to the Clerk of Superior Court. Until the debt is repaid students will not be allowed to register for future class(es), curriculum or noncurriculum, or view grades and/or receive transcripts.

Campus Security

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

Counseling and Career Services

Counseling is available to help students gain a better understanding of themselves and their opportunities. Professionally-trained counselors are available to discuss and help students explore any problem areas they may experience. Students who are experiencing personal, interpersonal, or academic difficulties are encouraged to see a counselor as soon as possible. Appointments can be made by telephoning (910) 272-3353, or persons can come by Counseling and Career Services in the Student Center, Building 13. Conversations are confidential and handled in a professional manner as provided for by the American Counseling Association Ethical Standards, and the laws specifically regulating Counseling in North Carolina.

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

Career Services

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

Career services involves more than just choosing an occupation. It also includes knowing your interests, values, and capabilities (self-assessment), becoming aware of the work world

opportunities, learning the necessary employability skills to obtain and keep a job, and knowing how to develop, re-evaluate and implement long-term career plans. Career Counselors help students examine their interests, aptitudes, and values. Interest inventories and aptitude tests are administered and interpreted.

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

Job Placement

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

Placement Testing and Specialized Tests

Placement Testing is handled through the Admissions Office. Testing does not determine whether or not students can attend College. The purpose of Placement Testing is to match the academic readiness of the student with the academic requirements of the curriculum. Persons applying for admission into all diploma or degree programs are required to test. Placement Test scores are used in conjunction with previous transcripts in determining whether students are academically ready to enter a particular curriculum. Testing is administered in the following areas: Writing, Reading Comprehension, and Mathematical skills. Testing is scheduled after applicants have submitted an application to the College. There is no charge for taking the test.

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awareness prevention program for all students and employees. Counseling, information, and referral services are provided by professionally trained counselors. Counselors are available to talk with anyone concerning drug/alcohol use. Counselors may be contacted directly or indirectly. Persons requesting anonymity may telephone the Counseling and Career Center for information without disclosing their names (910-272-3353). Referrals to external agencies may be appropriate in some situations. Counselors are

knowledgeable concerning treatment, length of residential stay, costs, etc. of local outside agencies.

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

Hotline Numbers for Drug/Alcohol Information:

Local:

1. Crime stoppers (910) 738-1133 (do not have to give name)
2. Eastpointe (910) 738-1431
3. Southeastern Recovery (910) 272-3030
4. Drug Rehab Fayetteville (910) 216-0745
5. Palmer Drug Abuse Program (Free Services) (910) 522-0421

800 Numbers:

1. Southeastern Recovery Hotline 1-800-913-6109
2. National Institute on Drug Abuse (NIDA) 1-800-346-0380 (NIDA Hotline directs callers to local cocaine abuse centers. Free materials on drug abuse may also be requested. All information and referrals confidential.)
3. Eastpointe 1-800-913-6109
4. NC Health and Human Services 1-800-532-6302

Drug and Alcohol Policy

See General/Campus Policies. This information is also available for review on the college's website at www.robeson.edu/policy [opens in a new tab].

AIDS Awareness

Robeson Community College provides information to students about AIDS. This information is available through handouts and video tapes that are available in Counseling and Career Services. The counselors are available to provide referral information for students and personal counseling about the HIV virus that causes AIDS.

The Center of Disease Control's National AIDS Hotline (1-800-CDC-INFO) offers 24-hour service seven days a week to respond to any questions about HIV infection and AIDS. The number for the Robeson County Health Department is 910-671-3200.

Health Services

Robeson Community College maintains no health facilities other than first aid equipment. Emergency facilities are available in Lumberton at Southeastern Regional Medical Center, the Robeson County Emergency Medical Service, and the Lumberton Rescue Unit nearby. In case of emergency, notify an instructor or a counselor in the Counseling and Career Center immediately (Room 1302, Student Center; 910-272-3353).

Housing

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

Disability Services

The Office of Disability Services at Robeson Community College is committed to providing disability services to all academically qualified students who may need additional support and/or accommodations. The College seeks to enroll students who can complete college level courses with the help of support services and classroom accommodations. A formal program for students with learning and/or physical disabilities is not offered; all students attend the same classes.

The Office of Disability Services utilizes Section 504 of the Rehabilitation Act of 1973 to identify individuals with disabilities. Under this federal law, a person with a disability is defined as any person who (1) has a physical or mental impairment which substantially limits one or more major life activities or (2) has a record of such impairment, or (3) is regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

The Office of Disability Services also adheres to the mandates outlined in the Americans with Disabilities Act of 1990, ADA Amendment Act of 2008, NC Senate Bill 866, and the Higher Education Opportunities Act.

Federal law prohibits RCC from requesting information regarding an individuals' disability on the admissions application; therefore, it is the responsibility of the student to contact the Office of Disability Services to disclose his/her disability and to request services. In order to request services, the following procedures need to be followed:

- 1. Disability Services Application**

Individuals interested in receiving disability services must complete an application packet. This is the first step to begin the process for determining eligibility to receive disability services. Application packets must be received at least one month prior to

requesting accommodations. Application packets are available in the Office of Disability Services which is located within the Office of Counseling and Career Services.

2. Documentation Guidelines

To ensure the provision of reasonable and appropriate services and accommodations, students requesting these services must provide current documentation of their disability. Current documentation is necessary to (a) establish that an individual has a disability, (b) identify the functional limitations and how they impact the academic performance of the student and (c) assists in developing appropriate accommodations.

- a. Documentation must be current and from a service provider who is certified or licensed to evaluate or diagnose a particular disability. These professionals may include a medical doctor, psychologist, ophthalmologist, educational diagnosticians, and other certified service providers. If you received services in high school, please provide a copy of your most recent psychological or psycho-educational plan to the Office of Disability Services.
 - It should be noted that a school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery.
 - Prior history of accommodation does not, in and of itself, warrant the provision of similar accommodations.
- b. All documentation provided to the Office of Disability Services is confidential information and will not be disclosed to a third party without consent except in emergency situations. All documentation provided to determine eligibility remains in the Office of Disability Services and does not become part of the student's academic record.

3. Verification of Eligibility

Once the Office of Disability Services verifies an individual's eligibility for services, a meeting will be scheduled to develop an individualized accommodation plan.

Accommodations are determined on an individual basis. Individuals with similar disabilities may not receive the exact same accommodations.

4. Typical Accommodations

Regardless of the instructional delivery, accommodations may include, but are not limited to:

- Test administration modification
- Calculators/keyboard with large buttons
- Individual counseling
- Assistive technology
- Tutorial services
- Assistive Listening Devices
- Braille/talking calculators
- Enlarged print
- Note taking services
- Scribe
- Alternative forms of textbooks

- Reader
 - Sign language interpreting services
 - Special seating
 - Assistance with completing forms
- a. As the liaison between faculty and students, the Office of Disability Services will send out Disability Certification Notices which identifies the accommodations that students qualify to receive. Instructors are responsible to provide accommodations identified on the Disability Certification Notice.
 - b. Students are to meet with each instructor to discuss how accommodations will be implemented. Students are responsible for monitoring progress with instructors and ask for additional assistance if needed.
 - c. At the end of each semester and before the upcoming semester, students receiving accommodations should meet with the Counselor in the Office of Disability Services to re-evaluate the individualized accommodation plan. Revisions will be made during this time.
5. **Late Request for Accommodations**
 Requests for disability services must be made at least one month prior to the first day of class. Every reasonable effort will be made to accommodate all students. However, if requests are not received in a timely manner prior to the time the student needs special accommodations, it may not be possible to provide the necessary services until a later term.

Division of Learning Resource Services

The Division of Learning Resource Services is committed to providing a wide range of resources and services to carry out the mission of the College. The Robeson Community College Anne Moss-Biggs Library is conveniently located in the center of the campus in Building 4. Its attractive surroundings are a pleasant place for research, study, and/or leisure reading. Services include a qualified staff concerned with providing library resources necessary to support Robeson Community College's purpose and programs; and sharing library resources for interest, information, and enlightenment to all people of the community. Staff are on duty during the hours of 7:30 a.m. to 8:00 p.m. Monday through Thursday and 7:30 a.m. to 3 p.m. on Friday to answer reference questions. The Library's open hours vary between semesters and throughout the summer sessions, so please check the website for current hours.

The RCC Anne Moss-Biggs Library's print collection includes over 19,000 monographs, as well as a host of periodicals and newspapers, which have been selected to support the degree, diploma, and enrichment programs offered by the College. Anyone interested in using the Library may acquire borrowing privileges by simply filling out a registration slip at the library. Note that photo identification and/or proof of class registration are required. The Library issues all patrons photo identification cards, which allow them borrowing privileges. These cards also serve as RCC College I.D.'s for current RCC students. Books, periodicals, and records are loaned for three weeks. Renewals may be obtained in person or by telephone. To encourage prompt return or renewal of materials, a daily fine is charged on overdue materials. Lost or badly damaged materials must be paid at the replacement cost, plus a \$5.00

administrative fee. Failure to return materials or pay charges will result in the loss of borrowing privileges. Students who have not returned materials or paid fines will be obligated to do so before re-registering or graduating.

The RCC Anne Moss-Biggs Library supports Distance Learning. From the RCC Web Site, the Library's online research guides point users to appropriate subject matter resources and ensures that all of the library's e-resources are accessible both on and off campus. The Library subscribes to a variety of databases, which give users access to information on all manners of subjects. Databases such as NC LIVE and Access World News provide access to abstracts, full-text journals, encyclopedias, and newspaper articles. Bibliographic instruction, aimed at educating patrons on how to fully utilize the library's resources and services, is available by request. The Library's Instruction Lab offers a convenient, state-of-the-art classroom for instruction of all types. Faculty may reserve use of the Instruction Lab from the Library's Web Page.

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

New Student Orientation

New Student Orientation (NSO) is held each semester for new and returning students who have not been enrolled within the last year. New Student Orientation is designed to help make the transition to college as smooth as possible. The orientation process is designed to accomplish the following::

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

ACA 111–**The College Student Success** course is designed to help you become a more successful student. This course is an extension of new student orientation and gives the student more detailed information about the college experience. Talk with your academic advisor to register for this class.

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-

esteem, motivation, goal setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational goals.

ACA 122 - The College Transfer Success course is designed specifically for students enrolled in the University Transfer program.

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

Student Services

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

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

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

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

Tutorial Services (The Learning Center)

Robeson Community College offers a variety of tutorial and academic success services, including individual and group tutoring, workshops and educational programs through The Learning Center (TLC). The mission of TLC is to provide students with additional assistance and resources outside of the classroom that enhance their academic success, promote self-directed learning and decision-making, build confidence and motivation, and develop a greater appreciation for education and learning. The Learning Center serves students by offering tutoring, writing assistance, and supplemental instruction in an environment that is supportive and encouraging.

The Learning Center (TLC) assists students who are having difficulty in their classes, who are falling behind, and who need specific assistance with particular concepts in their areas of study. Students seeking to enhance their academic skills may also attend workshops. The Center also welcomes students to study in an environment that is conducive to learning, and students may enjoy reading materials, including the latest magazines and a variety of books. Students may also visit TLC for training in Smarthinking and Moodle (please contact TLC for availability of workshops for these computer programs).

In addition to services offered in The Learning Center, students may access the Center's website at www.robeson.edu/tlc [opens in a new tab] for online resources, including links to articles and materials to enhance student understanding of concepts and practices in particular areas of study. Information is also available online about TLC's workshop schedule, policies, and services.

Services provided by TLC are free and available to all RCC students. Students are encouraged to ask their instructors, counselors and advisors to refer them to TLC for assistance in their courses, or they may visit the Center in person to request an application for tutoring assistance. Please note that while TLC staff will attempt to accommodate all student requests, tutoring assistance is not guaranteed. Neither should students expect to earn an "A" in their courses simply by participating in TLC-sponsored programs. Students are expected to study outside of the classroom, and assistance offered through TLC should be used in addition to regular study and class work. To contact, TLC, call 910-272-3663.

Voter Registration Assistance

Information, forms and assistance completing voter registration materials can be secured by contacting a counselor in the Counseling and Career Services Office located in Room 1302 of the Student Center.

College and Career Readiness

General Overview

The College and Career Readiness Division has the responsibility of administering the following programs: Adult Basic Education, Adult High School, Adult Basic Education Transitions, English as a Second Language, Family Literacy, and High School Equivalency. The purpose of these programs is to identify, enroll, and guide eligible adults toward satisfying literacy needs and

achieving a high school diploma or its equivalent as appropriate. Students having a high school diploma or its equivalent needing to increase their proficiencies in mathematics and language arts are also eligible to enroll in any applicable program.

Registration is free for all prospective students. Textbooks are provided by the college, and instructional materials used have been prepared with an emphasis on individual needs and interests.

All adults 18 years or older are eligible to enroll in our basic education programs. Minors, 16-17 years of age, under special circumstances, may enroll with permission from the public school superintendent.

Each enrolled student is evaluated to determine educational needs and periodically tested to assess progress toward fulfilling goals. Upon completion of goals, students are either advised to further educational endeavors or referred to programs toward developing technical and occupational skills.

Both daytime and evening classes are held in various communities through out of the county. Partnerships are created with various community, state and federal agencies or institutions to enhance efforts toward eliminating functional illiteracy.

Adult Basic Education (ABE)

The Adult Basic Education is designed to assist students seeking the Adult High School Diploma or the High School Equivalency, whose current entry level academic performance is below the high school level, prepare for transition into an Adult High School Program. This program is also designed to assist those who seek to improve their basic skills in reading, writing, and mathematics. All materials have been especially prepared for the adult learner.

Adult High School Program (AHS)

The Adult High School Program is designed so that adults may complete the requirements for the AHS diploma. Skills to improve verbal and written communications, science, and social studies are emphasized as well as a variety of electives are offered to allow students to earn units and graduate.

An Adult High School Diploma is awarded when test scores indicate that required achievement level has been attained, and when required subject matter has been satisfactorily completed. This subject matter includes reading, English expression, mathematics, science, and social studies. The diploma is awarded by Robeson Community College in affiliation with the Public Schools of Robeson County. The AHS program is approved by the State Board of Education, and meets the requirements of higher learning.

High School Equivalency (HSE)

The High School Equivalency Program is designed for adults who have not completed high school and want to earn an equivalent high school diploma. This equivalent is generally accepted on a

basis equal to a high school diploma for employment, military service, promotions, or further education. A fee is required prior to testing. Testing options are available. For further information, please call 910-272-3614.

Family Literacy Education (Family Lit)

The Family Literacy Program encompasses the way parents, children, and extended family members use literacy at home, work, school, and in their community life. Family Literacy classes provide interactive literacy activities between parents and their children; provide training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; provide parent literacy training that leads to economic self-sufficiency; and provides age-appropriate education to prepare children for success in school and life experiences.

Adult Basic Education Transitions (ABET)

The Adult Basic Education Transitions Program is designed to assist adults with intellectual disabilities to become more independent and self-directing and to acquire skills to meet and manage community, social work and personal adult responsibilities.

In addition, the ABET program was approved to implement the Project Search Program. Project Search is a unique, business led, one-year school-to-work program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite rotations. Upon completion of this program students are assisted with finding jobs in their local community.

English As A Second Language (ESL)

The English as a Second Language Program is designed for persons who have limited English proficiency. Conversational English will be stressed, as well as vocabulary, spelling, and reading as it relates to everyday life. In addition, instruction in citizenship will be provided for those adults wishing to seek U. S. Citizenship.

Academic Calendar

The Academic Calendar can be found by clicking the following [Robeson Community College Academic Calendar 2017-2018 \[opens in new window\]](#).

University Transfer Description

- University Transfer Degrees
- University Transfer Programs
- The North Carolina Comprehensive Articulation Agreement

University Transfer Degrees

This Section provides a listing of Robeson Community College's transfer degree programs. The College's programs are subject to change. For an updated list, please visit the College's website at www.robeson.edu/ [opens in a new window].

The University Transfer Programs include general education core with courses in English composition, humanities/fine arts, social/behavioral sciences, natural sciences, and mathematics that introduce content and skills students have in common, regardless of their major or degree program. Robeson Community College's General Education courses provide learners the opportunity to attain a diverse set of skills, knowledge, and attributes. General Education courses may enhance learners' existing skills or introduce learners to new disciplines and subject areas. In addition to discipline specific content, these courses introduce general intellectual skills, such as critical thinking, communication and quantitative reasoning.

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

Written Communication

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

Critical Thinking

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

Quantitative Reasoning

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

Upon completion of an AA or AS degree, graduates will have had the opportunity to develop competency in written communication, critical thinking and quantitative reasoning. These areas provide the academic foundation required to succeed in their academic and professional careers.

University Transfer Programs

Associate in Arts & Associate in Science Degree Programs

The University Transfer degree programs are designed for the person who wishes to transfer to a four-year institution. The programs consist of two components: (1) universal general education transfer component (UGETC) and, (2) general education premajor courses in English composition, humanities/fine arts, social/ behavioral sciences, and natural sciences, and mathematics. The educational plan leads to an Associate in Arts degree (AA) or an Associate in Science degree (AS).

The Associate in Arts Program concentrates heavily on the humanities and social sciences; it is recommended for students who will continue into a Bachelor of Arts degree program. In addition to the UGETC and general education courses, students complete transfer courses based on their intended academic study plan, for a total of 60 semester hour credits. As an additional option for students, the Associate in Arts Program is offered as an online degree program.

The Associate in Science Program concentrates heavily on the natural sciences and mathematics; it is recommended for students who will continue into a Bachelor of Science degree program. In addition to the UGETC and general education courses, students must take additional natural sciences, and mathematics transfer courses based on their specialized interests, for a total of 60-61 semester hour credits. The program of study for both the AA and AS programs provide opportunities for students to know the philosophy, literature, and art of their own culture and other cultures; to understand math and science; to communicate with others and develop a sense of community. Also, the program of study helps students achieve competencies in the following: reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

Students in both programs are responsible for examining the requirements of the four-year university to which they plan to transfer for completion of their degree. Counselors and academic advisors are available to assist students in planning their programs accordingly. To ensure maximum transferability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Both the Associate in Arts and Associate in Science programs require ACA 122 which assists students in identifying universities to which they may transfer and in the creation of an educational plan, two-year to four-year.

The North Carolina Comprehensive Articulation Agreement

The North Carolina Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities. Its objective is the smooth transfer of students. The CAA provides certain assurances to the transferring student; for example; it

- Assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy);
- Enables NC community college graduates of two-year Associate in Arts and Associate in Science degree programs who are admitted to constituent institutions of the university of NC to transfer with junior status.

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

- Earn an Associate in Arts Degree or an Associate in Science Degree.

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

If students elect not to obtain an associate degree, they may still transfer UGETC courses, provided that they have earned a "C", earned an overall grade-point average of a "C," and obtained acceptance. If students do not complete an associate degree (60 semester hours), receiving institutions will evaluate the transfer credits on a course-by-course basis; and students will come under general education requirements of the receiving institution.

Associate in Applied Science (AAS) Description

This Section provides a listing of Robeson Community College's associate of applied science programs. The College's programs are subject to change. For an updated list, please visit the College's website at www.robeson.edu [opens in a new window].

Associate in Applied Science (AAS) programs are designed to provide entry-level employment training and range from 64 to 76 semester hour credits. A full-time student can typically complete one of these programs within two years. All two-year degree programs at RCC comply with the program standards established by the North Carolina Community College System (NCCCS). In addition to major course work, associate in applied science degree programs require a minimum of 15 semester hour credits of general education.

RCC's General Education courses provide learners the opportunity to attain a diverse set of skills, knowledge, and attributes. General Education courses may enhance learners' existing skills or introduce learners to new disciplines and subject areas. Each AAS program at Robeson Community College (RCC) includes general education courses that introduce content and skills students have in common, regardless of their major or degree program. In addition to discipline specific content, these courses introduce general intellectual skills, such as critical thinking, communication and quantitative reasoning. For associate in applied science degree programs, the core encompasses 15 semester hours in the following areas: English, humanities/fine arts, social/behavioral sciences, natural sciences/mathematics. Certain courses in associate degree programs may be accepted by a four-year college or university for transfer credit in an associated field.

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

Written Communication

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

Critical Thinking

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

Quantitative Reasoning

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

Upon completion of an AAS degree, graduates will have had the opportunity to develop competency in written communication, critical thinking and quantitative reasoning. These areas provide the academic foundation required to succeed in their academic and professional careers.

Diploma Description

This section provides a listing of Robeson Community College's diploma programs. The College's programs are subject to change. For an updated list, please visit the College's web site at www.robeson.edu [opens in a new window].

Diploma programs are designed to provide entry-level employment training and are offered at all System colleges.

Diploma programs range from 36 to 48 semester hour credits and can usually be completed by a full-time student within two semesters and one summer session. Associate degree level courses within a diploma program may also be applied toward an Associate in Applied Science degree.

The diploma programs at RCC include general education core courses in English composition, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics that introduce content and skills students have in common, regardless of their major or degree program. In addition to discipline specific content, these courses introduce general intellectual skills, such as critical thinking, communication and quantitative reasoning.

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

Written Communication

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

Critical Thinking

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

Quantitative Reasoning

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

Upon completion of a diploma degree, graduates will have had the opportunity to develop competency in written communication, critical thinking and quantitative reasoning. These areas provide the academic foundation required to succeed in their academic and professional careers.

Certificate Description

This section provides a listing of Robeson Community College's certificate programs. The College's programs are subject to change. For an updated list, please visit the College's web site at www.robeson.edu [opens in a new window].

Certificate programs range from 12 to 18 semester hour credits and can usually be completed within one semester by a full-time student. Associate degree level courses within a certificate program may also be applied toward a diploma or an associate in applied science.

Programs by Curriculum

Business Technologies

Associate in Applied Science

Accounting (A25100), AAS

Purpose

The Accounting curriculum is designed to provide students with the skills necessary for employment and growth in the accounting profession. Using the "languages 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 communication, 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, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, and individual may advance in the accounting profession.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre college courses to prepare students for the Accounting curriculum.

Special Accreditation Status

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
or ACA 122 College Transfer Success Credit Hours: 1 (See Note 3)
- ACC 120 - Prin of Financial Accounting Credit Hours: 4
- BUS 115 - Business Law I Credit Hours: 3
- BUS 121 - Business Math Credit Hours: 3
- CIS 110 - Introduction to Computers Credit Hours: 3
- ENG 111 - Writing and Inquiry Credit Hours: 3

Class Hours 13-14 | Lab Hours 6-8 | Credit Hours 17

Second Semester (Spring)

- ACC 121 - Prin of Managerial Accounting Credit Hours: 4
- ACC 131 - Federal Income Taxes Credit Hours: 3
- ACC 180 - Practices in Bookkeeping Credit Hours: 3
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
or ENG 115 Oral Communication
- MAT 143 - Quantitative Literacy Credit Hours: 3
or MAT 171 Precalculus Algebra Credit Hours: 3 (See Note 3)

Class Hours 13-14 | Lab Hours 8 | Credit Hours 16 or 17

Third Semester (Fall)

- ACC 220 - Intermediate Accounting Credit Hours: 4
- CTS 130 - Spreadsheet Credit Hours: 3
- ECO 251 - Prin of Microeconomics Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3 (see note 1)

1st 8 Weeks

- BUS 125 Personal Finance Credit Hours: 3
2nd 8 Weeks
- MKT 223 Customer Service Credit Hours: 3

Class Hours 17 | Lab Hours 4| Credit Hours 19

Fourth Semester (Spring)

- ACC 149 - Intro to Acc Spreadsheets Credit Hours: 2
- ACC 240 - Gov & Not-For-Profit Accounting Credit Hours: 3
- ECO 252 - Prin of Macroeconomics Credit Hours: 3

1st 8 Weeks

- ACC 140 Payroll Accounting Credit Hours: 2
- ACC 150 Accounting Software Applications Credit Hours: 2

2nd 8 Weeks

- ACC 152 Advanced Software Applications Credit Hours: 2
- BUS 270 Professional Development Credit Hours:3

Class Hours 13 | Lab Hours 8 | Credit Hours 17

Total Credit Hours 69 - 70

Additional Curriculum Notes

1. The Humanities/Fine Arts electives can be satisfied by completing one of the following: ART 111, ENG 131, ENG 231, ENG 232, ENG 241, ENG 242, ENG 261, HUM 110, HUM 115, HUM 130, MUS 110, MUS 112, PHI 215, PHI 240, REL 110, REL 211, REL 212, or REL 221.
2. The following courses will not be counted towards graduation requirements if they are over (5) years old: DBA 110.
3. Students considering transfer to a four-year institution should take the denoted general education courses.
4. Potential Certifications

Upon Completion of Course	Eligible for Certification Test
ACC 152	Quickbooks Certified User

Business Administration (A25120), AAS

Purpose

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. **As an additional option for students, the Business Administration program is offered as an online degree program.**

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Business Administration curriculum.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
or ACA 122 College Transfer Success Credit Hours: 1
- ACC 120 - Prin of Financial Accounting Credit Hours: 4
- BUS 121 - Business Math Credit Hours: 3
- CIS 110 - Introduction to Computers Credit Hours: 3

1ST 8 Weeks

- BUS 110 - Introduction to Business Credit Hours: 3

2nd 8 Weeks

- MKT 223 - Customer Service Credit Hours: 3

Class Hours 13-14 | Lab Hours 6-8 | Credit Hours 17

Second Semester (Spring)

- ACC 121 - Prin of Managerial Accounting Credit Hours: 4
- ACC 150 - Accounting Software Applications Credit Hours: 2
- BUS 137 - Principles of Management Credit Hours: 3
- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3
or MAT 171 Precalculus Algebra Credit Hours: 4
- MKT 120 - Principles of Marketing Credit Hours: 3

Class Hours 15-16 | Lab Hours 6 | Credit Hours 18-19

Third Semester (Fall)

- BUS 115 - Business Law I Credit Hours: 3
- CTS 130 - Spreadsheet Credit Hours: 3
- ECO 251 - Prin of Microeconomics Credit Hours: 3
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
or ENG 115 Oral Communication Credit Hours: 3
- Humanities/ Fine Arts - Elective Credit Hours: 3

Class Hours 14 | Lab Hours 2 | Credit Hours 15

Fourth Semester (Spring)

- BUS 153 - Human Resource Management Credit Hours: 3
- BUS 230 - Small Business Management Credit Hours: 3
- DBA 110 - Database Concepts Credit Hours: 3
- ECO 252 - Prin of Macroeconomics Credit Hours: 3

1st 8 Weeks

- ACC 140 - Payroll Accounting Credit Hours: 2

2ND Weeks

- BUS 270 - Professional Development Credit Hours: 3

Class Hours 15 | Lab Hours 5 | Credit Hours 17

Total Credit Hours 67-68

Additional Curriculum Notes

1. The Humanities/Fine Arts electives can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, PHI 215, PHI 240, REL 110, REL-211, REL-212 or REL 221.
2. The following courses will not be counted towards graduation requirements if they are over (5) years old: DBA 110.
3. Students considering transfer to a four year institution should take ENG 112.

Information Technology (A25590NM) Network Management, AAS

Purpose

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business

intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Computer Information Technology curriculum.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CIS 110 - Introduction to Computers Credit Hours: 3
- CTS 115 - Info Sys Business Concepts Credit Hours: 3
- ENG 111 - Writing and Inquiry Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3

Class Hours 14 | Lab Hours 4 | Credit Hours 16

Second Semester (Spring)

- CTI 110 - Web, Program, & Database Foundation Credit Hours: 3
- CTI 120 - Network & Security Foundation Credit Hours: 3
- DBA 110 - Database Concepts Credit Hours: 3
- ECO 151 - Survey of Economics Credit Hours: 3
or ECO 251 Prin of Microeconomics Credit Hours: 3
or ECO 252 Prin of Macroeconomics Credit Hours: 3
- ENG 115 - Oral Communication Credit Hours: 3
- NOS 110 - Operating Systems Concepts Credit Hours: 3

Class Hours 14 | Lab Hours 9 | Credit Hours 18

Third Semester (Fall)

- CTS 120 - Hardware/Software Support Credit Hours: 3
- CTS 130 - Spreadsheet Credit Hours: 3
- NET 125 - Introduction to Networks Credit Hours: 3
- NET 126 - Routing Basics Credit Hours: 3
- NOS 130 - Windows Single User Credit Hours: 3
- SEC 110 - Security Concepts Credit Hours: 3

Class Hours 10 | Lab Hours 18 | Credit Hours 18

Fourth Semester (Spring)

- CTI 140 - Virtualization Concepts Credit Hours: 3
- CTS 289 - System Support Project Credit Hours: 3
- NET 225 - Routing & Switching I Credit Hours: 3
- NET 226 - Routing & Switching II Credit Hours: 3
- NOS 120 - Linux/UNIX Single User Credit Hours: 3
- NOS 230 - Windows Admin I Credit Hours: 3

Class Hours 8 | Lab Hours 20 | Credit Hours 18

Total Credit Hours 70

Additional Curriculum Notes

The Humanities/Fine Arts electives can be satisfied by completing one of the following: **ART 111** , **MUS 110** , **MUS 112** , **PHI 215** , **PHI 240** , **REL 110** , REL-211, REL- 212 or **REL 221** .

Potential Certifications	
Upon Completion of Course	Eligible for Certification Test
CTI 120	Microsoft Technology Associate (MTA) Networking Fundamentals
NOS 130	MTA Windows OS Fundamentals
SEC 110	MTA Security Fundamentals; CompTIA Security+
CTS 130, CTS 230, & DBA 110	Microsoft Office Specialist (MOS) – Excel, Excel Expert 1, Access

Potential Certifications	
Upon Completion of Course	Eligible for Certification Test
CTS 220	CompTIA A+ - 801, A+ - 802
NET 125, NET 126	CCENT
NET 225, NET 226	CCNA
NOS 230	MTA Windows Server Administration Fundamentals

Information Technology (A25590SS) Support & Services, AAS

Purpose

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Computer Information Technology curriculum.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CIS 110 - Introduction to Computers Credit Hours: 3
- CTS 115 - Info Sys Business Concepts Credit Hours: 3
- ENG 111 - Writing and Inquiry Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3

Class Hours 14 | Lab Hours 4 | Credit Hours 16

Second Semester (Spring)

- CTI 110 - Web, Program, & Database Foundation Credit Hours: 3
- CTI 120 - Network & Security Foundation Credit Hours: 3
- DBA 110 - Database Concepts Credit Hours: 3
- ECO 151 - Survey of Economics Credit Hours: 3
or ECO 251 Prin of Microeconomics Credit Hours: 3
or ECO 252 Prin of Macroeconomics Credit Hours: 3
- ENG 115 - Oral Communication Credit Hours: 3
- NOS 110 - Operating Systems Concepts Credit Hours: 3

Class Hours 14 | Lab Hours 9 | Credit Hours 18

Third Semester (Fall)

- CTS 120 - Hardware/Software Support Credit Hours: 3
- CTS 130 - Spreadsheet Credit Hours: 3
- NET 125 - Introduction to Networks Credit Hours: 3
- NET 126 - Routing Basics Credit Hours: 3
- NOS 130 - Windows Single User Credit Hours: 3
- SEC 110 - Security Concepts Credit Hours: 3

Class Hours 10 | Lab Hours 18 | Credit Hours 18

Fourth Semester (Spring)

- CTI 140 - Virtualization Concepts Credit Hours: 3
- CTS 155 - Tech Support Functions Credit Hours: 3
- CTS 220 - Adv Hard/Software Support Credit Hours: 3
- CTS 289 - System Support Project Credit Hours: 3
- NOS 120 - Linux/UNIX Single User Credit Hours: 3
- NOS 230 - Windows Admin I Credit Hours: 3

Class Hours 10 | Lab Hours 17 | Credit Hours 18

Total Credit Hours 70

Additional Curriculum Notes

The Humanities/Fine Arts electives can be satisfied by completing one of the following: **ART 111** , **MUS 110** , **MUS 112** , **PHI 215** , **PHI 240** , **REL 110** , REL-211, REL- 212 or **REL 221** .

Potential Certifications	
Upon Completion of Course	Eligible for Certification Test
CTI 120	Microsoft Technology Associate (MTA) Networking Fundamentals
NOS 130	MTA Windows OS Fundamentals
SEC 110	MTA Security Fundamentals; CompTIA Security+
CTS 130, CTS 230, & DBA 110	Microsoft Office Specialist (MOS) – Excel, Excel Expert 1, Access
CTS 220	CompTIA A+ - 801, A+ - 802
NET 125, NET 126	CCENT
NET 225, NET 226	CCNA
NOS 230	MTA Windows Server Administration Fundamentals

Medical Office Administration - Medical Billing and Coding (A25310BC), AAS

Purpose

The Medical Office Administration Billing and Coding curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents. Emphasis is placed on medical billing and coding and preparation for the national coding certification exam.

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Medical Office Administration curriculum.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CIS 110 - Introduction to Computers Credit Hours: 3
- ENG 111 - Writing and Inquiry Credit Hours: 3
- OST 148 - Med Ins & Billing Credit Hours: 3

1st 8 Weeks

- OST 141 Med Office Terms I Credit Hours: 3

2nd 8 Weeks

- OST 142 Med Office Terms II Credit Hours: 3

Class Hours 15 | Lab Hours 2 | Credit Hours 16

Second Semester (Spring)

- ENG 115 - Oral Communication Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
- OST 149 - Medical Legal Issues Credit Hours: 3
- OST 243 - Med Office Simulation Credit Hours: 3
- OST 250 - Long-Term Care Coding Credit Hours: 3

Class Hours 15 | Lab Hours 6 | Credit Hours 18

Third Semester (Fall)

- CTS 130 - Spreadsheet Credit Hours: 3
- OST 164 - Office Editing Credit Hours: 3
- OST 248 - Diagnostic Coding Credit Hours: 3
- OST 136 - Word Processing Credit Hours: 3
- OST 247 - Procedure Coding Credit Hours: 3

Class Hours 11 | Lab Hours 8 | Credit Hours 15

Fourth Semester (Spring)

- ECO 151 - Survey of Economics Credit Hours: 3
 - OST 184 - Records Management Credit Hours: 3
 - OST 249 - Med Coding Certification Prep Credit Hours: 3
 - OST 288 - Medical Office Admin Capstone Credit Hours: 3
- 2nd 8 Weeks
- BUS 270 Professional Development Credit Hours:3

Class Hours 12 | Lab Hours 7 | Credit Hours 15

Total Credit Hours 64

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, PHI 215, PHI 240, REL 110, or REL 221.
2. The following courses will not be counted towards graduation requirements if they are over (5) years old: CTS 130.
3. Potential Certifications

Upon Completion of the following Courses; OST 136, CTS 130, students are Eligible for Certification Test Microsoft Office Specialist (MOS) - *Word, Excel.*

Medical Office Administration - Patient Representative (A25310PR), AAS

Purpose

The Medical Office Administration Patient Representative curriculum prepares individuals for employment as medical administrative personnel working in a customer service capacity providing administrative and clerical support to patients and customers in an outpatient clinic and/or medical office setting.

Course work includes medical terminology, computer applications, medical office management, i medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum. Emphasis is placed on customer service and front end office duties to include frequent patient interaction.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students would be better prepared to become certified in Patient Representative national exams.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Medical Office Administration curriculum.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CIS 110 - Introduction to Computers Credit Hours: 3
- ENG 111 - Writing and Inquiry Credit Hours: 3
- OST 148 - Med Ins & Billing Credit Hours: 3

1st 8 Weeks

- OST 141 Med Office Terms I Credit Hours: 3
- 2nd 8 Weeks
- OST 142 Med Office Terms II Credit Hours: 3

Class Hours 15 | Lab Hours 2 | Credit Hours 16

Second Semester (Spring)

- ENG 115 - Oral Communication Credit Hours: 3
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
- OST 134 - Text Entry & Formatting Credit Hours: 3
- OST 149 - Medical Legal Issues Credit Hours: 3
- OST 243 - Med Office Simulation Credit Hours: 3

Class Hours 12 | Lab Hours 6 | Credit Hours 15

Third Semester (Fall)

- BUS 121 - Business Math Credit Hours: 3
- CTS 130 - Spreadsheet Credit Hours: 3
- OST 136 - Word Processing Credit Hours: 3
- OST 164 - Office Editing Credit Hours: 3
- OST 263 - Healthcare Customer Relations Credit Hours: 3

2nd 8 Weeks

- MKT 223 Customer Service Credit Hours: 3

Class Hours 15 | Lab Hours 6 | Credit Hours 18

Fourth Semester (Spring)

- ECO 151 - Survey of Economics Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3
- OST 184 - Records Management Credit Hours: 3
- OST 288 - Medical Office Admin Capstone Credit Hours: 3

2nd 8 Weeks

- BUS 270 Professional Development Credit Hours: 3

Class Hours 13 | Lab Hours 4 | Credit Hours 15

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, PHI 215, PHI 240, REL 110, or REL 221.
2. The following courses will not be counted towards graduation requirements if they are over (5) years old: CTS 130.
3. Potential Certifications

Upon Completion of the following Courses; OST 136, CTS 130, students are Eligible for Certification Test Microsoft Office Specialist (MOS) - *Word, Excel.*

Total Credit Hours 64

Office Administration-Office Finance (A25370OF), AAS

Purpose

The Office Administration curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software.

Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, records management, accounting, and finance.

Graduates should qualify for employment opportunities in a variety of office positions in business, government, and industry. Upon graduation, students may be eligible to sit for industry recognized certification exams.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students

for the Office Administration curriculum. As an additional option for students, the Office Administration program is offered as an online degree program.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- ACC 120 - Prin of Financial Accounting Credit Hours: 4
- BUS 110 - Introduction to Business Credit Hours: 3
- BUS 121 - Business Math Credit Hours: 3
- CIS 110 - Introduction to Computers Credit Hours: 3
- ENG 111 - Writing and Inquiry Credit Hours: 3

Class Hours 14 | Lab Hours 6 | Credit Hours 17

Second Semester (Spring)

- ACC 150 - Accounting Software Applications Credit Hours: 2
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
or ENG 115 Oral Communication Credit Hours: 3
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
or MAT 143 Quantitative Literacy Credit Hours: 3
- OST 134 - Text Entry & Formatting Credit Hours: 3
- OST 184 - Records Management Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3

Class Hours 13 | Lab Hours 8 | Credit Hours 17

Third Semester (Fall)

- CTS 130 - Spreadsheet Credit Hours: 3
- Social/Behavioral Science Elective Credit Hours: 3
- OST 136 - Word Processing Credit Hours: 3
- OST 164 - Office Editing Credit Hours: 3

2nd 8 Weeks

- MKT 223 Customer Service Credit Hours: 3

Class Hours 13 | Lab Hours 4 | Credit Hours 15

Fourth Semester (Spring)

- BUS 137 - Principles of Management Credit Hours: 3
- BUS 153 - Human Resource Management Credit Hours: 3
- MKT 120 - Principles of Marketing Credit Hours: 3
- WEB 110 - Internet/Web Fundamentals Credit Hours: 3

2nd 8 Weeks

- BUS 270 Professional Development Credit Hours: 3

Class Hours 14 | Lab Hours 2 | Credit Hours 15

Total Credit Hours 67

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, , PHI 215, PHI 240, REL 110, or REL 221.
2. The following courses will not be counted towards graduation requirements if they are over (5) years old: CTS 130.
3. The Social/Behavioral Science elective can be satisfied by completing one of the following: ECO 151, ECO 251, or ECO 252.
4. Potential Certifications:

Upon Completion of the following Courses; OST 136, CTS 130 students are Eligible for Certification Test Microsoft Office Specialist (MOS) - *Word, Excel.*

Bookkeeping (C25100) Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies needed in accounting positions. Positions available to the holders of this certificate would be accounts receivable or accounts payable clerk, payroll clerk, and bookkeeper.

Program Curriculum

Fall Semester

- ACC 120 - Prin of Financial Accounting Credit Hours: 4
- CIS 110 - Introduction to Computers Credit Hours: 3

Class Hours 5 | Lab Hours 4 | Credit Hours 7

Spring Semester

- ACC 140 - Payroll Accounting Credit Hours: 2
- ACC 150 - Accounting Software Applications Credit Hours: 2
- ACC 180 - Practices in Bookkeeping Credit Hours: 3

Class Hours 5 | Lab Hours 4 | Credit Hours 7

Total Credit Hours 14

Business Administration-General Certificate (C25120BG), Certificate

Purpose

The Business Administration Certificate is designed to introduce students to various aspects of Business Technologies. Students will be provided fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Upon completion of the certificate, students will be awarded a Certificate in Business Administration-General from RCC.

Program Curriculum

First Semester (Fall)

- ACC 120 - Prin of Financial Accounting Credit Hours: 4
- CIS 110 - Introduction to Computers Credit Hours: 3

Class Hours 5 | Lab Hours 4 | Credit Hours 7

Second Semester (Spring)

- BUS 121 - Business Math Credit Hours: 3
- CTS 130 - Spreadsheet Credit Hours: 3

Class Hours 4 | Lab Hours 4 | Credit Hours 6

Total Credit Hours 13

Business Foundations (C25120 BF) Certificate

Purpose

This certificate program is designed to provide individuals with a basic understanding of business fundamentals. Holders of this certificate would be better able to start and manage a small business.

Program Curriculum

Fall Semester

- BUS 110 - Introduction to Business Credit Hours: 3 (1st 8 weeks)
- BUS 115 - Business Law I Credit Hours: 3

Class Hours 6 | Credit Hours 6

Spring Semester

- BUS 137 - Principles of Management Credit Hours: 3
- ECO 251 - Prin of Microeconomics Credit Hours: 3
or ECO 252 Prin of Macroeconomics Credit Hours: 3
- MKT 120 - Principles of Marketing Credit Hours: 3

Class Hours 9 | Credit Hours 9

Total Credit Hours 15

Cisco Networking Academy (C25590NM) Certificate

Purpose

This certificate program is designed to provide individuals with a basic understanding of network management fundamentals. Holders of this certificate would be better able to provide basic networking management in small businesses as well as larger organizations.

Program Curriculum

- NET 125 - Introduction to Networks Credit Hours: 3
- NET 126 - Routing Basics Credit Hours: 3
- NET 225 - Routing & Switching I Credit Hours: 3
- NET 226 - Routing & Switching II Credit Hours: 3

Total Credit Hours 12

Customer Service (C25120CS) Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies in retail, and hospitality industries, and general positions in business and other organizations. Positions available to holders of this certificate would be sales associate, client services representative, customer service associate, and front office administrator.

Program Curriculum

Fall Semester

- CIS 110 - Introduction to Computers Credit Hours: 3
2nd 8 Weeks
- MKT 223 Customer Service Credit Hours:3

Class Hours 5 | Lab Hours 2 | Credit Hours 6

Spring Semester

- MKT 120 - Principles of Marketing Credit Hours: 3
2nd 8 Weeks
- BUS 270 Professional Development Credit Hours:3

Class Hours 6 | Credit Hours 6

Total Credit Hours 12

Information Technology (C25590IT) Certificate

Purpose

This certificate program is designed to provide individuals with a basic understanding of Information Technology. Holders of this certificate would be able to provide basic troubleshooting for residential and small business computers.

Program Curriculum

First Semester (Fall)

- CIS 110 - Introduction to Computers Credit Hours: 3
- CTS 120 - Hardware/Software Support Credit Hours: 3

Class Hours 4 | Lab Hours 5 | Credit Hours 6

Second Semester (Spring)

- CTI 110 - Web, Program, & Database Foundation Credit Hours: 3
- NOS 110 - Operating Systems Concepts Credit Hours: 3

Class Hours 4 | Lab Hours 5 | Credit Hours 6

Total Credit Hours 12

Information Technology-Support & Services (C25590SS) Certificate

Purpose

This certificate program is designed to provide individuals with a basic understanding of information technology support and services. Holders of this certificate would be better able to

provide trouble shooting and help desk services for residential and business computers and other network components..

Program Curriculum

- CIS 110 - Introduction to Computers Credit Hours: 3
- CTI 110 - Web, Program, & Database Foundation Credit Hours: 3
- CTI 120 - Network & Security Foundation Credit Hours: 3
- CTS 120 - Hardware/Software Support Credit Hours: 3
- CTS 155 - Tech Support Functions Credit Hours: 3
- NOS 110 - Operating Systems Concepts Credit Hours: 3

Class Hours 12 | Lab Hours 14 | Credit Hours 18

Total Credit Hours 18

Medical Office Administration (C25310) Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies needed in any medical office. Positions available to holders of this certificate would be file clerk, office clerk, customer service representative, and receptionist.

Program Curriculum

Fall Semester

- OST 148 - Med Ins & Billing Credit Hours: 3

1st 8 Weeks
- OST 141 Credit Hours: 3 Med Office Terms I Credit Hours: 3
2nd 8 Weeks
- OST 142 Credit Hours: 3 Med Office Terms II Credit Hours: 3

Class Hours 9 | Lab Hours 0 | Credit Hours 9

Spring Semester

- OST 136 - Word Processing Credit Hours: 3
- OST 149 - Medical Legal Issues Credit Hours: 3
- OST 243 - Med Office Simulation Credit Hours: 3

Class Hours 7 | Lab Hours 4 | Credit Hours 9

Total Credit Hours 18

Medical Office Administration-Medical Billing and Coding (C25310BC) Certificate

Purpose

This certificate program is designed to provide individuals with entry-level billing and coding competencies needed in any medical office. Positions available to holders of this certificate would be insurance billing and filing clerk, records management clerk, and receptionist.

Program Curriculum

Fall Semester

- OST 148 - Med Ins & Billing Credit Hours: 3
1st 8 Weeks
- OST 141 Credit Hours: 3 Med Office Terms I Credit Hours: 3
2nd 8 Weeks
- OST 142 Credit Hours: 3 Med Office Terms II Credit Hours: 3

Class Hours 9 | Lab Hours 0 | Credit Hours 9

Second Semester (Spring)

- OST 250 - Long-Term Care Coding Credit Hours: 3

Class Hours 2 | Lab Hours 2 | Credit Hours 3

Third Semester (Fall)

- OST 248 - Diagnostic Coding Credit Hours: 3
- OST 247 - Procedure Coding Credit Hours: 3

Class Hours 4 | Lab Hours 4 | Credit Hours 6

Total Credit Hours 18

Medical Office Administration-Patient Representative (C25310PR) Certificate

Purpose

This certificate program is designed to provide individuals with entry-level patient representative and customer service competencies needed in any medical office. Positions available to holders of this certificate would be a in or out-patient representative, file clerk, office clerk, and receptionist.

Program Curriculum

First Semester (Fall)

- OST 148 - Med Ins & Billing Credit Hours: 3

Second Semester (Spring)

- OST 149 - Medical Legal Issues Credit Hours: 3

Third Semester (Fall)

- OST 263 - Healthcare Customer Relations Credit Hours: 3
2nd 8 Weeks
- MKT 223 Customer Service Credit Hours: 3

Fourth Semester (Spring)

- OST 288 - Medical Office Admin Capstone Credit Hours: 3

Total Credit Hours 15

Office Administration (C25310OA) Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies needed in any business office. Positions available to holders of this certificate would be file clerk, office clerk, typist, and receptionist.

Program Curriculum

First Semester (Fall)

- CIS 110 - Introduction to Computers Credit Hours: 3

Class Hours 3 | Lab Hours 2 | Credit Hours 3

Second Semester (Spring)

- OST 134 - Text Entry & Formatting Credit Hours: 3

Class Hours 2 | Lab Hours 2 | Credit Hours 3

Third Semester (Fall)

- OST 136 - Word Processing Credit Hours: 3
- OST 164 - Office Editing Credit Hours: 3

Class Hours 5 | Lab Hours 2 | Credit Hours 6

Fourth Semester (Fall)

- OST 184 - Records Management Credit Hours: 3

Class Hours 2 | Lab Hours 2 | Credit Hours 3

Total Credit Hours 15

Health Sciences

Associate in Applied Science

Associate Degree Nursing (A45110), AAS

Purpose

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Admission Requirements and Special Conditions

Admission into Associate Degree Nursing program is a competitive admission process. A minimum grade point average of 2.8 or higher is required in the general education/related courses.

Special Accreditation Status

The Associate Degree Nursing program is approved by the North Carolina Board of Nursing and is currently a member of the National League for Nursing.

General Requirements

1. Detailed current information for interested applicants is located at www.roberson.edu/nursing [opens in a new tab]. Applicants must submit all required documentation by established deadlines.
 2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.
 3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, references and academic degrees.
 4. Applicants must have a GPA of 2.8 or greater in the nursing general education courses by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For Associate Degree Nursing, the GPA calculation for Fall 2017 will be based upon grades earned in the following courses:
 - BIO 168, BIO 169, CHM 151, ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts Elective*
- For Fall 2018 will be based upon grades earned in the following courses:
- BIO 168, BIO 169, CHM 131 & CHM 131A, (or CHM 151), ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts Elective
- * PHI 240 is recommended by the Nursing Department.
5. Once an applicant has successfully satisfied required English/reading and mathematics entrance competencies, applicants are eligible to submit an application packet. The program checklist outlines the number of strategies applicants may follow to meet the required competencies.
 6. A point system is followed to evaluate health science program applications. Applicants earn points based upon academic performance, references and academic degrees. Point distribution is outlined on the program checklist.
 7. All official transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
 8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student even if not selected for admission.
 9. It is the student's responsibility to review all program materials, including the nursing web site at www.roberson.edu/nursing [opens in a new tab] and to stay current with the program requirements, policies and procedures.

Additional Curriculum Notes

1. Program Prerequisites for Fall 2017: Students admitted to the Nursing Program must successfully complete the following courses with a "C" or higher prior to enrolling in the first nursing class:
 - BIO 168 - Anatomy and Physiology I Credit Hours: 4
 - BIO 169 - Anatomy and Physiology II Credit Hours: 4
 - CHM 151 - General Chemistry I Credit Hours: 4
 - PSY 150 - General Psychology Credit Hours: 3
 - Certification of completion of Nurse Aide I and current listing on NC Registry without substantive findings.
2. Program Prerequisites for Fall 2018: Students admitted to the Nursing Program must successfully complete the following courses with a "C" or higher prior to enrolling in the first nursing class:
 - BIO 168 - Anatomy and Physiology I Credit Hours: 4
 - BIO 169 - Anatomy and Physiology II Credit Hours: 4
 - CHM 131 Introduction to Chemistry & CHM 131A Intro to Chemistry Lab Credit Hours: 4
or CHM 151 - General Chemistry I Credit Hours: 4
 - PSY 150 - General Psychology Credit Hours: 3
 - Certification of completion of Nurse Aide I and current listing on NC Registry without substantive findings.
2. A competitive TEAS V score will be required for consideration/acceptance into the Nursing program. Students will be notified of TEAS V testing dates. All fees associated with the TEAS V exam are the responsibility of the student.

Program Curriculum

First Semester (Fall)

- ENG 111 - Writing and Inquiry Credit Hours: 3
- NUR 111 - Intro to Health Concepts Credit Hours: 8
- NUR 117 - Pharmacology Credit Hours: 2
- NUR 133 - Nursing Assessment Credit Hours: 3

Class Hours 10 | Lab Hours 12 | Clinical Hours 6 | Credit Hours 16

Second Semester (Spring)

- NUR 112 - Health-Illness Concepts Credit Hours: 5
- NUR 114 - Holistic Health Concepts Credit Hours: 5
- PSY 241 - Developmental Psychology Credit Hours: 3

Class Hours 9 | Clinical Hours 12 | Credit Hours 13

Third Semester (Summer)

- NUR 113 - Family Health Concepts Credit Hours: 5

Class Hours 3 | Clinical Hours 6 | Credit Hours 5

Fourth Semester (Fall)

- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- NUR 211 - Health Care Concepts Credit Hours: 5
- NUR 212 - Health System Concepts Credit Hours: 5

Class Hours 9 | Clinical Hours 12 | Credit Hours 13

Fifth Semester (Spring)

- Humanities/Fine Art Elective Credit Hours: 3
- NUR 213 - Complex Health Credit Hours: 10

Class Hours 10 | Lab Hours 3 | Clinical Hours 15 | Credit Hours 13

Total Credit Hours 75

Emergency Medical Science (A45340BR), AAS

Purpose

The Emergency Medical Science Bridge Program is designed to allow currently non-degree paramedics to earn an Associate in Applied Science (AAS) degree in Emergency Medical Science. The EMS Bridge AAS degree requires 71 – 76 semester credit hours (SHC). Through the bridging program, current credentialed EMT-Paramedics receive 44 SHC of advanced placement. The remaining course work to complete the AAS in Emergency Medical Science requires 27 – 32 additional semester hours of coursework.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Admission Requirements and Special Conditions

Admission into the Emergency Medical Science Bridge program is outlined in the general requirements section.

Program Information Contact:

Eric Freeman - Program Director
efreeman@robeson.edu
910-272-3316

General Requirements

1. Detailed current information for interested applicants is located by clicking on EMS Bridge Program [opens in a new tab].
2. Complete RCC Admissions application.
3. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
4. Possess current North Carolina driver's license.
5. Current National Registry or North Carolina Paramedic certification. (A copy of your initial paramedic education program transcript and all certifications must be on file in the EMS Department).
 - a. Basic Cardiac Life Support
 - b. Advanced Cardiac Life Support
 - c. Basic Trauma Life Support
 - d. Pediatric Advanced Life Support
6. Document 2,000 hours of patient contact at the paramedic level as evidence by the signature of the director of the EMS agency with which the paramedic is affiliated and the medical director of the ALS system with which the paramedic is affiliated.
7. Submit two letters of recommendation on official agency letterhead:
 - One required from your Medical Director
 - One required from your affiliated agency (Director, Chief, or Training Officer)
8. Complete interview with EMS Program Director and faculty.
9. It is the student's responsibility to review all program materials, including the emergency medical science web site [opens in a new tab], and to stay current with the program requirements, policies and procedures.

The above certifications and experience (5-6) will provide 44 hours of proficiency credit toward the A.A.S. degree, meet entrance requirements for college-level math and English, and will count toward the Robeson Community College residency requirement.

EMS 235 and EMS 280 must be successfully completed at Robeson Community College.

Program Curriculum

These 44 semester hours credit (SHC) represent the major area (EMS) courses required for EMT-Basic, EMT-Intermediate, and paramedic credentials and will meet the requirements for the EMS Bridge Program. The courses are outlined below:

- EMS 110 - EMT Credit Hours: 8

- EMS 122 - EMS Clinical Practicum I Credit Hours: 1
- EMS 130 - Pharmacology Credit Hours: 4
- EMS 131 - Advanced Airway Management Credit Hours: 2
- EMS 160 - Cardiology I Credit Hours: 2
- EMS 220 - Cardiology II Credit Hours: 3
- EMS 221 - EMS Clinical Practicum II Credit Hours: 2
- EMS 231 - EMS Clinical Pract III Credit Hours: 3
- EMS 240 - Patients W/ Special Challenges Credit Hours: 2
- EMS 241 - EMS Clinical Practicum IV Credit Hours: 4
- EMS 250 - Medical Emergencies Credit Hours: 4
- EMS 260 - Advanced Trauma Emergencies Credit Hours: 2
- EMS 270 - Life Span Emergencies Credit Hours: 3
- EMS 285 - EMS Capstone Credit Hours: 3
- MED 120 - Survey of Medical Term Credit Hours: 2

Total EMS 44 SHC

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- BIO 163 - Basic Anatomy & Physiology Credit Hours: 5
or BIO 168 Anatomy and Physiology I Credit Hours: 4
(BIO 169 will be required in the next semester)
- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
- EMS 235 - EMS Management Credit Hours: 2

Class Hours 11-12 | Lab Hours 4-5 | Credit Hours 13-14

Second Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
(Only If BIO 168 previously taken)
- CIS 111 - Basic PC Literacy Credit Hours: 2
- EMS 280 - EMS Bridging Course Credit Hours: 3
- ENG 115 - Oral Communication Credit Hours: 3
- Humanities/Fine Art Elective Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 12 or 15 | Lab Hours 4 or 7 | Credit Hours 14 or 18

Total Credit Hours 71-76

Emergency Medical Science (A45340CU), AAS

Purpose

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program are eligible to take state certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

This program is designed for student who do not intend to transfer to a four-year institution.

Admission Requirements and Special Conditions

Admission into the Emergency Medical Science program is a competitive process. A minimum grade point average of 2.5 or higher is required in the general education courses.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

General Requirements

1. Detailed current information for interested applicants is located at www.roberson.edu/academics [opens in a new tab].
2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.
3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, professional/academic references and academic degrees. Competitive applicants are expected to attend a Nursing Information Session.
4. Complete a college application in the Admissions Office.
5. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
6. Applicants must have met all admission requirements and submitted program specific application to be considered for admission into the Emergency Medical Science program. The program accepts 24 applicants a year and they are accepted on a first come, first served basis once all general and program specific application requirements have been approved by the Admissions Office and EMS Program.

7. Applicants must have a GPA of 2.5 by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission.
8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.
9. It is the student's responsibility to review all program materials, including the Emergency Medical Science web site [opens in a new tab], and to stay current with the program requirements, policies and procedures.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- BIO 163 - Basic Anatomy & Physiology Credit Hours: 5
- CIS 111 - Basic PC Literacy Credit Hours: 2
- EMS 110 - EMT Credit Hours: 8
- MED 120 - Survey of Medical Term Credit Hours: 2

Class Hours 13 | Lab Hours 12 | Credit Hours 18

Second Semester (Spring)

- EMS 122 - EMS Clinical Practicum I Credit Hours: 1
- EMS 130 - Pharmacology Credit Hours: 4
- EMS 131 - Advanced Airway Management Credit Hours: 2
- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 12 | Lab Hours 7 | Clinical Hours 3 | Credit Hours 16

Third Semester (Summer)

- EMS 160 - Cardiology I Credit Hours: 2
- EMS 221 - EMS Clinical Practicum II Credit Hours: 2

Class Hours 1 | Lab Hours 3 | Clinical Hours 6 | Credit Hours 4

Fourth Semester (Fall)

- EMS 220 - Cardiology II Credit Hours: 3
- EMS 231 - EMS Clinical Pract III Credit Hours: 3
- EMS 250 - Medical Emergencies Credit Hours: 4

- EMS 260 - Advanced Trauma Emergencies Credit Hours: 2
- ENG 115 - Oral Communication Credit Hours: 3

Class Hours 9 | Lab Hours 9 | Clinical Hours 9 | Credit Hours 15

Fifth Semester (Spring)

- EMS 240 - Patients W/ Special Challenges Credit Hours: 2
- EMS 241 - EMS Clinical Practicum IV Credit Hours: 4
- EMS 270 - Life Span Emergencies Credit Hours: 3
- EMS 285 - EMS Capstone Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3

Class Hours 7 | Lab Hours 8 | Clinical Hours 12 | Credit Hours 14

Total Credit Hours 67

Additional Curriculum Notes

1. The EMS courses have state mandated prerequisites/corequisites. The semester course outline is organized for the student to meet required state prerequisites/ corequisites.
2. The humanities/fine arts elective requirements can be satisfied by completing one of the following: ART 111, ENG 231, ENG 232, MUS 110, MUS 112, PHI 215, PHI 240, REL 110, REL 211, REL 212, REL 221.

Students may not take an introductory foreign language to fulfill the Humanities/ Fine Arts requirement.

Emergency Medical Science (A45340TR), AAS

Purpose

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program are eligible to take state certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

This program is designed for students who intend to transfer to a four-year institution to pursue a Bachelor of Science in Emergency Medical Care.

Admission Requirements and Special Conditions

Admission into the Emergency Medical Science program is a competitive process. A minimum grade point average of 2.5 or higher is required in the general education courses.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

General Requirements

1. Detailed current information for interested applicants is located at www.robeson.edu/academics [opens in a new tab].
2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.
3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, professional/academic references and academic degrees. Competitive applicants are expected to attend an Emergency Medical Science Information Session.
4. Complete a college application in the Admissions Office.
5. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
6. Applicants must have met all admission requirements and submitted program specific application to be considered for admission into the Emergency Medical Science program. The program accepts 24 applicants a year and they are accepted on a first come, first served basis once all general and program specific application requirements have been approved by the Admissions Office and EMS Program.
7. Applicants must have a GPA of 2.5 by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be review by the program area for admission.
8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.
9. It is the student's responsibility to review all program materials, including the Emergency Medical Science web site [opens in a new tab], and to stay current with the program requirements, policies and procedures.

Program Curriculum

First Semester (Fall)

- ACA 122 - College Transfer Success Credit Hours: 1
- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- CIS 110 - Introduction to Computers Credit Hours: 3
- EMS 110 - EMT Credit Hours: 8
- MED 120 - Survey of Medical Term Credit Hours: 2

Class Hours 13 | Lab Hours 13 | Credit Hours 18

Second Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- EMS 122 - EMS Clinical Practicum I Credit Hours: 1
- EMS 130 - Pharmacology Credit Hours: 4
- EMS 131 - Advanced Airway Management Credit Hours: 2
- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3
or MAT 171 Precalculus Algebra Credit Hours: 4
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 15 or 16 | Lab Hours 10 | Clinical Hours 3 | Credit Hours 20 or 21

Third Semester (Summer)

- EMS 160 - Cardiology I Credit Hours: 2
- EMS 220 - Cardiology II Credit Hours: 3

Class Hours 1 | Lab Hours 3 | Clinical Hours 6 | Credit Hours 4

Fourth Semester (Fall)

- EMS 220 - Cardiology II Credit Hours: 3
- EMS 231 - EMS Clinical Pract III Credit Hours: 3
- EMS 250 - Medical Emergencies Credit Hours: 4
- EMS 260 - Advanced Trauma Emergencies Credit Hours: 2
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3

Class Hours 9 | Lab Hours 9 | Clinical Hours 9 | Credit Hours 15

Fifth Semester (Spring)

- EMS 240 - Patients W/ Special Challenges Credit Hours: 2
- EMS 241 - EMS Clinical Practicum IV Credit Hours: 4
- EMS 270 - Life Span Emergencies Credit Hours: 3
- EMS 285 - EMS Capstone Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3

Class Hours 7 | Lab Hours 8 | Clinical Hours 12 | Credit Hours 14

Total Credit Hours 71-72

Additional Curriculum Notes

1. The EMS courses have state mandated prerequisites/corequisites. The semester course outline is organized for the student to meet required state prerequisites/ corequisites.
2. The humanities/fine arts elective requirements can be satisfied by completing one of the following: ART 111, ENG 231, ENG 232, MUS 110, MUS 112, PHI 215, PHI 240, REL 110, REL 211, REL 212, REL 221.

Students may not take an introductory foreign language to fulfill the Humanities/ Fine Arts requirement.

PreHealth (A10300EM), Emergency Medical Science Preparation, AAS

Purpose

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth and development. Students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of advanced health science degrees or programs and successful completion results in CPR, Emergency Medical Technician (EMT) certification . Also, the pathway outlined below is designed for competitive admission into the Emergency Medical Science program.

The Health Science programs at RCC have a competitive admissions process and do not directly admit students. Students interested in Emergency Medical Science program are placed in A10300EM to take required general education courses for competitive admission to the program. Academic advisors will assist you in creating an education plan and timeline for admission so that you may complete your general education courses and know the requirements for the competitive admissions process for your respective health science program.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for a prehealth pathway.

Admission into the Emergency Medical Science program is a competitive process. A minimum grade point average of 2.5 or higher is required in the general education courses.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
or ACA 122 College Transfer Success Credit Hours: 1
- BIO 163 - Basic Anatomy & Physiology Credit Hours: 5
or BIO 168 Anatomy and Physiology I Credit Hours: 4
(Requires BIO 169)
- ENG 111 - Writing and Inquiry Credit Hours: 3
- HSC 110 - Orientation to Health Careers Credit Hours: 1
- MED 120 - Survey of Medical Term Credit Hours: 2
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 12-14 | Lab Hours 2-5| Credit Hours 14 or 15

Second Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
(Only If BIO 168 previously taken)
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
or ENG 115 Oral Communication Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
or MAT 143 Quantitative Literacy Credit Hours: 3
or MAT 171 Precalculus Algebra Credit Hours: 4

Class Hours 8-12 | Lab Hours 2-5 | Credit Hours 9-14

Third Semester (Fall)

- CIS 110 - Introduction to Computers Credit Hours: 3
or CIS 111 Basic PC Literacy Credit Hours: 2
- EMS 110 - EMT Credit Hours: 8

Class Hours 7 or 8 | Lab Hours 8 | Credit Hours 10 or 11

Total Credit Hours 33-40

Other Major Hours (25-31 SHC)

1. Other Major Hours (25-31) – These hours must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options.

2. For the Emergency Medical Science program, a GPA of 2.5 or higher is required and calculation will be based upon grades earned in the following courses: BIO 163 or BIO 168/BIO 169, ENG 111, ENG 112/ENG 115, MAT 110/MAT 143/MAT 171, and Humanities/Fine Arts Elective.

Total (64-65 SHC)

Additional Curriculum Notes

1. Students interested in transfer to a four year university Emergency Medical Science program should take BIO 168 and BIO 169 for BIO 163; ENG 112 for ENG 115; CIS 110 for CIS 111; MAT 143, or MAT 171 for MAT 110 and any of the following for the humanities/fine arts elective (ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240).

PreHealth (A10300PN), Practical Nursing Preparation, AAS

Purpose

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth and development. Also, students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of diploma or associate of applied science degrees and successful completion of results in NAI, Medication Aid and NAI result in certification credentials for employment.

The Health Science programs at RCC have a competitive admissions process and do not directly admit students. Students interested in Practical Nursing are placed in A10300PN to take required general education courses for competitive admission to the program. Academic advisors will assist you in creating an education plan and timeline for admission so that you may complete your general education courses and know the requirements for the competitive admissions process for your respective health science program.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for a prehealth pathway.

Admission into the Practical Nursing program is a competitive process. A minimum grade point average of 2.8 or higher is required in the general education courses.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
or ACA 122 College Transfer Success Credit Hours: 1
- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3
- HSC 110 - Orientation to Health Careers Credit Hours: 1
- MED 120 - Survey of Medical Term Credit Hours: 2
- NAS 101 - Nurse Aide I Credit Hours: 6

Class Hours 12 or 13 | Lab Hours 7 or 9 | Clinical Hours 3 | Credit Hours 17

Second Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3
or MAT 152 Statistical Methods I Credit Hours: 4
or MAT 171 Precalculus Algebra Credit Hours: 4
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 11 or 12 | Lab Hours 5 | Credit Hours 13 or 14

Third Semester (Fall)

- CIS 110 - Introduction to Computers Credit Hours: 3
or CIS 111 Basic PC Literacy Credit Hours: 2
- Humanities/Fine Art Elective (Literature) Credit Hours: 3
- NAS 102 - Nurse Aide II Credit Hours: 6
- NAS 107 - Medication Aide Class Credit Hours: 1

Class Hours 7 or 8 | Lab Hours 6 | Clinical Hours 6 | Credit Hours 12 or 13

Total Credit Hours 42-44

Other Major Hours (21-22 SHC)

1. Other Major Hours (21 – 22) – These hours must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above. Students not

realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options.

2. For the Practical Nursing program, a GPA of 2.8 or higher is required and calculation will be based upon grades earned in the following courses: BIO 168, BIO 169, ENG 111, and PSY 150. Students may earn points for admission based upon final course grades in HSC 110, MAT 143, MAT 152 or MAT 171 and MED 120.

Total (64-65 SHC)

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240. Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

PreHealth (A10300RA), Radiography Preparation, AAS

Purpose

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth and development. Students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of diploma and associate of applied science degrees and successful completion of NAI, Medication Aid and NAII certification result in certification credentials for employment

The Health Sciences programs at RCC have a competitive admissions process and do not directly admit students. Students interested in Radiography are placed in A10300RA to take required general education courses for competitive admission to the program. Academic advisors will assist you in creating an educational plan and timeline for admission so that you may complete your general education courses and know the requirements for the competitive admissions process for your respective health science program.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for a prehealth pathway.

Admission into the Radiography program is a competitive process. A minimum grade point average of 3.0 or higher is required in the general education courses.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
or ACA 122 College Transfer Success Credit Hours: 1
- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- CIS 111 - Basic PC Literacy Credit Hours: 2
- ENG 111 - Writing and Inquiry Credit Hours: 3
- HSC 110 - Orientation to Health Careers Credit Hours: 1
- MED 120 - Survey of Medical Term Credit Hours: 2
- NAS 101 - Nurse Aide I Credit Hours: 6

Class Hours 13 or 14 | Lab Hours 9 or 11 | Clinical Hours 3 | Credit Hours 19

Second Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- Humanities/Fine Art Elective Credit Hours: 3
- NAS 102 - Nurse Aide II Credit Hours: 6
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 15 | Lab Hours 5 | Clinical Hours 6 | Credit Hours 19

Third Semester (Summer)

- MAT 143 - Quantitative Literacy Credit Hours: 3
- NAS 107 - Medication Aide Class Credit Hours: 1

Class Hours 2 | Lab Hours 4 | Credit Hours 4

Total Credit Hours 42

Other Major Hours (22-23 SHC)

1. Other Major Hours (22-23) – These hours must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above. Student not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options.

2. For the Radiography program, the GPA calculation is based upon grades earned in the following courses: BIO 168, BIO 169, ENG 111, ENG 112, MAT 143, PSY 150, and Humanities/ Fine Arts Elective

Total (64-65 SHC)

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240. Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

PreHealth (A10300RN), Associate Degree Nursing Preparation, AAS

Purpose

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth and development. Students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of diploma and associate of applied science degrees and successful completion of NAI, Medication Aid and NAII result in certification credentials for employment.

The Health Science programs at RCC have a competitive admissions process and do not directly admit students. Students interested in Associate Degree Nursing are placed in A10300RN to take required general education courses for competitive admission to the program. Academic advisors will assist you in creating an education plan and timeline for admission so that you may complete your general education courses and know the requirements for the competitive admissions process for your respective health science program.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for a prehealth pathway.

Admission into the Associate Degree Nursing program is a competitive process. A minimum grade point average of 2.8 or higher is required in the general education courses.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
or ACA 122 College Transfer Success Credit Hours: 1
- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3
- HSC 110 - Orientation to Health Careers Credit Hours: 1
- MED 120 - Survey of Medical Term Credit Hours: 2
- NAS 101 - Nurse Aide I Credit Hours: 6
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 15 or 16 | Lab Hours 7 or 9 | Clinical Hours 3 | Credit Hours 20

Second Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- CHM 131 - Introduction to Chemistry Credit Hours: 3
and CHM 131A Intro to Chemistry Lab Credit Hours: 1
or CHM 151 General Chemistry I Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3
or MAT 152 Statistical Methods I Statistical Methods I Credit Hours: 4
or MAT 171 Precalculus Algebra Precalculus Algebra Credit Hours: 4
- PSY 241 - Developmental Psychology Credit Hours: 3

Class Hours 17 or 18 | Lab Hours 8 | Clinical Hours 0 | Credit Hours 20 or 21

Third Semester (Fall)

- CIS 110 - Introduction to Computers Credit Hours: 3
or CIS 111 Basic PC Literacy Credit Hours: 2
- NAS 102 - Nurse Aide II Credit Hours: 6
- NAS 107 - Medication Aide Class Credit Hours: 1

Class Hours 4 or 5 | Lab Hours 6 | Clinical Hours 6 | Credit Hours 9 or 10

Total Credit Hours 49-51

Other Major Hours (15-16 SHC)

1. Other Major Hours (15 – 16) – These hours must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options.

2. For the Associate Degree Nursing program, a GPA of 2.8 or higher is required and calculation will be based upon grades earned in the following courses: BIO 168, BIO 169, CHM 151, ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts Elective. Students may earn points for admission based upon final course grades in HSC 110, MAT 143, MAT 152 or MAT 171, and MED 120.

Total (64-65 SHC)

Additional Curriculum Notes

The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240. Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

PreHealth (A10300RT), Respiratory Therapy Preparation, AAS

Purpose

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth, and development. This curriculum is also designed to prepare students for careers in the Health Sciences. Students will complete general education courses required for competitive admission into the Respiratory Therapy program. Courses provide foundational knowledge needed in the pursuit of diploma and associate of applied science degrees and successful completion of EMT 110 result in certification credentials for employment in health science degrees or programs.

The Health Science programs at RCC have a competitive admissions process and do not directly admit students. Students interested in Respiratory Therapy are placed in A10300RT to take required general education courses for competitive admission to the program. Academic advisors will assist you in creating an education plan and timeline for admission so that you may complete your general education courses and know the requirements for the competitive admissions process for your respective health science program.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers precollege courses to prepare students for the Respiratory Therapy program.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
or ACA 122 College Transfer Success Credit Hours: 1
- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- CHM 131 - Introduction to Chemistry Credit Hours: 3
and CHM 131A Intro to Chemistry Lab Credit Hours: 1
- ENG 111 - Writing and Inquiry Credit Hours: 3
- HSC 110 - Orientation to Health Careers Credit Hours: 1
- MED 120 - Survey of Medical Term Credit Hours: 2

Class Hours 12 or 13 | Lab Hours 6 or 8 | Credit Hours 15

Second Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 11 | Lab Hours 5 | Credit Hours 13

Third Semester (Fall)

- CIS 110 - Introduction to Computers Credit Hours: 3
- EMS 110 - EMT Credit Hours: 8
- Humanities/Fine Art Elective Credit Hours: 3

Class Hours 11 | Lab Hours 8 | Credit Hours 14

Total Credit Hours 42

Other Major Hours (22 SHC)

1. Other Major Hours include additional general education and professional courses.
2. Other Major Hours courses must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above.

Other Major Hours (22) – These hours must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options.

For the Respiratory Therapy program, a GPA of 2.8 or higher is required and calculation will be based upon grades earned in the following courses: BIO 168, BIO 169, CHM 131 & CHM 131A, ENG 111, ENG 112, MAT 110, PSY 150, and Humanities/Fine Arts Elective.

Total (64 SHC)

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, ENG 231, ENG 232, PHI 215, or PHI 240. Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

PreHealth (A10300ST), Surgical Technology Preparation, AAS

Purpose

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth and development. Students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of diplomas and associate of applied science degrees and successful completion of NAI, Medication Aid and NAII certification result in certification credentials for employment.

The Health Science programs at RCC have a competitive admissions process and do not directly admit students. Students interested in the Surgical Technology program are placed in A10300ST to take required general education courses for competitive admission to the program. Academic advisors will assist you in creating an education plan and timeline for admission so that you may complete your general education courses and know the requirements for the competitive admissions process for your respective health science program.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for a prehealth pathway.

Admission into the Surgical Technology program is a competitive process. A minimum grade point average of 2.8 or higher is required in the general education courses.

Special Certifications

Students are eligible to sit for certification exams upon completion of certain courses. Testing Fees may apply.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
or ACA 122 College Transfer Success Credit Hours: 1

- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3
- HSC 110 - Orientation to Health Careers Credit Hours: 1
- MED 120 - Survey of Medical Term Credit Hours: 2
- NAS 101 - Nurse Aide I Credit Hours: 6
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 15 or 16 | Lab Hours 7 or 9 | Clinical Hours 3 | Credit Hours 20

Second Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3
or MAT 152 Statistical Methods I Credit Hours: 4
or MAT 171 Precalculus Algebra Credit Hours: 4

Class Hours 11 or 12 | Lab Hours 5 | Credit Hours 13 or 14

Third Semester (Fall)

- CIS 110 - Introduction to Computers Credit Hours: 3
or CIS 111 Basic PC Literacy Credit Hours: 2
- NAS 102 - Nurse Aide II Credit Hours: 6
- NAS 107 - Medication Aide Class Credit Hours: 1

Class Hours 4 or 5 | Lab Hours 6 | Clinical Hours 6 | Credit Hours 9 or 10

Total Credit Hours 42-44

Other Major Hours (21-22 SHC)

Other Major Hours (21 – 22) – These hours must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options.

Total (64-65 SHC)

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215 or PHI 240. Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.
2. For the Surgical Technology program, a GPA of 2.8 or higher is required and calculation will be based upon grades earned in the following courses: BIO 168, BIO 169, ENG 111,

PSY 150. Students may earn points for admission based upon final course grades in HSC 110, MAT 143, MAT 152 or MAT 171, and MED 120.

Radiography (A45700), AAS

Purpose

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body. Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

Admission Requirements and Special Conditions

Admission into the Radiography program is a competitive admission process. A minimum grade point average of (3.0) or higher is required in the general education/related courses.

Special Accreditation Status

The Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

JRCERT

20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 704-5300
Email: *mail@jrcert.org*

General Requirements

1. Detailed current information for interested applicants is located at www.roberson.edu/rad/ [opens in a new tab].
2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.
3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, professional/academic references and academic degrees. Competitive applicants are expected to attend a Radiography Information Session.

4. Applicants must have a GPA of (3.0) or greater in the Radiography general education courses by the published deadline date for submitting completed program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For Radiography, the GPA calculation will be based upon grades earned in the following courses:

BIO 168, BIO 169, ENG 111, ENG 112, MAT 143, MED 120,

PSY 150, and a Humanities/Fine Arts Elective

5. Once an applicant has successfully satisfied required English, reading and mathematics entrance competencies, applicants are eligible to submit an application packet. The program checklist outlines the number of strategies applicants may follow to meet the required competencies.
6. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
7. Provisionally accepted students must submit to a criminal background check, drug screening, national sex offender index, and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen, national sex offender index, and medical review will be the responsibility of the student.
8. Provisionally accepted students previously enrolled in any other Radiography programs must submit a letter from the Radiography Program Director of the former institution.
9. It is the student's responsibility to review all program materials, including the Radiography web site at www.roberson.edu/radiography [opens in a new tab] and to stay current with the program requirements, policies and procedures.

Program Curriculum

Additional Curriculum Notes

1. **Program** **Prerequisites:**
Students admitted to the Radiography Program must successfully complete the following courses with a "C" or higher prior to enrolling in the first Radiography class:
 - BIO 168 - Anatomy and Physiology I Credit Hours: 4
 - BIO 169 - Anatomy and Physiology II Credit Hours: 4
 - MED 120 Survey of Medical Term Credit Hours: 2
2. The Humanities/Fine Arts elective can be satisfied by completing one of the following:
ART 111, ENG 231, MUS 110, MUS 112, PHI 215 or PHI 240

Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

First Semester (Fall)

- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3

- RAD 110 - Rad Intro & Patient Care Credit Hours: 3
- RAD 111 - RAD Procedures I Credit Hours: 4
- RAD 151 - RAD Clinical Education I Credit Hours: 2

Class Hours 11 | Lab Hours 6 | Clinical Hours 6 | Credit Hours 15

Second Semester (Spring)

- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- RAD 112 - RAD Procedures II Credit Hours: 4
- RAD 121 - Image Production I Credit Hours: 3
- RAD 161 - RAD Clinical Education II Credit Hours: 5

Class Hours 8 | Lab Hours 6 | Clinical Hours 15 | Credit Hours 15

Third Semester (Summer)

- RAD 122 - Image Production II Credit Hours: 2
- RAD 141 - Radiation Safety Credit Hours: 2
- RAD 171 - RAD Clinical Ed III Credit Hours: 3

Class Hours 3 | Lab Hours 3 | Clinical Hours 9 | Credit Hours 7

Fourth Semester (Fall)

- PSY 150 - General Psychology Credit Hours: 3
- RAD 211 - RAD Procedures III Credit Hours: 3
- RAD 231 - Image Production III Credit Hours: 2
- RAD 251 - RAD Clinical Education IV Credit Hours: 7

Class Hours 6 | Lab Hours 6 | Clinical Hours 21 | Credit Hours 15

Fifth Semester (Spring)

- RAD 261 - RAD Clinical Education V Credit Hours: 7
- RAD 271 - Radiography Capstone Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3

Class Hours 5 | Lab Hours 3 | Clinical Hours 21 | Credit Hours 13

Total Credit Hours 75

Respiratory Therapy (A45720), AAS

Purpose

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

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

Graduates of accredited programs are eligible to take entry and advanced level examinations from the National Board of Respiratory Care.

Graduates may be employed in hospitals, clinics, education, industry, and home care.

Admission Requirements and Special Conditions

Admission into the Respiratory Therapy program is a competitive admission process. A minimum grade point average of 2.8 or higher is required in the general education courses.

Special Accreditation Status

The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

CoARC

1248 Harwood Road
Bedford, TX 76021-4244
www.coarc.com [opens in a new tab]

General Requirements

1. Detailed current information for interested applicants is located at www.roberson.edu/resp/ [opens in a new tab].
2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.
3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, professional/academic references and academic degrees. Competitive applicants are expected to attend a Respiratory Therapy Information Session.
4. Applicants must have a GPA of 2.8 or greater in the respiratory therapy general education courses by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be

reviewed by the program area for admission. For the Respiratory Therapy program, the GPA calculation will be based upon grades earned in the following courses:

BIO 168, BIO 169, BIO 275, ENG 111, ENG 112, MAT 143,

PSY 150, and Humanities/ Fine Arts - Elective.

- Beginning in Fall 2018, the GPA calculation will be based upon the grades earned in the following Courses:

BIO 168, BIO 169, CHM 131 & CHM 131A, ENG 111, ENG 112, MAT 110,

PSY 150, Humanities/ Fine Arts - Elective.

5. Once an applicant has successfully satisfied required English, reading and mathematics entrance competencies, applicants are eligible to submit an application packet. The program checklist outlines the number of strategies applicants may follow to meet the required competencies.
6. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
7. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.
8. Provisionally accepted students previously enrolled in any other Respiratory Therapy programs must submit a letter from the Respiratory Therapy Program Director of the program.
9. It is the student's responsibility to review all program materials, including the respiratory therapy web site at www.roberson.edu/respiratory [opens in a new tab] and to stay current with the program requirements, policies and procedures.

Program Curriculum

Additional Curriculum Notes

1. Program Prerequisites for Fall 2017:

Students admitted to the Respiratory Therapy Program must successfully complete the following courses prior to enrolling in the first respiratory therapy class with a "C" or higher:

- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3

2. Program Prerequisites for Fall 2018:

Students admitted to the Respiratory Therapy Program must successfully complete the following courses prior to enrolling in the first respiratory therapy class with a "C" or higher:

- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- CHM 131 Introduction to Chemistry Credit Hours: 3C
- CHM 131A Intro to Chemistry Lab Credit Hours: 1
- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 110 - Math Measurement & Literacy Credit Hours: 3

3. ART 111, ENG 231, ENG 232, MUS 110, MUS 112, PHI 215 and PHI 240 . Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

First Semester (Fall)

- BIO 275 - Microbiology Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3
- RCP 110 - Intro to Respiratory Care Credit Hours: 4

Class Hours 12|Lab Hours 6|Credit Hours 14

Second Semester (Spring)

- PSY 150 - General Psychology Credit Hours: 3
- RCP 111 - Therapeutics/Diagnostics Credit Hours: 5
- RCP 114 - C-P Anatomy & Physiology Credit Hours: 3
- RCP 133 - RCP Clinical Practice I Credit Hours: 3

Class Hours 10|Lab Hours 3|Clinical Hours 9|Credit Hours 14

Third Semester (Summer)

- RCP 115 - C-P Pathophysiology Credit Hours: 2
- RCP 122 - Special Practice Lab Credit Hours: 1
- RCP 142 - RCP Clinical Practice II Credit Hours: 2
- RCP 210 - Critical Care Concepts Credit Hours: 4

Class Hours 5|Lab Hours 5|Clinical Hours 6|Credit Hours 9

Fourth Semester (Fall)

- RCP 158 - RCP Clinical Practice III Credit Hours: 8
- RCP 211 - Advanced Monitoring/Procedures Credit Hours: 4
- RCP 214 - Neonatal/Peds RC . Credit Hours: 2

Class Hours 4|Lab Hours 6|Clinical Hours 24|Credit Hours 14

Fifth Semester (Spring)

- RCP 215 - Career Preparation Credit Hours: 1
- RCP 238 - RCP Clinical Practice IV Credit Hours: 8

Lab Hours 3|Clinical Hours 24|Credit Hours 9

Total Credit Hours 74

Nurse Aide (D45970) Diploma

Purpose

This curriculum is designed to prepare students for careers in the Health Sciences. Students will complete general education courses that provide a foundation for success in nursing and allied health curricula. Students may select a career pathway that will prepare them for an entry level position in health care. Courses may also provide foundational knowledge needed in the pursuit of advanced health science degrees or programs.

This program prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages. Course work emphasizes growth and development throughout the life span, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management; family resources and services; and employment skills. Graduates of this program may be eligible to be listed on the Division of Health Service Regulation (DHSR) Nurse Aide registry as a Nurse Aide I and the N.C. Board of Nursing Nurse Aide II registry as a Nurse Aide II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctors' offices.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent), and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers precollege courses to prepare students for Therapeutic and Diagnostic Services diploma in Nurse Aide.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3
- HSC 110 - Orientation to Health Careers Credit Hours: 1
- MED 120 - Survey of Medical Term Credit Hours: 2
- NAS 101 - Nurse Aide I Credit Hours: 6

Class Hours 13 | Lab Hours 7 | Clinical Hours 3 | Credit Hours 17

Second Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
or ENG 115 Oral Communication Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3
- NAS 102 - Nurse Aide II Credit Hours: 6

Class Hours 12 | Lab Hours 5 | Clinical Hours 6 | Credit Hours 16

Third Semester (Summer)

- Humanities and Fine Arts Elective Credit Hours: 3
- NAS 107 - Medication Aide Class Credit Hours: 1
- MAT 110 - Math Measurement & Literacy Credit Hours: 3

Class Hours 6 | Lab Hours 2 | Credit Hours 7

Total Credit Hours 40

Practical Nursing (D45660) Diploma

Purpose

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics.

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.

Admission Requirements and Special Conditions

Admission into the Practical Nursing program is a competitive admission process. A minimum grade point average of 2.8 or higher is required in the general education courses.

Gainful Employment

Gainful Employment Disclosure [Opens in a new tab] See important information about the educational debt, earnings, and completion rates of students who attended this program.

Special Accreditation Status

The practical nursing program is approved by the North Carolina Board of Nursing.

General Requirements

1. Detailed current information for interested applicants is located at www.robeson.edu/practical [opens in a new tab]
2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.
3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, references and academic degrees.
4. Applicants must have a GPA of 2.8 or greater in the practical nursing general education courses by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For Practical Nursing program, the GPA calculation will be based upon grades earned in the following courses:
 - BIO 168
 - BIO 169
 - ENG 111
 - PSY 150
5. Once an applicant has successfully satisfied required English/reading and mathematics entrance competencies, applicants are eligible to submit an application packet. The program checklist outlines the number of strategies applicants may follow to meet the required competencies.
6. A point system is followed to evaluate health science program applications. Applicants earn points based upon academic performance, TEAS score, references and academic degrees. Point distribution is outlined on the program checklist, as well as on the program webpage.
7. All official transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student even if not selected for admission.
9. It is the student's responsibility to review all program materials, including the practical nursing web site at www.robeson.edu/practicalnursing [opens in a new tab] and to stay current with the program requirements, policies and procedures.

Additional Curriculum Notes

1. Program Prerequisites:

Students admitted to the Practical Nursing Program must successfully complete the following courses prior to enrolling in the first practical nursing class with a "C" or higher:

- BIO 168 - Anatomy and Physiology I Credit Hours: 4
 - Certification of completion of Nurse Aide I and current listing as a Nurse Aide I without substantiated findings.
2. A competitive TEAS V score will be required for consideration/acceptance into the Nursing program. Students will be notified of TEAS testing dates. All fees associated with the TEAS exam is the responsibility of the student.

Program Curriculum

First Semester (Fall)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3
- NUR 101 - Practical Nursing I Credit Hours: 11

Class Hours 13 | Lab Hours 9 | Clinical Hours 6 | Credit Hours 18

Second Semester (Spring)

- PSY 150 - General Psychology Credit Hours: 3
- NUR 102 - Practical Nursing II Credit Hours: 10

Class Hours 10 | Clinical Hours 9 | Credit Hours 13

Third Semester (Summer)

- NUR 103 - Practical Nursing III Credit Hours: 9

Class Hours 6 | Clinical Hours 9 | Credit Hours 9

Total Credit Hours 44

Surgical Technology (D45740) Diploma

Purpose

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team. Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to

prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

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

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

Admission Requirements and Special Conditions

Admission into the Surgical Technology program is a competitive admission process. A minimum grade point average of 2.8 or higher is required in the general education courses.

Gainful Employment

Gainful Employment Disclosure [Opens in a new tab] See important information about the educational debt, earnings, and completion rates of students who attended this program.

Special Accreditation Status

The Surgical Technology program is accredited by Commission on Accreditation of Allied Health Programs (CAAHEP) and the Accreditation Review Committee in Surgical Technology and Surgical Assisting (ARC/STSA).

ARC/STSA

6 W. Dry Creek Circle, Suite #110

Littleton, CO 80120

Phone: (303) 694-9262

Fax: (303) 741-3655

www.arcstsa.org [opens in a new tab]

CAAHEP

25400 US Highway 19 North

Suite 158 Clearwater, FL 33763

Phone (727) 210-2350

Fax: (727) 210-2354

Website: www.caahep.org/ [opens in a new window]

General Requirements

1. Detailed current information for interested applicants is located at www.robeson.edu/academics[opens in a new tab].
2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.
3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, professional/academic references and academic degrees. Competitive applicants are expected to attend a Surgical Technology Information Session.
4. Applicants must have a GPA of 2.8 or greater in the surgical technology general education courses by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For Surgical Technology program, the GPA calculation will be based upon grades earned in the following courses:
BIO 168, BIO 169, ENG 111, and PSY 150
5. Once an applicant has successfully satisfied required English, reading and mathematics entrance competencies, applicants are eligible to submit an application packet. The program checklist outlines the number of strategies applicants may follow to meet the required competencies.
6. A competitive point system is used to evaluate health science program applications. Applicants earn points based upon academic performance, professional/academic references and academic degrees.
7. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.
9. Provisionally accepted students previously enrolled in any other Surgical Technology programs must submit a letter from the Surgical Technology Program Director of the program.
10. It is the student's responsibility to review all program materials, including the surgical technology web site at www.robeson.edu/surgical [opens in a new tab] and to stay current with the program requirements, policies and procedures.
11. Current American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers certification is a prerequisite to admission and must be maintained throughout the program.

Additional Curriculum Notes

1. **Program** **Prerequisites:**
Students admitted to the Surgical Technology Program must successfully complete the

following course prior to enrolling in the first surgical technology class with a "C" or higher:

- BIO 168 - Anatomy and Physiology I Credit Hours: 4

Program Curriculum

First Semester (Fall)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3
- SUR 110 - Intro to Surgical Technology Credit Hours: 3
- SUR 111 - Periop Patient Care Credit Hours: 7

Class Hours 14 | Lab Hours 9 | Credit Hours 17

Second Semester (Spring)

- SUR 122 - Surgical Procedures I Credit Hours: 6
- SUR 123 - Surgical Clinical Practice I Credit Hours: 7
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 8 | Lab Hours 3 | Clinical Hours 21 | Credit Hours 16

Third Semester (Summer)

- SUR 134 - Surgical Procedures II Credit Hours: 5
- SUR 135 - SUR Clinical Practice II Credit Hours: 4
- SUR 137 - Prof Success Prep Credit Hours: 1

Class Hours 6 | Lab Hours 5 | Clinical Hours 12 | Credit Hours 10

Total Credit Hours 47

Nurse Aide (C45840) Certificate

Purpose

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

Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills.

Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

Program Curriculum

- NAS 101 - Nurse Aide I Credit Hours: 6
- NAS 102 - Nurse Aide II Credit Hours: 6
- NAS 107 - Medication Aide Class Credit Hours: 1

Class Hours 6 | Lab Hours 8 | Clinical Hours 9 | Credit Hours 13

Total Credit Hours 13

Associate in General Education - Nursing (A1030N), AGE

Purpose

The Associate in General Education (AGE)-Nursing is designed for students who wish to begin their study toward the Associate in Nursing degree and a Baccalaureate degree in Nursing as based on Blocks 1 through 3 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015. The AGE-Nursing shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses.

A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0 and a grade of C or better in the AGE-Nursing courses listed below and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers precollege courses to prepare students for the Associate in General Education Nursing Program.

Students admitted into A1030N must meet the requirements below or have the approval of a Student Services staff member or the Nursing Program Director. Approval may be based upon academic performance in college level courses or high school transcript.

- Credit for NAS 101 Nurse Aide I (or Certification of Nurse Aide I and current listing on NC Registry without Substantive findings)
- Credit for BIO 168, BIO 169, CHM 151 or CHM 131/CHM 131A, PSY 150
- Credit for or placement test credit for DRE 096, DRE 097 and DRE 098 and DMA 010-050.

- GPA \geq 2.8 The GPA calculation will be based on grades in the following courses: BIO 168, BIO 169, CHM 151 or CHM 131/CHM 131A, ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts elective.

Program Curriculum

First Semester (Fall)

- ENG 111 - Writing and Inquiry Credit Hours: 3
- History Elective Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3
or MAT 171 Precalculus Algebra Credit Hours: 4
- PSY 150 - General Psychology Credit Hours: 3
- Physical Education Elective Credit Hours: 1

Class Hours 15 or 16 | Lab Hours 10 | Credit Hours 18 or 19

Second Semester (Spring)

- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- General Education Elective Credit Hours: 3 or 4
- Humanities/Fine Arts Elective Credit Hours: 3
- MAT 152 - Statistical Methods I Credit Hours: 4
- SOC 210 - Introduction to Sociology Credit Hours: 3

Class Hours 15 | Lab Hours 6 | Credit Hours 17

Third Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- ENG 231 - American Literature I Credit Hours: 3
or ENG 232 American Literature II Credit Hours: 3
- PHI 240 - Introduction to Ethics Credit Hours: 3
- PSY 241 - Developmental Psychology Credit Hours: 3

Class Hours 12 | Lab Hours 2 | Credit Hours 13

Fourth Semester (Spring)

- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- BIO 275 - Microbiology Credit Hours: 4
- CHM 131 - Introduction to Chemistry Credit Hours: 3
and CHM 131A Intro to Chemistry Lab Credit Hours: 1
or CHM 151 General Chemistry I Credit Hours: 4
- SOC 213 - Sociology of the Family Credit Hours: 3

Class Hours 9 | Lab Hours 9 | Credit Hours 12

Total Credit Hours 60-61

General Elective Choices

The General Elective requirement can be satisfied by taking one of the following courses not previously taken or required:

ART 111 BIO 111 BIO 112 BIO 120 BIO 130 BUS 110 CHM 151 CHM 152 CIS 111 CJC 111 COM 231 ECO 251 ECO 252 ENG 231 ENG 232 ENG 241 ENG 242 HIS 111 HIS 112 HIS 131 HIS 132 HUM 115 HUM 130 MAT 143 MAT 171 MAT 172 MUS 110 MUS 112 PHI 215 PHY 151 PHY 152 REL 110 REL 221.

Additional Curriculum Notes

1. The Humanities/Fine Arts electives can be satisfied by completing one of the following: ART 111, HUM 115, MUS 110, MUS 112, or PHI 215. The following courses are also required: PHI 240 and ENG 231 or ENG 232.
2. The History elective can be satisfied by completing one of the following: HIS 111, HIS 112, HIS 131, or HIS 132.
3. The PE electives can be satisfied by completing one of the following: PED 117 or PED 120.
4. Admission to all RCC Health Science programs is a competitive process. Academic performance in program general education courses are evaluated for admission.
5. A minimum GPA of 2.8 or higher is required for application into RCC's Nursing Program. The GPA calculation will be based on grades in the following courses: BIO 168, BIO 169, CHM 151, ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts elective.
6. Associate of General Education graduates who transfer to a BSN program must maintain an overall GPA of at least 3.0 on a 4.0 scale in order to be eligible for a BSN program.
7. Admission to all RCC Health Science programs is a competitive process. A point system is followed to evaluate health science program applications. Applicants earn points based upon academic performance, references and academic degrees. Point distribution is outlined on the health science program checklist, as well as on the program webpage.

High School Connections Career & College Promise (CPP)

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. Robeson Community College offers Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education.

Career & College Promise (CCP) offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a 3.0 GPA and meet all other eligibility requirements. CCP is a commitment to helping every qualified student gain access to an affordable college education. Through a partnership of the North Carolina

Community College System, the Department of Public Instruction, the University of North Carolina System and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no tuition cost to them or their families.

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

College Transfer Pathway

1. The Career and College Promise Pathway allows the completion of at least thirty semester hours of transfer courses, including English and mathematics and ACA 122 College Transfer Success
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - b. Have a weighted GPA of 3.0 on high school courses; and
 - c. Demonstrate college readiness on an assessment or placement test (see attachment A).

A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a College Transfer Pathway.

3. A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:
 - a. Have a weighted GPA of 3.5;
 - b. Have completed two years of high school English with a grade of 'C' or higher;
 - c. Have completed high school Algebra II (or a higher level math class) with a grade of 'C' or higher;
 - d. Obtain the written approval of the high school principal or his/her designee; and,
 - e. Obtain the written approval of the community college president or his/her designee.

A Provisional Status student may register only for college mathematics (MAT) and college English (ENG) courses within the chosen Pathway. To be eligible to register for other courses in the Pathway, the student must first successfully complete mathematics and English courses with a grade of 'C' or higher.

4. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 GPA in college coursework after completing two courses.
 - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
5. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.

6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
7. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts or Associate in Science.
8. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

Career Technical Education Pathway

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
 - c. Meet the prerequisites for the career pathway.
3. High school counselors should consider students' PLAN scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 in college coursework after completing two courses.
 - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator. A student may concurrently enroll in two CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee.

Student Application Procedures

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A Home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.

- Students must complete a college application to be admitted into a Career and College Promise pathway.

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

TEST	PLAN **	PSAT **	ASSET (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	ACCUPLACER (NCCCS Cut Score)
English	15	45	41 Writing	70 Writing	86 Sentence Skills
Reading	18	41	41 Reading	81 Reading	80 Reading
Mathematics	19	47	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:*

SAT		ACT	
English	500	English	18
Critical Reading	500	Reading	22
Mathematics	500	Mathematics	22

* To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 19 on PLAN math with an 86 and an 80 on Accuplacer sentence skills and reading to demonstrate college readiness.

** PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.

Diploma

Nurse Aide Career Technical Education Pathway (D45970D) Diploma

Purpose

The NC Career and College Promise Career and Technical Education (CTE) Pathways are designed for accelerated high school juniors and seniors who are ready to get a head start on career and technical courses that will lead to a job credential, certificate or diploma in a technical career.

The Nurse Aide Pathway prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages. It also allows for coursework for competitive admission into health science programs.

Admissions Criteria

To be eligible for enrollment, you must meet the following criteria:

- Be a high school junior or senior;
- Be 16¹/₂ years of age before taking NAS 101
- Be enrolled in a High School Career Cluster/Concentration that is aligned with the Nurse Aide diploma;
- Have a weighted GPA on 3.0 on high school course or approval of your high school principal or designee;
- Meet all program prerequisites.

If you meet these qualifications, submit your Career and College Promise application, official high school transcripts, and any applicable test scores (official, unopened original copies) to RCC. See your school counselor for more information.

If you have questions about the Nurse Aide pathway, please see the website for more information:

website: <http://roberson.edu/na> [opens in a new tab] or contact Sheila Smith – Program Director Nurse Aide at 910.272.3397 or ssmith@roberson.edu

Registration Process

Students will register for classes at RCC during a special registration period. Once the registration period begins, you will be registered on a first come, first-served basis. Please see your high school counselor for more information.

Articulated Courses

High School

HN 43 Nursing Fundamentals

HU 10 Health Team Relations

HU 40 Health Science 1 and

HU 42 Health Science 11

Community College

NAS 101 (NC Nurse Aide 1 Registry required)

MED 120 - Survey of Medical Term

Certification exam and eligible for National Registry listing and employment.

Premajor courses part of the Comprehensive Articulation Agreement (CAA) and Independent Comprehensive Agreement (ICAA) and will transfer to four year institutions in the state of North Carolina.

* Universal General Education Transfer Component [UGETC], courses transfer to any four year institution as a lower general education elective.

Class Locations

All courses are offered on the RCC campus. To find a specific course offering, search for sections online by selecting the "Class Schedules" option on the RCC website: www.roberson.edu [opens in a new tab]

Program Curriculum

First Semester (Fall)

- ENG 111 - Writing and Inquiry Credit Hours: 3 *
- HSC 110 - Orientation to Health Careers Credit Hours: 1
- MED 120 - Survey of Medical Term Credit Hours: 2
- NAS 101 - Nurse Aide I Credit Hours: 6

Class Hours 9 | Lab Hours 4 | Clinical Hours 3 | Credit Hours 12

Second Semester (Spring)

- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3 *
- MAT 171 - Precalculus Algebra Credit Hours: 4 *
- PSY 150 - General Psychology Credit Hours: 3 *

Class Hours 9 | Lab Hours 2 | Credit Hours 10

Third Semester (Fall)

- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- PHI 240 - Introduction to Ethics Credit Hours: 3 *

Class Hours 6 | Lab Hours 2 | Credit Hours 7

Fourth Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- NAS 102 - Nurse Aide II Credit Hours: 6

Class Hours 6 | Lab Hours 5 | Clinical Hours 6 | Credit Hours 10

Total Credit Hours (39 SHC)

Air Conditioning, Heating and Refrigeration (C35100AC) (Certificate) Career Technical Pathway

Purpose

The Air Conditioning, Heating and Refrigeration Pathway is designed to provide students with entry-level competencies in mechanical refrigeration, heating and cooling theory, electricity, controls and safety.

Upon completion of the pathway, students will be awarded a Certificate in Air Conditioning, Heating and Refrigeration from RCC.

Program Curriculum

First Semester (Fall)

- AHR 110 - Intro to Refrigeration Credit Hours: 5
- AHR 111 - HVACR Electricity Credit Hours: 3

Class Hours 4 | Lab Hours 8 | Credit Hours 8

Second Semester (Spring)

- AHR 113 - Comfort Cooling Credit Hours: 4

Class Hours 2 | Lab Hours 4 | Credit Hours 4

Total Credit Hours 12

Business Administration-General Career and College Promise (C25120PW), CTE Certificate

Purpose

The Business Administration Career and College Promise CTE-Certificate is designed to introduce students to various aspects of Business Technologies. Students will be provided fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Upon completion of the Career and College Promise CTE-Certificate, students will be awarded a Certificate in Business Administration-General from RCC.

Courses included in this CTE program of study are offered in the college's traditional, local certificate as listed in the college catalog.

Program Curriculum

First Semester (Fall)

- ACC 120 - Prin of Financial Accounting Credit Hours: 4
- CIS 110 - Introduction to Computers Credit Hours: 3

Class Hours 5 | Lab Hours 4 | Credit Hours 7

Second Semester (Spring)

- BUS 121 - Business Math Credit Hours: 3
- CTS 130 - Spreadsheet Credit Hours: 3

Class Hours 4 | Lab Hours 4 | Credit Hours 6

Total Credit Hours 13

Cosmetology (C55140HS) CTE-Certificate

Purpose

The NC Career and College, Promise Career and Technical Education (CTE) Pathways are designed for accelerated high school juniors and seniors who are ready to get a head start on career and technical courses that will lead to a job credential, certificate or diploma in a technical career.

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.

Program Curriculum

Due to the large number of contact hours, this program has split some traditional courses into an A & B format across two semesters. Students must successfully complete both portions of the course to get credit for the course. Additionally, the A portion is a prerequisite for the B portion.

First Semester (Fall)

- COS 111 - Cosmetology Concepts I Credit Hours: 4
COS 111AB is the first half of COS 111
- COS 112 - Salon I Credit Hours: 8
COS 112AB is the first half of COS 112

Class Hours 2 | Lab Hours 12 | Credit Hours NA*

** Credit hours will not be awarded until successful completion of the B portion of the courses.*

Second Semester (Spring)

- COS 111 - Cosmetology Concepts I Credit Hours: 4
COS 111BB is the second half of COS 111
- COS 112 - Salon I Credit Hours: 8
COS 112BB is the second half of COS 112

Class Hours 2 | Lab Hours 12 | Credit Hours 12

Third Semester (Fall)

- COS 113 - Cosmetology Concepts II Credit Hours: 4
COS 113AB is the first half of COS 113
- COS 114 - Salon II Credit Hours: 8
COS 114AB is the first half of COS 114

Class Hours 2 | Lab Hours 12 | Credit Hours NA*

** Credit hours will not be awarded until successful completion of the B portion of the courses.*

Fourth Semester (Spring)

- COS 113 - Cosmetology Concepts II Credit Hours: 4
COS 113BB is the second half of COS 113
- COS 114 - Salon II Credit Hours: 8
COS 114BB is the second half of COS 114

Class Hours 2 | Lab Hours 12 | Credit Hours 12

Fifth Semester (Summer)

- COS 115 - Cosmetology Concepts III Credit Hours: 4
- COS 116 - Salon III Credit Hours: 4

Class Hours 4 | Lab Hours 12 | Credit Hours 8

Sixth Semester (Fall)

- COS 223 - Contemp Hair Coloring Credit Hours: 2

Class Hours 1 | Lab Hours 3 | Credit Hours 2

Total Credit Hours 34

Criminal Justice Technology-Pathway (C55180C) Certificate

Purpose

The NC Career and College Promise Career and Technical Education (CTE) Pathways are designed for accelerated high school juniors and seniors who are ready to get a head start on career and technical courses that will lead to a job credential, certificate or diploma in a technical career.

The Criminal Justice Technology Pathway is designed to provide a foundational study of the criminal justice system. Topics include the components of the criminal justice system, investigative techniques, criminal law and juvenile justice.

Program Curriculum

The following courses are offered in the Fall Semester each academic year:

- CJC 111 - Intro to Criminal Justice Credit Hours: 3
- CJC 112 - Criminology Credit Hours: 3
- CJC 113 - Juvenile Justice Credit Hours: 3
- CJC 131 - Criminal Law Credit Hours: 3
- CJC 221 - Investigative Principles Credit Hours: 4

Class Hours 15 | Lab Hours 2 | Credit Hours 16

Total Credit Hours 16

Early Childhood Associate (C55220C) CTE Certificate

Purpose

The Early Childhood Associate Pathway is designed for accelerated high school juniors and seniors who are ready to get a head start on career and technical courses that will lead to a job credential, certificate or diploma in a technical career.

The Early Childhood Associate Pathway is designed to prepare individuals to work with children from birth through eight in diverse learning environments.

Program Curriculum

First Semester (Fall)

- EDU 119 - Intro to Early Child Education Credit Hours: 4

Class Hours 4 | Credit Hours 4

Second Semester (Spring)

- EDU 144 - Child Development I Credit Hours: 3

- EDU 146 - Child Guidance Credit Hours: 3

Class Hours 6 | Credit Hours 6

Third Semester (Fall)

- EDU 131 - Child, Family, and Community Credit Hours: 3

Class Hours 3 | Credit Hours 3

Fourth Semester (Spring)

- EDU 145 - Child Development II Credit Hours: 3

Class Hours 3 | Credit Hours 3

Total Credit Hours 16

Electrical Systems Technology-CTE Pathway (C35130ES) CTE Certificate

Purpose

The Electrical Pathway is designed to provide students with entry-level competencies in DC/AC electricity, basic wiring I and National Electrical Code.

Upon completion of the pathway, students will be awarded a Certificate in Electrical from RCC.

Program Curriculum

First Semester (Fall)

- ELC 112 - DC/AC Electricity Credit Hours: 5
- ELC 113 - Residential Wiring Credit Hours: 4

Class Hours 5 | Lab Hours 12 | Credit Hours 9

Second Semester (Spring)

- ELC 117 - Motors and Controls Credit Hours: 4

Class Hours 2 | Lab Hours 6 | Credit Hours 4

Total Credit Hours 13

Emergency Medical Science (C45340PW), CTE-Certificate

Purpose

The NC Career and College Promise Career and Technical Education (CTE) Pathways are designed for accelerated high school juniors and seniors who are ready to get a head start on career and technical courses that will lead to a job credential, certificate or diploma in a technical career.

The Emergency Medical Science Pathway prepares individuals to work under the supervision of licensed emergency medical care professionals in providing care to critical and emergent patients. Completers of this pathway are eligible to take state certification examinations.

* Students must be 16 years of age before taking EMS 110.

Program Curriculum

First Semester (Fall)

- EMS 110 - EMT Credit Hours: 8

Class Hours 6 | Lab Hours 6 | Credit Hours 8

Second Semester (Spring)

- BIO 163 - Basic Anatomy & Physiology Credit Hours: 5
- EMS 131 - Advanced Airway Management Credit Hours: 2
- MED 120 - Survey of Medical Term Credit Hours: 2

Class Hours 7 | Lab Hours 4 | Credit Hours 9

Total Credit Hours 17

Industrial Systems Technology (C50240IS) CTE Certificate

Purpose

The Industrial Systems Technology Pathway is designed to provide students with entry-level competencies in DC/AC electricity, hydraulics/pneumatics, electro-pneumatic components and work place safety.

Upon completion of the pathway, students will be awarded a Certificate in Industrial Systems Technology from RCC.

Program Curriculum

First Semester (Fall)

- BPR 111 - Print Reading Credit Hours: 2

- MNT 110 - Intro to Maintenance Procedures Credit Hours: 2

Second Semester (Spring)

- HYD 110 - Hydraulics/Pneumatics I Credit Hours: 3
- ISC 110 - Workplace Safety Credit Hours: 1

Third Semester (Fall)

- ELC 112 - DC/AC Electricity Credit Hours: 5

Total Credit Hours 13

Information Technology (C25590C) CTE Certificate

Purpose

This certificate program is designed to provide individuals with a basic understanding of Information Technology. Holders of this certificate would be able to provide basic troubleshooting for residential and small business computers.

Furthermore, this Career and Technical Education (CTE) Certificate provides high school students with an opportunity to take courses common to both the Information Technology Network Management and Support & Services tracks. Upon completion of this certificate, students will be able to enter either track without losing course credit or needing to take additional courses to complete the track.

Program Curriculum

First Semester (Fall)

- CIS 110 - Introduction to Computers Credit Hours: 3
- CTS 120 - Hardware/Software Support Credit Hours: 3

Class Hours 4 | Lab Hours 5 | Credit Hours 6

Second Semester (Spring)

- CTI 110 - Web, Program, & Database Foundation Credit Hours: 3
- NOS 110 - Operating Systems Concepts Credit Hours: 3

Class Hours 4 | Lab Hours 5 | Credit Hours 6

Total Credit Hours 12

Career & College Promise (P1012C), AA

Purpose

The NC Career and College Promise (CCP) College Transfer Pathway leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

The courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college courses with Universal General Education Transfer Component course designation to transfer as a lower level general education course equivalency at every public four year institution in North Carolina. Students must obtain a grade of "C" or better in each course.

High school students in the CCP College Transfer Pathway Leading to an Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts (AA) degree.

Admissions Criteria

To be eligible for enrollment, you must meet the following criteria:

- Be a high school junior or senior;
- Have a weighted GPA of 3.0 on high school courses;
- Demonstrate college readiness in English, Reading, and Math on an assessment or placement test.
- Meet all program prerequisites.

If you meet these qualifications, submit your Career and College Promise application, official high school transcripts, and any applicable test scores (official, unopened original copies) to RCC. See your school counselor for more information.

Program Curriculum

First Semester (Fall)

- ACA 122 - College Transfer Success Credit Hours: 1
- ENG 111 - Writing and Inquiry Credit Hours: 3
- BIO 111 - General Biology I Credit Hours: 4

Class Hours 6 | Lab Hours 5 | Credit Hours 8

Second Semester (Spring)

- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- Social/Behavioral Science Elective Credit Hours: 3 (See choices below)
- MAT 143 - Quantitative Literacy Credit Hours: 3
or MAT 152 Statistical Methods I Credit Hours: 4
or MAT 171 Precalculus Algebra Credit Hours: 4

Class Hours 8 or 9 | Lab Hours 2 | Credit Hours 9 or 10

Third Semester (Fall)

- Humanities/Fine Arts Elective Credit Hours: 3 (See choices below)
- Humanities/Fine Arts Elective Credit Hours: 3 (See choices below)
- Social/Behavioral Science Elective Credit Hours: 3 (See choices below)

Class Hours 9 | Lab Hours 0 | Credit Hours 9

Fourth Semester (Spring)

- Humanities/Fine Arts Elective Credit Hours: 3 (See choices below)
- Social/Behavioral Science Elective Credit Hours: 3 (See choices below)

Class Hours 6 | Lab Hours 0 | Credit Hours 6

Total Credit Hours (32-33)

General Education

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.

Humanities/Fine Arts/Communications Choices

Select three courses from the following from at least two different disciplines:

- ART 111 - Art Appreciation Credit Hours: 3
- COM 231 - Public Speaking Credit Hours: 3
- ENG 231 - American Literature I Credit Hours: 3
- ENG 232 - American Literature II Credit Hours: 3
- ENG 241 - British Literature I Credit Hours: 3
- ENG 242 - British Literature II Credit Hours: 3
- MUS 110 - Music Appreciation Credit Hours: 3
- MUS 112 - Introduction to Jazz Credit Hours: 3
- PHI 215 - Philosophical Issues Credit Hours: 3
- PHI 240 - Introduction to Ethics Credit Hours: 3

Social/Behavioral Sciences Choices

Select three courses from the following from at least two different disciplines:

- ECO 251 - Prin of Microeconomics Credit Hours: 3
- ECO 252 - Prin of Macroeconomics Credit Hours: 3
- HIS 111 - World Civilizations I Credit Hours: 3
- HIS 112 - World Civilizations II Credit Hours: 3
- HIS 131 - American History I Credit Hours: 3

- HIS 132 - American History II Credit Hours: 3
- POL 120 - American Government Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3
- SOC 210 - Introduction to Sociology Credit Hours: 3

Career & College Promise (P1042C), AS

Purpose

The NC Career and College Promise (CCP) College Transfer Pathway leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

The courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college courses with Universal General Education Transfer Component course designation to transfer as a lower level general education course equivalency at every public four year institution in North Carolina. Students must obtain a grade of "C" or better in each course.

High school students in the CCP College Transfer Pathway Leading to an Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science (AS) degree.

Admissions Criteria

To be eligible for enrollment, you must meet the following criteria:

- Be a high school junior or senior;
- Have a weighted GPA of 3.0 on high school courses;
- Demonstrate college readiness in English, Reading, and Math on an assessment or placement test.
- Meet all program prerequisites.

If you meet these qualifications, submit your Career and College Promise application, official high school transcripts, and any applicable test scores (official, unopened original copies) to RCC. See your school counselor for more information.

Program Curriculum

First Semester (Fall)

- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 171 - Precalculus Algebra Credit Hours: 4
- Social/ Behavioral Science - Elective Credit Hours: 3

Class Hours 9 | Lab Hours 2 | Credit Hours 10

Second Semester (Spring)

- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- MAT 172 - Precalculus Trigonometry Credit Hours: 4
- Social/ Behavioral Science - Elective Credit Hours: 3

Class Hours 9 | Lab Hours 2 | Credit Hours 10

Third Semester (Fall)

- Humanities/ Fine Arts - Elective Credit Hours: 3
- BIO 111 General Biology I Credit Hours: 4
or CHM 151 General Chemistry I Credit Hours: 4
or PHY 151 College Physics I Credit Hours: 4

Class Hours 6 | Lab Hours 2 or 3 | Credit Hours 7

Fourth Semester (Spring)

- ACA 122 - College Transfer Success Credit Hours: 1
- BIO 112 General Biology II Credit Hours: 4
or CHM 152 General Chemistry II Credit Hours: 4
or PHY 152 College Physics II Credit Hours: 4
- Humanities/ Fine Arts - Elective Credit Hours: 3

Class Hours 6 | Lab Hours 4 or 5 | Credit Hours 8

Total Credit Hours 35

Additional Curriculum Notes

Humanities/Fine Arts/Communication Elective Choices

Must choose from two different subjects.

- ART 111 - Art Appreciation Credit Hours: 3
- COM 231 - Public Speaking Credit Hours: 3
- ENG 231 - American Literature I Credit Hours: 3
- ENG 232 - American Literature II Credit Hours: 3
- ENG 241 - British Literature I Credit Hours: 3
- ENG 242 - British Literature II Credit Hours: 3
- MUS 110 - Music Appreciation Credit Hours: 3
- MUS 112 - Introduction to Jazz Credit Hours: 3
- PHI 215 - Philosophical Issues Credit Hours: 3
- PHI 240 - Introduction to Ethics Credit Hours: 3

Social/Behavioral Science Elective Choices

Must choose from two different subjects.

- ECO 251 - Prin of Microeconomics Credit Hours: 3

- ECO 252 - Prin of Macroeconomics Credit Hours: 3
- HIS 111 - World Civilizations I Credit Hours: 3
- HIS 112 - World Civilizations II Credit Hours: 3
- HIS 131 - American History I Credit Hours: 3
- HIS 132 - American History II Credit Hours: 3
- POL 120 - American Government Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3
- SOC 210 - Introduction to Sociology Credit Hours: 3

Career and College Promise Associate Degree Nursing (ADN) Pathway (P1032C), Pathway

Purpose

The Career and College Promise (CCP) ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on Block 1 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

A student who completes an Associate in Applied Science (AAS) in Nursing, which includes the courses listed below, with a GPA of at least 2.0 and a grade of C or better and completes the courses in Blocks 2-3 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs with a GPA of at least 2.0 and a grade of C or better, and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

Admissions Criteria

To be eligible for enrollment, you must meet the following criteria:

- Be a high school junior or senior;
- Have a weighted GPA of 3.0 on high school courses;
- Demonstrate college readiness in English, Reading, and Math on an assessment or placement test.
- Meet all program prerequisites.

If you meet these qualifications, submit your Career and College Promise application, official high school transcripts, and any applicable test scores (official, unopened original copies) to RCC. See your school counselor for more information.

Program Curriculum

First Semester (Fall)

- ENG 111 - Writing and Inquiry Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 6 | Lab Hours 0 | Credit Hours 6

Second Semester (Spring)

- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- PSY 241 - Developmental Psychology Credit Hours: 3

Class Hours 6 | Lab Hours 0 | Credit Hours 6

Third Semester (Fall)

- ACA 122 - College Transfer Success Credit Hours: 1
- BIO 168 - Anatomy and Physiology I Credit Hours: 4

Class Hours 3 | Lab Hours 5 | Credit Hours 5

Fourth Semester (Spring)

- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- PHI 240 - Introduction to Ethics Credit Hours: 3

Class Hours 6 | Lab Hours 3 | Credit Hours 7

Total Credit Hours 24

Industrial Technologies

Electrical Systems Technology (A35130BR), AAS

Purpose

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

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

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

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Electrical Systems Technology curriculum.

This Is Not a Transfer Program.

The BR, or Bridge program is intended for students who may be interested in pursuing a four-year degree in this field. **THIS IS NOT A TRANSFER PROGRAM.** However, the selection of Universal General Education Transfer Component (UGETC) courses will reduce the number of additional courses required for admission to the four-year institution. Before selecting this program, contact the four-year institution(s) in which you are interested to verify entrance requirements.

Admission to this program requires prior approval from the Industrial Technology Programs Department Chairperson.

Program Curriculum

First Semester (Fall)

- ACA 122 - College Transfer Success Credit Hours: 1
- CIS 110 - Introduction to Computers Credit Hours: 3
- ELC 112 - DC/AC Electricity Credit Hours: 5
- ELC 113 - Residential Wiring Credit Hours: 4
- ELC 118 - National Electrical Code Credit Hours: 2
- MAT 171 - Precalculus Algebra Credit Hours: 4

Class Hours 11 | Lab Hours 20 | Credit Hours 19

Second Semester (Spring)

- ELC 114 - Commercial Wiring Credit Hours: 4
- ELC 117 - Motors and Controls Credit Hours: 4
- ELN 229 - Industrial Electronics Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3

Class Hours 10 | Lab Hours 15 | Credit Hours 15

Third Semester (Summer Session)

- DFT 119 - Basic CAD Credit Hours: 2
- ELC 128 - Intro to Programmable Logic Controllers Credit Hours: 3

- ELN 133 - Digital Electronics Credit Hours: 4

Class Hours 6 | Lab Hours 8 | Credit Hours 9

Fourth Semester (Fall)

- ELC 228 - Programmable Logic Controllers Applications Project Credit Hours: 4
- ELN 231 - Industrial Controls Credit Hours: 3
- ELN 232 - Intro to Microprocessors Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3

Class Hours 10 | Lab Hours 12 | Credit Hours 14

Fifth Semester (Spring)

- ELN 275 - Troubleshooting Credit Hours: 2
- ELC 220 - Photovoltaic Sys Tech Credit Hours: 3
- ELC 229 - Applications Project Credit Hours: 2
- PHY 151 - College Physics I Credit Hours: 4
- UGETC Social/Behavioral Science Elective Credit Hours: 3
- UGETC Humanities/Fine Arts Elective Credit Hours: 3

Class Hours 13 | Lab Hours 11 | Credit Hours 17

Total Credit Hours 74

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, ENG 231, ENG 232, MUS 110, MUS 112, PHI 215, PHI 240.
2. The UGETC Social/Behavioral elective can be satisfied by completing one of the following: ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210.

Electrical Systems Technology (A35130TE), AAS

Purpose

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

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

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

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Electrical Systems Technology curriculum.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CIS 111 - Basic PC Literacy Credit Hours: 2
- ELC 112 - DC/AC Electricity Credit Hours: 5
- ELC 113 - Residential Wiring Credit Hours: 4
- ELC 118 - National Electrical Code Credit Hours: 2
- MAT 110 - Math Measurement & Literacy Credit Hours: 3

Class Hours 10 | Lab Hours 18 | Credit Hours 17

Second Semester (Spring)

- ELC 114 - Commercial Wiring Credit Hours: 4
- ELC 117 - Motors and Controls Credit Hours: 4
- ELN 229 - Industrial Electronics Credit Hours: 4
- ENG 110 - Freshman Composition Credit Hours: 3

Class Hours 10 | Lab Hours 15 | Credit Hours 15

Third Semester (Summer Session)

- DFT 119 - Basic CAD Credit Hours: 2
- ELC 128 - Intro to Programmable Logic Controllers Credit Hours: 3
- ELN 133 - Digital Electronics Credit Hours: 4

Class Hours 6 | Lab Hours 8 | Credit Hours 9

Fourth Semester (Fall)

- ELC 228 - Programmable Logic Controllers Applications Project Credit Hours: 4
- ELN 231 - Industrial Controls Credit Hours: 3
- ELN 232 - Intro to Microprocessors Credit Hours: 4
- ENG 115 - Oral Communication Credit Hours: 3

Class Hours 10 | Lab Hours 12 | Credit Hours 14

Fifth Semester (Spring)

- ATR 280 - Robotic Fundamentals Credit Hours: 4
- ELN 275 - Troubleshooting Credit Hours: 2
- ELC 220 - Photovoltaic Sys Tech Credit Hours: 3
- ELC 229 - Applications Project Credit Hours: 2
- Social/Behavioral Science Elective Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3

Class Hours 13 | Lab Hours 11 | Credit Hours 17

Total Credit Hours 72

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, REL 110, REL-211, REL-212 or REL 221.
2. The Social/Behavioral elective can be satisfied by completing one of the following: ECO 151, ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 118, PSY 150, SOC 210, SOC 213 or SOC-220.

Industrial Systems Technology (A50240BR), AAS

Purpose

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely 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 print 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.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Industrial Systems Technology curriculum.

This Is Not a Transfer Program.

The BR, or Bridge program is intended for students who may be interested in pursuing a four-year degree in this field. **THIS IS NOT A TRANSFER PROGRAM.** However, the selection of Universal General Education Transfer Component (UGETC) courses will reduce the number of additional courses required for admission to the four-year institution. Before selecting this program, contact the four-year institution(s) in which you are interested to verify entrance requirements.

Admission to this program requires prior approval from the Industrial Technology Programs Department Chairperson.

Program Curriculum

First Semester (Fall)

- ACA 122 - College Transfer Success Credit Hours: 1
- BPR 111 - Print Reading Credit Hours: 2
- CIS 110 - Introduction to Computers Credit Hours: 3
- ELC 112 - DC/AC Electricity Credit Hours: 5
- MAT 171 - Precalculus Algebra Credit Hours: 4
- MNT 110 - Intro to Maintenance Procedures Credit Hours: 2
- WLD 112 - Basic Welding Processes Credit Hours: 2

Class Hours 11 | Lab Hours 20 | Credit Hours 19

Second Semester (Spring)

- ELC 117 - Motors and Controls Credit Hours: 4
- ELN 229 - Industrial Electronics Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3
- HYD 110 - Hydraulics/Pneumatics I Credit Hours: 3

Class Hours 10 | Lab Hours 12 | Credit Hours 14

Third Semester (Summer Session)

- ELC 128 - Intro to Programmable Logic Controllers Credit Hours: 3
- ISC 110 - Workplace Safety Credit Hours: 1
- MEC 110 - Intro to CAD/CAM Credit Hours: 2
- MEC 111 - Machine Processes I Credit Hours: 3

Class Hours 5 | Lab Hours 9 | Credit Hours 9

Fourth Semester (Fall)

- AHR 120 - HVACR Maintenance Credit Hours: 2
- BPR 115 - ELC/Fluid Power Diagrams Credit Hours: 2

- ELC 228 - Programmable Logic Controllers Applications Project Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- UGETC Social/Behavioral Science Elective Credit Hours: 3
- WLD 212 - Inert Gas Welding Credit Hours: 2

Class Hours 11 | Lab Hours 14 | Credit Hours 16

Fifth Semester (Spring)

- ATR 280 - Robotic Fundamentals Credit Hours: 4
- MEC 276 - Capstone Design Project Credit Hours: 1
- MNT 263 - Electrical-Pneumatic Components Credit Hours: 4
- PHY 151 - College Physics I Credit Hours: 4
- PLU 111 - Intro to Basic Plumbing Credit Hours: 2
- UGETC Humanities/Fine Arts Elective Credit Hours: 3

Class Hours 15 | Lab Hours 12 | Credit Hours 18

Total Credit Hours 76

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, ENG 231, ENG 232, MUS 110, MUS 112, PHI 215, PHI 240.
2. The UGETC Social/Behavioral elective can be satisfied by completing one of the following: ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210.

Industrial Systems Technology (A50240TE), AAS

Purpose

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely 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 print 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.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Industrial Systems Technology curriculum.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- BPR 111 - Print Reading Credit Hours: 2
- CIS 111 - Basic PC Literacy Credit Hours: 2
- ELC 112 - DC/AC Electricity Credit Hours: 5
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
- MNT 110 - Intro to Maintenance Procedures Credit Hours: 2
- WLD 112 - Basic Welding Processes Credit Hours: 2

Class Hours 10 | Lab Hours 18 | Credit Hours 17

Second Semester (Spring)

- ELC 117 - Motors and Controls Credit Hours: 4
- ELN 229 - Industrial Electronics Credit Hours: 4
- ENG 110 - Freshman Composition Credit Hours: 3
- HYD 110 - Hydraulics/Pneumatics I Credit Hours: 3

Class Hours 10 | Lab Hours 12 | Credit Hours 14

Summer Session

- ELC 128 - Intro to Programmable Logic Controllers Credit Hours: 3
- ISC 110 - Workplace Safety Credit Hours: 1
- MEC 110 - Intro to CAD/CAM Credit Hours: 2
- MEC 111 - Machine Processes I Credit Hours: 3

Class Hours 5 | Lab Hours 9 | Credit Hours 9

Third Semester (Fall)

- AHR 120 - HVACR Maintenance Credit Hours: 2
- BPR 115 - ELC/Fluid Power Diagrams Credit Hours: 2
- ELC 228 - Programmable Logic Controllers Applications Project Credit Hours: 4
- ENG 115 - Oral Communication Credit Hours: 3
- WLD 212 - Inert Gas Welding Credit Hours: 2

Class Hours 8 | Lab Hours 14 | Credit Hours 13

Fourth Semester (Spring)

- ATR 280 - Robotic Fundamentals Credit Hours: 4
- Humanities/Fine Arts Elective Credit Hours: 3
- MEC 276 - Capstone Design Project Credit Hours: 1
- MNT 263 - Electrical-Pneumatic Components Credit Hours: 4
- PLU 111 - Intro to Basic Plumbing Credit Hours: 2
- Social/Behavioral Science Elective Credit Hours: 3

Class Hours 12 | Lab Hours 12 | Credit Hours 17

Total Credit Hours 70

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, REL 110, REL-211, REL-212 or REL-220.
2. The Social/Behavioral elective can be satisfied by completing one of the following: ECO 151, HIS 111, HIS 112, HIS 131, HIS 132, PSY 150, SOC 210, SOC 213 or SOC-220.

Air Conditioning, Heating and Refrigeration Technology (D35100) Diploma

Purpose

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.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Air Conditioning, Heating & Refrigeration Technology curriculum.

Gainful Employment

Gainful Employment Disclosure [Opens in a new tab] See important information about the educational debt, earnings, and completion rates of students who attended this program.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- AHR 110 - Intro to Refrigeration Credit Hours: 5
- AHR 111 - HVACR Electricity Credit Hours: 3
- AHR 112 - Heating Technology Credit Hours: 4
- BPR 130 - Print Reading/Construction Credit Hours: 3
- CIS 111 - Basic PC Literacy Credit Hours: 2
- ENG 110 - Freshman Composition Credit Hours: 3

Class Hours 14 | Lab Hours 14 | Credit Hours 21

Second Semester (Spring)

- AHR 113 - Comfort Cooling Credit Hours: 4
- AHR 133 - HVAC Servicing Credit Hours: 4
- AHR 151 - HVAC Duct Systems I Credit Hours: 2
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
- PSY 118 - Interpersonal Psychology Credit Hours: 3

Class Hours 10 | Lab Hours 15 | Credit Hours 16

Summer Session

- AHR 114 - Heat Pump Technology Credit Hours: 4
- AHR 130 - HVAC Controls Credit Hours: 3
- AHR 140 - All-Weather Systems Credit Hours: 2

Class Hours 5 | Lab Hours 9 | Credit Hours 9

Total Credit Hours 46

Electrical Systems Technology (D35130) Diploma

Purpose

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

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

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

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Electrical Systems Technology curriculum.

Gainful Employment Disclosure [Opens in a new tab] See important information about the educational debt, earnings, and completion rates of students who attended this program.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CIS 111 - Basic PC Literacy Credit Hours: 2
- ELC 112 - DC/AC Electricity Credit Hours: 5
- ELC 113 - Residential Wiring Credit Hours: 4
- ELC 118 - National Electrical Code Credit Hours: 2
- MAT 110 - Math Measurement & Literacy Credit Hours: 3

Class Hours 10 | Lab Hours 18 | Credit Hours 17

Second Semester (Spring)

- ELC 114 - Commercial Wiring Credit Hours: 4
- ELC 117 - Motors and Controls Credit Hours: 4
- ELN 229 - Industrial Electronics Credit Hours: 4
- ENG 110 - Freshman Composition Credit Hours: 3

Class Hours 10 | Lab Hours 15 | Credit Hours 15

Summer Session

- DFT 119 - Basic CAD Credit Hours: 2
- ELC 128 - Intro to Programmable Logic Controllers Credit Hours: 3

Class Hours 3 | Lab Hours 5 | Credit Hours 5

Total Credit Hours 37

Additional Curriculum Notes

1. The D35130 Diploma mirrors the first year of the A35130TE (AAS), with the exception of one course in the summer session. It is designed for students who do not want to or cannot devote two years (or more) to the program of study.

Industrial Systems Technology (D50240) Diploma

Purpose

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

Students will learn technical skills in blueprint reading, mechanical systems maintenance, motor and controls, hydraulics/pneumatics, PLCs, welding, machining or fabrication, and includes various diagnostic and repair procedures.

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

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Industrial Systems Technology curriculum.

Gainful Employment

Gainful Employment Disclosure [Opens in a new tab] See important information about the educational debt, earnings, and completion rates of students who attended this program.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- BPR 111 - Print Reading Credit Hours: 2
- CIS 111 - Basic PC Literacy Credit Hours: 2
- ELC 112 - DC/AC Electricity Credit Hours: 5
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
- MNT 110 - Intro to Maintenance Procedures Credit Hours: 2
- WLD 112 - Basic Welding Processes Credit Hours: 2

Class Hours 10 | Lab Hours 18 | Credit Hours 17

Second Semester (Spring)

- ELC 117 - Motors and Controls Credit Hours: 4
- ELN 229 - Industrial Electronics Credit Hours: 4
- ENG 110 - Freshman Composition Credit Hours: 3
- HYD 110 - Hydraulics/Pneumatics I Credit Hours: 3

Class Hours 10 | Lab Hours 12 | Credit Hours 14

Summer Session

- ELC 128 - Intro to Programmable Logic Controllers Credit Hours: 3
- ISC 110 - Workplace Safety Credit Hours: 1
- MEC 111 - Machine Processes I Credit Hours: 3
- MEC 110 - Intro to CAD/CAM Credit Hours: 2 (CNC)

Class Hours 5 | Lab Hours 9 | Credit Hours 9

Total Credit Hours 40

Additional Curriculum Notes

1. The D50240 Diploma mirrors the first year of the A50240TE (AAS), with the exception of one course in the summer session. It is designed for students who do not want to or cannot devote two years (or more) to the program of study.

Welding Technology (D50420) Diploma

Purpose

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers precollege courses to prepare students for the Welding Technology program.

Gainful Employment

Gainful Employment Disclosure [Opens in a new tab] See important information about the educational debt, earnings, and completion rates of students who attended this program.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- MAT 110 - Math Measurement & Literacy Credit Hours: 3
- WLD 110 - Cutting Processes Credit Hours: 2
- WLD 115 - SMAW (Stick) Plate Credit Hours: 5
- WLD 131 - GTAW (TIG) Plate Credit Hours: 4

Class Hours 8 | Lab Hours 20 | Credit Hours 15

Second Semester (Spring)

- ENG 110 - Freshman Composition Credit Hours: 3
- WLD 116 - SMAW (stick) Plate/Pipe Credit Hours: 4
- WLD 121 - GMAW (MIG) FCAW/Plate Credit Hours: 4
- WLD 132 - GTAW (TIG) Plate/Pipe Credit Hours: 3
- WLD 141 - Symbols & Specifications Credit Hours: 3

Class Hours 9 | Lab Hours 23 | Credit Hours 17

Third Semester (Summer)

- CIS 111 - Basic PC Literacy Credit Hours: 2
- WLD 231 - GTAW (TIG) Pipe Credit Hours: 3
- WLD 261 - Certification Practices Credit Hours: 2

Class Hours 3 | Lab Hours 11 | Credit Hours 7

Total Credit Hours 39

Additional Curriculum Notes

1. The D50420 Diploma is intended for students desiring to gain entry-level skills or update current skills in this field for employment or promotion.
2. This program contains a large amount of contact hours. Students need to understand the time requirement for this program. Please study the program checklist closely, as it includes both credit and contact hours.
3. Failure to complete the courses in sequence reduces the chance of completion.

Air Conditioning Control Systems (C35100CT), Air Conditioning, Heating, and Refrigeration Technology Certificate

Purpose

This certificate program is designed to provide individuals with mid-level competencies in mechanical refrigeration, heating theory, electricity, controls, and safety services.

Program Curriculum

First Semester (Fall)

- AHR 111 - HVACR Electricity Credit Hours: 3

Second Semester (Spring)

- AHR 113 - Comfort Cooling Credit Hours: 4
- AHR 133 - HVAC Servicing Credit Hours: 4

Third Semester (Summer Session)

- AHR 130 - HVAC Controls Credit Hours: 3

Class Hours 8 | Lab Hours 14 | Credit Hours 14

Total Credit Hours 14

Air Conditioning Installation and Maintenance (C35100IM), Air Conditioning, Heating, and Refrigeration Technology Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies in mechanical refrigeration, heating and cooling theory, electricity, controls, and safety.

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

Program Curriculum

First Semester (Fall)

- AHR 110 - Intro to Refrigeration Credit Hours: 5
- AHR 111 - HVACR Electricity Credit Hours: 3
- BPR 130 - Print Reading/Construction Credit Hours: 3

Class Hours 8 | Lab Hours 8 | Credit Hours 11

Second Semester (Spring)

- AHR 151 - HVAC Duct Systems I Credit Hours: 2

Class Hours 1 | Lab Hours 3 | Credit Hours 2

Total Credit Hours 13

Air Conditioning, Heating, and Refrigeration Introduction (C35100IN) Air Conditioning, Heating and Refrigeration Technology Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies in the operation of heating, refrigeration, and HVAC-R electricity

Program Curriculum

First Semester (Fall)

- AHR 110 - Intro to Refrigeration Credit Hours: 5
- AHR 111 - HVACR Electricity Credit Hours: 3
- AHR 112 - Heating Technology Credit Hours: 4

Total Credit Hours 12

Electrical Installation and Maintenance (C35130IM), Electrical Systems Technology Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies in DC/AC electricity, residential and commercial wiring, and National Electrical Code.

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

Program Curriculum

First Semester (Fall)

- ELC 112 - DC/AC Electricity Credit Hours: 5
- ELC 113 - Residential Wiring Credit Hours: 4
- ELC 118 - National Electrical Code Credit Hours: 2

Class Hours 6 | Lab Hours 14 | Credit Hours 11

Second Semester (Spring)

- ELC 114 - Commercial Wiring Credit Hours: 4

Class Hours 2 | Lab Hours 6 | Credit Hours 4

Total Credit Hours 15

Machine Shop-CNC Operator (C50240CNC), Industrial Systems Technology Certificate

Purpose

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

Program Curriculum

- BPR 111 - Print Reading Credit Hours: 2
- MNT 110 - Intro to Maintenance Procedures Credit Hours: 2
- MEC 110 - Intro to CAD/CAM Credit Hours: 2 (CNC)
- MEC 111 - Machine Processes I Credit Hours: 3
- ISC 110 - Workplace Safety Credit Hours: 1
- BPR 115 - ELC/Fluid Power Diagrams Credit Hours: 2 (CAD)

Class Hours 6 | Lab Hours 13 | Credit Hours 12

Total Credit Hours 12

Mechanical Procedures I (C50240MI), Industrial Systems Technology Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies in the operation of industrial systems and maintenance procedures.

Program Curriculum

- ELC 112 - DC/AC Electricity Credit Hours: 5
- ELC 117 - Motors and Controls Credit Hours: 4
- ISC 110 - Workplace Safety Credit Hours: 1
- MNT 110 - Intro to Maintenance Procedures Credit Hours: 2

Class Hours 7 | Lab Hours 15 | Credit Hours 12

Total Credit Hours 12

Mechanical Procedures II (C50240M2), Industrial Systems Technology Certificate Electro-Hydraulic/Pneumatic Operations

Purpose

This certificate program is designed to provide individuals with mid-level competencies in the operation of electrically controlled hydraulic and pneumatic industrial systems.

Program Curriculum

- BPR 115 - ELC/Fluid Power Diagrams Credit Hours: 2
- ELC 128 - Intro to Programmable Logic Controllers Credit Hours: 3
- HYD 110 - Hydraulics/Pneumatics I Credit Hours: 3
- MNT 263 - Electrical-Pneumatic Components Credit Hours: 4

Class Hours 7 | Lab Hours 12 | Credit Hours 12

Total Credit Hours 12

Photovoltaic Systems (C35130PV), Electrical Systems Technology Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies in basic Photovoltaic Systems, DC/AC electrical electronics theory, and residential Wiring.

Program Curriculum

First Semester (Fall)

- ELC 112 - DC/AC Electricity Credit Hours: 5
- ELC 113 - Residential Wiring Credit Hours: 4

Class Hours 5 | Lab Hours 12 | Credit Hours 9

Spring I

- ELN 229 - Industrial Electronics Credit Hours: 4

Class Hours 3 | Lab Hours 3 | Credit Hours 4

Spring II

- ELC 220 - Photovoltaic Sys Tech Credit Hours: 3

Class Hours 2 | Lab Hours 3 | Credit Hours 3

Total Credit Hours 16

Programmable Logic Controller (C50240LC), Industrial Systems Technology Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies in DC/AC electricity, motors and controls, introduction to PLC and PLC applications.

Program Curriculum

First Semester (Fall)

- ELC 112 - DC/AC Electricity Credit Hours: 5

Class Hours 3 | Lab Hours 6 | Credit Hours 5

Second Semester (Spring)

- ELC 117 - Motors and Controls Credit Hours: 4

Class Hours 2 | Lab Hours 6 | Credit Hours 4

Third Semester (Summer)

- ELC 128 - Intro to Programmable Logic Controllers Credit Hours: 3

Class Hours 2 | Lab Hours 3 | Credit Hours 3

Fourth Semester (Fall)

- ELC 228 - Programmable Logic Controllers Applications Project Credit Hours: 4

Class Hours 2 | Lab Hours 6 | Credit Hours 4

Class Hours 9 | Lab Hours 21 | Credit Hours 16

Total Credit Hours 16

Robotics (C35130RO), Electrical Systems Technology Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies in basic robotic fundamentals, electrical theory, motor controls, and programmable logical controllers.

Program Curriculum

First Semester (Fall)

- ELC 112 - DC/AC Electricity Credit Hours: 5

Class Hours 3 | Lab Hours 6 | Credit Hours 5

Second Semester (Spring)

- ELC 117 - Motors and Controls Credit Hours: 4

Class Hours 2 | Lab Hours 6 | Credit Hours 4

Third Semester (Summer)

- ELC 128 - Intro to Programmable Logic Controllers Credit Hours: 3

Class Hours 2 | Lab Hours 3 | Credit Hours 3

Spring II

- ATR 280 - Robotic Fundamentals Credit Hours: 4

Class Hours 3 | Lab Hours 2 | Credit Hours 4

Total Credit Hours 16

Welding Technology (C50420SP) Certificate/*Structural/Pipe Welding Certificate*

Purpose

This certificate purpose is designed to provide individuals with entry-level competencies in oxy-fuel, cutting systems, shielding metal arc (stick) welding process, and gas tungsten arc (TIG) welding process.

Program Curriculum

Fall

- WLD 110 - Cutting Processes Credit Hours: 2
- WLD 115 - SMAW (Stick) Plate Credit Hours: 5
- WLD 131 - GTAW (TIG) Plate Credit Hours: 4

Class Hours 5 | Lab Hours 18 | Credit Hours 11

Spring

- WLD 116 - SMAW (stick) Plate/Pipe Credit Hours: 4
- WLD 132 - GTAW (TIG) Plate/Pipe Credit Hours: 3

Class Hours 2 | Lab Hours 15 | Credit Hours 7

Total: Class Hours 7 | Lab Hours 33 | Credit Hours 18

Wire Installer I (C35130W1), Electrical Systems Technology Certificate

Purpose

This certificate program is designed to provide individuals with entry-level competencies in basic computer operations, electrical theory, residential wiring, and understanding the National Electric Code.

Program Curriculum

First Fall

- CIS 111 - Basic PC Literacy Credit Hours: 2
- ELC 112 - DC/AC Electricity Credit Hours: 5
- ELC 113 - Residential Wiring Credit Hours: 4
- ELC 118 - National Electrical Code Credit Hours: 2

Class Hours 7 | Lab Hours 16 | Credit Hours 13

Total Credit Hours 13

Wire Installer II (C35130W2), Electrical Systems Technology Certificate

Purpose

This certificate program is designed to provide individuals with mid-level competencies in advanced electrical theory, commercial wiring, and motor control wiring.

Program Curriculum

Second Spring

- ELC 114 - Commercial Wiring Credit Hours: 4
- ELC 117 - Motors and Controls Credit Hours: 4
- ELN 229 - Industrial Electronics Credit Hours: 4

Class Hours 7 | Lab Hours 15 | Credit Hours 12

Total Credit Hours 12

Public Services

Baking and Pastry Arts (A55130), AAS

Purpose

This curriculum is designed to provide students with the skills and knowledge required for employment in the baking/pastry industry, including restaurants, hotels, independent (bakeries)/pastry shops, wholesale/retail markets, and high-volume bakeries, and or further academic studies.

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism.

Coursework includes specialty/artisanal breads, deserts/pastries, decorative work, high-volume production and food marketing.

Graduates should qualify for entry-level positions such as pastry/bakery assistant, area pastry chef and assistant pastry chef. American Culinary Federation certification may be available to graduates.

Admission Requirements and Special Conditions

A high school diploma or equivalent and satisfactory scores on college placement test in mathematics, English and reading. If students have deficiencies in English and or mathematics, RCC offers Pre College courses to prepare students for the Baking and Pastry curriculum.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CUL 110 - Sanitation & Safety Credit Hours: 2
- CUL 110A - Sanitation & Safety Lab Credit Hours: 1
- CUL 140 - Culinary Skills I Credit Hours: 5

- CUL 160 - Baking I Credit Hours: 3
- ENG 110 - Freshman Composition Credit Hours: 3
or ENG 111 Writing and Inquiry Credit Hours: 3
- MAT 110 - Math Measurement & Literacy Credit Hours: 3

Class Hours 11 | Lab Hours 14 | Credit Hours 18

Second Semester (Spring)

- CIS 111 - Basic PC Literacy Credit Hours: 2
- CUL 135 - Food & Beverage Service Credit Hours: 2
- CUL 135A - Food & Beverage Service Lab Credit Hours: 1
- CUL 240 - Advanced Culinary Skills Credit Hours: 5
- CUL 260 - Baking II Credit Hours: 3
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
or ENG 115 Oral Communication Credit Hours: 3

Class Hours 8 | Lab Hours 16 | Credit Hours 16

Summer Semester

- CUL 112 - Nutrition for Foodservice Credit Hours: 3
- CUL 112A - Nutrition for Fdsv Lab Credit Hours: 1

Class Hours 3 | Lab Hours 3 | Credit Hours 4

Third Semester (Fall)

- BPA 150 - Artisan and Specialty Breads Credit Hours: 4
- BPA 210 - Cake Design & Decorating Credit Hours: 3
- HRM 245 - Human Resource Management-Hospitality Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3 (see note 2)
- WBL 111 - Work Based Learning I Credit Hours: 1

Class Hours 8 | Lab Hours 10 | Work Experience 10 | Credit Hours 14

Fourth Semester (Spring)

- BPA 250 - Dessert/Bread Production Credit Hours: 5
- BPA 260 - Pastry & Baking Marketing Credit Hours: 3
- CUL 120 - Purchasing Credit Hours: 2
- CUL 273 - Career Development Credit Hours: 1
- Social Science Elective Credit Hours: 3 (See Note 1)
- WBL 121 - Work Based Learning II Credit Hours: 1

Class Hours 9 | Lab Hours 10 | Work Experience 10 | Credit Hours 15

Total Credit Hours 67

Additional Curriculum Notes

1. Students are required to complete 18 credit hours in Culinary and Baking core courses before they are eligible for Work Based Learning.
2. The Social/Behavioral elective requirements can be satisfied with the following prefixes: ECO 151, HIS 111, HIS 112, HIS 131, HIS 132, PSY 150, SOC 210, SOC 213 or SOC 220.
3. The Humanities/Fine Arts and Social/Behavioral electives can be found on your program evaluation.

Criminal Justice Technology (A55180), AAS

Purpose

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.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Criminal Justice Technology curriculum.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CIS 110 - Introduction to Computers Credit Hours: 3
- CJC 111 - Intro to Criminal Justice Credit Hours: 3
- CJC 112 - Criminology Credit Hours: 3
- CJC 113 - Juvenile Justice Credit Hours: 3
- CJC 131 - Criminal Law Credit Hours: 3

Class Hours 15 | Lab Hours 2 | Credit Hours 16

Second Semester (Spring)

- CJC 121 - Law Enforcement Operations Credit Hours: 3
- CJC 132 - Court Procedure & Evidence Credit Hours: 3
- CJC 141 - Corrections Credit Hours: 3
- ENG 111 - Writing and Inquiry Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3

Class Hours 15 | Credit Hours 15

Third Semester (Fall)

- CJC 212 - Ethics & Comm Relations Credit Hours: 3
- CJC 214 - Victimology Credit Hours: 3
- CJC 221 - Investigative Principles Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- MAT 152 - Statistical Methods I Credit Hours: 4

Class Hours 15 | Lab Hours 4 | Credit Hours 17

Fourth Semester (Spring)

- CJC 222 - Criminalistics Credit Hours: 3
- CJC 231 - Constitutional Law Credit Hours: 3
- CJC 232 - Civil Liability Credit Hours: 3
- CJC 233 - Correctional Law Credit Hours: 3
- Humanities/Fine Arts Elective Credit Hours: 3 (See Note 3)
- SOC 210 - Introduction to Sociology Credit Hours: 3

Class Hours 18 | Credit Hours 18

Total Credit Hours 66

Additional Curriculum Notes

1. Students may wish to pursue their bachelor degree through an articulation agreement with one of the following institutions:
 - The University of North Carolina at Pembroke;
 - The University of Mount Olive;
 - Lees McRae College
2. Students who have been convicted of criminal activity may find it difficult to secure employment in the Criminal Justice field.
3. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, MUS 110, MUS 112, ENG 231, PHI 215 or PHI 240.

4. Students successfully completing a Basic Law Enforcement Training course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for:
 - CJC 131 - Criminal Law Credit Hours: 3
 - CJC 132 - Court Procedure & Evidence Credit Hours: 3
 - CJC 221 - Investigative Principles Credit Hours: 4
 - CJC 231 - Constitutional Law Credit Hours: 3toward the Associate of Applied Science degree in Criminal Justice Technology. Students must have completed Basic Law Enforcement Training since 1985.

Culinary Arts (A55150), AAS

Purpose

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

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

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

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Culinary Arts curriculum.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CUL 110 - Sanitation & Safety Credit Hours: 2
- CUL 110A - Sanitation & Safety Lab Credit Hours: 1
- CUL 140 - Culinary Skills I Credit Hours: 5
- CUL 160 - Baking I Credit Hours: 3
- ENG 110 - Freshman Composition Credit Hours: 3

or ENG 111 Writing and Inquiry Credit Hours: 3

- MAT 110 - Math Measurement & Literacy Credit Hours: 3

Class Hours 11 | Lab Hours 14 | Credit Hours 18

Second Semester (Spring)

- CIS 111 - Basic PC Literacy Credit Hours: 2
- CUL 135 - Food & Beverage Service Credit Hours: 2
- CUL 135A - Food & Beverage Service Lab Credit Hours: 1
- CUL 240 - Advanced Culinary Skills Credit Hours: 5
- CUL 283 - Farm-to-Table Credit Hours: 5
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
or ENG 115 Oral Communication Credit Hours: 3

Class Hours 9 | Lab Hours 18 | Credit Hours 18

Third Semester (Summer Session)

- CUL 112 - Nutrition for Foodservice Credit Hours: 3
- CUL 112A - Nutrition for Fdsv Lab Credit Hours: 1

Class Hours 3 | Lab Hours 3 | Credit Hours 4

Fourth Semester (Fall)

- CUL 230 - Global Cuisines Credit Hours: 5
- HRM 245 - Human Resource Management-Hospitality Credit Hours: 3
- WBL 111 - Work Based Learning I Credit Hours: 1
- Humanities/Fine Arts Elective Credit Hours: 3

Class Hours 7 | Lab Hours 8 | Work Experience 10 | Credit Hours 12

Fifth Semester (Spring)

- CUL 120 - Purchasing Credit Hours: 2
- CUL 170 - Garde Manger I Credit Hours: 3
- CUL 250 - Classical Cuisine Credit Hours: 5
- CUL 260 - Baking II Credit Hours: 3
- CUL 273 - Career Development Credit Hours: 1
- Social Science Elective Credit Hours: 3
- WBL 121 - Work Based Learning II Credit Hours: 1

Class Hours 9 | Lab Hours 16 | Work Experience 10 | Credit Hours 18

Total Credit Hours 70

Additional Curriculum Notes

1. Students are required to complete 18 credit hours in Culinary courses before they are eligible for Work Based Learning.
2. The Social/Behavioral elective can be satisfied by completing one of the following: ECO 151 , HIS 111 , HIS 112 , HIS 131 , HIS 132 , PSY 150 , SOC 210 , SOC 213, or SOC 220.
3. The Humanities/Fine Arts and Social/Behavioral electives can be found on your program evaluation.

Early Childhood Associate (A55220), AAS

Purpose

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight 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 families and children. Students will foster the cognitive/language, physical/motor, social/emotional and creative development of young children.

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

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Early Childhood Associate curriculum.

Special Accreditation Status

The Early Childhood Associate program is accredited by the National Association for the Education of Young Children (NAEYC).

NAEYC

1313 L St. N.W. Suite 500
Washington DC 20005
<http://www.naeyc.org> [opens in a new tab]

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- CIS 110 - Introduction to Computers Credit Hours: 3
- EDU 119 - Intro to Early Child Education Credit Hours: 4
- EDU 131 - Child, Family, and Community Credit Hours: 3
- EDU 151 - Creative Activities Credit Hours: 3
- ENG 111 - Writing and Inquiry Credit Hours: 3

Class Hours 16 | Lab Hours 2 | Credit Hours 17

Second Semester (Spring)

- EDU 144 - Child Development I Credit Hours: 3
- EDU 145 - Child Development II Credit Hours: 3
- EDU 146 - Child Guidance Credit Hours: 3
- EDU 153 - Health, Safety and Nutrition Credit Hours: 3
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3

Class Hours 17 | Lab Hours 2 | Credit Hours 18

Third Semester (Fall)

- EDU 234 - Infants, Toddlers, and Twos Credit Hours: 3
- EDU Elective Credit Hours: 2 or 3 (See below for choices)
- EDU Elective Credit Hours: 2 or 3 (See below for choices)
- EDU Elective Credit Hours: 2 or 3 (See below for choices)
- Humanities/Fine Arts Elective Credit Hours: 3 (See below for choices)
- SOC 210 - Introduction to Sociology Credit Hours: 3

Class Hours 17-18 | Lab Hours 2 | Credit Hours 17-18

Fourth Semester (Spring)

- EDU 221 - Children with Exceptionalities Credit Hours: 3
- EDU 280 - Language/Literacy Experiences Credit Hours: 3
- EDU 284 - Early Child Capstone Prac Credit Hours: 4
- EDU Elective Credit Hours: 2 or 3 (See below for choices)

Class Hours 9-10 | Lab Hours 9 | Credit Hours 12-13

Total Credit Hours 65

Additional Curriculum Notes

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART 111, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215 or PHI 240.
2. **Criminal Background Check:** Students entering the Early Childhood Practicum are required to undergo a criminal background check and/or drug testing prior to participation at the practicum site. Students should be aware that their progress to graduation might be limited by an inability to complete the practicum portion of the program. Additionally, students are responsible for submitting appropriate and required documentation to their practicum site director. The student is responsible for the scheduling and costs associated with completing this requirement and mandatory tests such as TB tests.
3. **EDU Electives:** Select a minimum of 11 credit hours from the following:
Prerequisites must be satisfied before starting a selected course.

EDU 158 Healthy Lifestyles-Youth Credit Hours: 3

EDU 235 School-Age Develop & Programs Credit Hours: 3

EDU 259 Curriculum Planning Credit Hours: 3

EDU 261 Early Childhood Admin I Credit Hours: 3

EDU 262 Early Childhood Admin II Credit Hours: 3

EDU 263 School-Age Program Admin Credit Hours: 2

EDU 271 Educational Technology Credit Hours: 3

EDU 288 Adv Issues/Early Child Ed Credit Hours: 2

Cosmetology (D55140) Diploma

Purpose

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.

Admission Requirements and Special Conditions

A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Cosmetology curriculum.

Gainful Employment

Gainful Employment Disclosure [Opens in a new tab] See important information about the educational debt, earnings, and completion rates of students who attended this program.

Program Curriculum

First Semester (Fall)

- ACA 111 - College Student Success Credit Hours: 1
- COS 111 - Cosmetology Concepts I Credit Hours: 4
- COS 112 - Salon I Credit Hours: 8
- ENG 110 - Freshman Composition Credit Hours: 3

Class Hours 8 | Lab Hours 24 | Credit Hours 16

Second Semester (Spring)

- COS 113 - Cosmetology Concepts II Credit Hours: 4
- COS 114 - Salon II Credit Hours: 8
- PSY 118 - Interpersonal Psychology Credit Hours: 3
or PSY 150 General Psychology Credit Hours: 3

Class Hours 7 | Lab Hours 24 | Credit Hours 15

Third Semester (Summer Session)

- COS 115 - Cosmetology Concepts III Credit Hours: 4
- COS 116 - Salon III Credit Hours: 4

Class Hours 4 | Lab hours 12 | Credit Hours 8

Fourth Semester (Fall)

- COS 117 - Cosmetology Concepts IV Credit Hours: 2
- COS 118 - Salon IV Credit Hours: 7

Class Hours 2 | Lab Hours 21 | Credit Hours 9

Total Credit Hours 48

Additional Curriculum Notes

Students are required to complete all cosmetology courses with a "C" or better and acquire 1500 clock hours to qualify for the North Carolina State Board of Cosmetic Art Examiners.

Basic Law Enforcement Training (C55120) Certificate

Purpose

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

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

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

Gainful Employment

Gainful Employment Disclosure [Opens in a new tab] See important information about the educational debt, earnings, and completion rates of students who attended this program.

Program Curriculum

- CJC 100 - Basic Law Enforcement Training Credit Hours: 20

Class Hours 10 | Lab Hours 30 | Credit Hours 20

Additional Curriculum Notes

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

- CJC 131 - Criminal Law Credit Hours: 3
- CJC 132 - Court Procedure & Evidence Credit Hours: 3
- CJC 221 - Investigative Principles Credit Hours: 4
- CJC 231 - Constitutional Law Credit Hours: 3

toward the Associate in Applied Science degree in Criminal Justice Technology. Students must have completed Basic Law Enforcement Training since 1985.

Criminal Justice Technology/Corrections Essentials (C55180CR) Certificate

Purpose

Students completing the following list of courses will receive a certificate in Criminal Justice Technology—Corrections Essentials.

This certificate will provide students with essential knowledge of institutional and community corrections operations, correctional law, and criminology. Upon completion, graduates should be very knowledgeable about the corrections component of the criminal justice system.

Program Curriculum

Fall Semester

- CJC 111 - Intro to Criminal Justice Credit Hours: 3
- CJC 112 - Criminology Credit Hours: 3

Class Hours 6 | Credit Hours 6

Spring Semester

- CJC 141 - Corrections Credit Hours: 3
- CJC 233 - Correctional Law Credit Hours: 3

Class Hours 6 | Credit Hours 6

Total Credit Hours 12

Criminal Justice Technology/Court Foundations (C55180CF) Certificate

Purpose

Students completing the following list of courses will receive a certificate in Criminal Justice Technology—Court Foundations.

This certificate will provide students with foundational knowledge of the criminal and juvenile courts, criminal law, and victimology. Upon completion, graduates should be very knowledgeable about the adjudication component of the criminal justice system.

Program Curriculum

Fall Semester

- CJC 111 - Intro to Criminal Justice Credit Hours: 3
- CJC 113 - Juvenile Justice Credit Hours: 3
- CJC 131 - Criminal Law Credit Hours: 3

- CJC 214 - Victimology Credit Hours: 3

Class Hours 12 | Credit Hours 12

Spring Semester

- CJC 132 - Court Procedure & Evidence Credit Hours: 3

Class Hours 3 | Credit Hours 3

Total Credit Hours 15

Criminal Justice Technology/Fundamental Principles of Law Enforcement (C55180LE) Certificate

Purpose

Students completing the following list of courses will receive a certificate in Criminal Justice Technology—Fundamental Principles of Law Enforcement.

This certificate will provide students with fundamental knowledge of law enforcement operations, criminal and civil law, criminal investigation techniques, and ethics. Upon completion, graduates should be very knowledgeable about the law enforcement component of the criminal justice system.

Program Curriculum

Fall Semester

- CJC 131 - Criminal Law Credit Hours: 3
- CJC 212 - Ethics & Comm Relations Credit Hours: 3
- CJC 221 - Investigative Principles Credit Hours: 4

Class Hours 9 | Lab Hours 2 | Credit Hours 10

Spring Semester

- CJC 121 - Law Enforcement Operations Credit Hours: 3
- CJC 232 - Civil Liability Credit Hours: 3

Class Hours 6 | Credit Hours 6

Total Credit Hours 16

Culinary Arts Certificate (C55150), Certificate

Purpose

Program Curriculum

First Semester (Fall)

- CUL 110 - Sanitation & Safety Credit Hours: 2
- CUL 110A - Sanitation & Safety Lab Credit Hours: 1
- HRM 245 - Human Resource Management-Hospitality Credit Hours: 3

Class Hours 5 | Lab Hours 2 | Credit Hours 6

Second Semester (Spring)

- CUL 120 - Purchasing Credit Hours: 2
- CUL 135 - Food & Beverage Service Credit Hours: 2
- CUL 135A - Food & Beverage Service Lab Credit Hours: 1
- CUL 273 - Career Development Credit Hours: 1

Class Hours 5 | Lab Hours 2 | Credit Hours 6

Total Credit Hours 12

Early Childhood Administration (C55850) Certificate

Purpose

The Early Childhood Administration Certificate prepares individuals pursuing administrating roles in diverse child care settings to effectively work with children, families and teachers. The certificate is composed of learning opportunities in developmental theories, competency and evidence-based professional knowledge, administrative skills and leadership qualities.

Course work includes foundations in early childhood education, physical/nutritional needs of young children, safety issues in the care of young children; communication and leadership skills with teachers, families and children; programming and staffing, budgeting/financial management and marketing, and rules and regulations of early childhood programs.

Employment opportunities include entrepreneurship and/or management of child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start and Head Start programs, and other programs.

Program Curriculum

- EDU 119 - Intro to Early Child Education Credit Hours: 4
- EDU 131 - Child, Family, and Community Credit Hours: 3
- EDU 153 - Health, Safety and Nutrition Credit Hours: 3

- EDU 261 - Early Childhood Admin I Credit Hours: 3
- EDU 262 - Early Childhood Admin II Credit Hours: 3

Total Credit Hours 16

Additional Curriculum Notes

1. Check published course schedules for course offerings.
2. **Criminal Background Check:** Students entering any Early Childhood Practicum are required to undergo a criminal background check and/or drug testing prior to participation at the practicum site. Students should be aware that their progress to completion might be limited by an inability to complete the practicum portion of the program. Additionally, students are responsible for submitting appropriate and required documentation to their practicum site director. The student is responsible for the scheduling and costs associated with completing this requirement and mandatory tests such as TB tests.
3. All prerequisites must be satisfied before starting any course.

Early Childhood Associate (C55220EC) Certificate

Purpose

The Early Childhood Associate Certificate is designed to prepare individuals to work with children from birth through eight in diverse learning environments.

Program Curriculum

First Semester (Fall)

- EDU 119 - Intro to Early Child Education Credit Hours: 4

Class Hours 4 | Lab Hours 0 | Credit Hours 4

Second Semester (Spring)

- EDU 144 - Child Development I Credit Hours: 3
- EDU 145 - Child Development II Credit Hours: 3

Class Hours 6 | Lab Hours 0 | Credit Hours 6

Third Semester (Fall)

- EDU 131 - Child, Family, and Community Credit Hours: 3

Class Hours 3 | Lab Hours 0 | Credit Hours 3

Fourth Semester (Spring)

- EDU 146 - Child Guidance Credit Hours: 3

Class Hours 3 | Lab Hours 0 | Credit Hours 3

Total Credit Hours 16

Early Childhood Preschool (C55860) Certificate

Purpose

The Early Childhood Preschool Certificate prepares individuals to work with preschool aged children (3-5) in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with preschool children.

Course work includes child growth and development, physical/nutritional needs of preschool children, safety issues in the care of preschool children; care and guidance; communication skills with families and children; design and implementation of appropriate curriculum; and other related topics.

Successful completers should be prepared to plan and implement developmentally appropriate preschool programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and other preschool programs.

Program Curriculum

- EDU 119 - Intro to Early Child Education Credit Hours: 4
- EDU 131 - Child, Family, and Community Credit Hours: 3
- EDU 145 - Child Development II Credit Hours: 3
- EDU 146 - Child Guidance Credit Hours: 3
- EDU 153 - Health, Safety and Nutrition Credit Hours: 3

Total Credit Hours 16

Additional Curriculum Notes

1. Check published course schedules for course offerings.
2. **Criminal Background Check:** Students entering any Early Childhood Practicum are required to undergo a criminal background check and/or drug testing prior to participation at the practicum site. Students should be aware that their progress to completion might be limited by an inability to complete the practicum portion of the program. Additionally, students are responsible for submitting appropriate and required documentation to their practicum site director. The student is responsible for the scheduling and costs associated with completing this requirement and mandatory tests such as TB tests.
3. All prerequisites must be satisfied before starting any course.

Infant/Toddler Care (C55290) Certificate

Purpose

The Infant/Toddler Care Certificate prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

Course work includes infant/toddler growth and development: physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with families and children; design an implementation of appropriate curriculum; and other related topics.

Successful completers should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

Program Curriculum

- EDU 119 - Intro to Early Child Education Credit Hours: 4
- EDU 131 - Child, Family, and Community Credit Hours: 3
- EDU 144 - Child Development I Credit Hours: 3
- EDU 153 - Health, Safety and Nutrition Credit Hours: 3
- EDU 234 - Infants, Toddlers, and Twos Credit Hours: 3

Total Credit Hours 16

Additional Curriculum Notes

1. Check published course schedules for course offerings.
2. **Criminal Background Check:** Students entering any Early Childhood Practicum are required to undergo a criminal background check and/or drug testing prior to participation at the practicum site. Students should be aware that their progress to completion might be limited by an inability to complete the practicum portion of the program. Additionally, students are responsible for submitting appropriate and required documentation to their practicum site director. The student is responsible for the scheduling and costs associated with completing this requirement and mandatory tests such as TB tests.
3. All prerequisites must be satisfied before starting any course.

School-Age Care (C55450) Certificate

Purpose

This curriculum prepares individuals to work with school-age children in diverse learning environments. The curriculum is specifically designed for students planning to work in public or private school-age care environments.

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

Successful completers are prepared to plan and implement developmentally appropriate activities in school-age environments. Employment opportunities include school-age teaching or school-age administration positions in child care/development programs, group leaders, before and after school programs, recreational centers and other programs that work with school-age populations.

Program Curriculum

- EDU 131 - Child, Family, and Community Credit Hours: 3
- EDU 145 - Child Development II Credit Hours: 3
- EDU 146 - Child Guidance Credit Hours: 3
- EDU 158 - Healthy Lifestyles-Youth Credit Hours: 3
- EDU 235 - School-Age Develop & Programs Credit Hours: 3
- EDU 263 - School-Age Program Admin Credit Hours: 2

Total Credit Hours 17

Additional Curriculum Notes

1. Check published course schedules for course offerings.
2. **Criminal Background Check:** Students entering any Early Childhood Practicum are required to undergo a criminal background check and/or drug testing prior to participation at the practicum site. Students should be aware that their progress to completion might be limited by an inability to complete the practicum portion of the program. Additionally, students are responsible for submitting appropriate and required documentation to their practicum site director. The student is responsible for the scheduling and costs associated with completing this requirement and mandatory tests such as TB tests.
3. All prerequisites must be satisfied before starting any course.

University Transfer

Associate in Arts & Associate in Science Degree Programs

The University Transfer degree programs are designed for the person who wishes to transfer to a four-year institution. The programs consist of two components: (1) universal general education transfer component (UGETC), and (2) general education premajor courses in English composition, humanities/fine arts, social/ behavioral sciences, and natural sciences, and mathematics. The educational plan leads to an Associate in Arts degree (AA) or an Associate in Science degree (AS).

The Associate in Arts Program concentrates heavily on the humanities and social sciences; it is recommended for students who will continue into a Bachelor of Arts degree program. In addition to the UGETC and general education courses, students complete transfer courses based on their intended academic study plan, for a total of 60 semester hour credits. As an additional option for students, the Associate in Arts Program is offered as an online degree program.

The Associate in Science Program concentrates heavily on the natural sciences and mathematics; it is recommended for students who will continue into a Bachelor of Science degree program. In addition to the UGETC and general education courses, students must take additional natural sciences, and mathematics transfer courses based on their specialized interests, for a total of 60-61 semester hour credits. The program of study for both the AA and AS programs provide opportunities for students to know the philosophy, literature, and art of their own culture and other cultures; to understand math and science; to communicate with others and develop a sense of community. Also, the program of study helps students achieve competencies in the following: reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

Students in both programs are responsible for examining the requirements of the four-year university to which they plan to transfer for completion of their degree. Counselors and academic advisors are available to assist students in planning their programs accordingly. To ensure maximum transferability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Both the Associate in Arts and Associate in Science programs require ACA 122 which assists students in identifying universities to which they may transfer and in the creation of an educational plan, two-year to four-year.

The North Carolina Comprehensive Articulation Agreement

The North Carolina Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities. Its objective is the smooth transfer of students. The CAA provides certain assurances to the transferring student; for example; it

- Assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy);

- Enables NC community college graduates of two-year Associate in Arts and Associate in Science degree programs who are admitted to constituent institutions of the university of NC to transfer with junior status.

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

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

If students elect not to obtain an associate degree, they may still transfer UGETC courses, provided that they have earned a "C", earned an overall grade-point average of a "C," and obtained acceptance. If students do not complete an associate degree (60 semester hours), receiving institutions will evaluate the transfer credits on a course-by-course basis; and students will come under general education requirements of the receiving institution.

Associate in Arts (A10100), AA

Purpose

The Associate in Arts degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. The Associate in Arts program concentrates heavily on the humanities and social sciences; it is recommended for students who will continue into a Bachelor of Arts or Liberal Arts degree program. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions. Students are responsible for examining the program major requirements of the four-year institution to which they plan to transfer for completion of their degree.

Admission Requirements and Special Conditions

A high school diploma (or equivalent) and satisfactory scores on college placement tests (or equivalent) in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for the Associate in Arts curriculum.

Program Curriculum

First Semester (Fall)

- ACA 122 - College Transfer Success Credit Hours: 1
- BIO 111 - General Biology I Credit Hours: 4
or CHM 151 General Chemistry I Credit Hours: 4
- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3
or MAT 152 Statistical Methods I Credit Hours: 4
or MAT 171 Precalculus Algebra Credit Hours: 4
- Social/Behavioral Science Elective Credit Hours: 3 (see choices below)

Class Hours 8 or 9 | Lab Hours 7 | Credit Hours 14 or 15

Second Semester (Spring)

- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- General Education Elective Credit Hours: 3 (see choices below)
- CHM 152 - General Chemistry II Credit Hours: 4
or PHY 110 Conceptual Physics Credit Hours: 3
and PHY 110A Conceptual Physics Lab Credit Hours: 1
- Humanities/Fine Arts Elective Credit Hours: 3 (see choices below)
- Social/Behavioral Science Elective Credit Hours: 3 (see choices below)

Class Hours 15 | Lab Hours 5 or 6 | Credit Hours 16

Third Semester (Fall)

- General Elective Credit Hours: 3 (see choices below)
- General Elective Credit Hours: 3 (see choices below)
- General Elective Credit Hours: 3 (see choices below)
- Literature Elective Credit Hours: 3 (see choices below)
- Social/Behavioral Science Elective Credit Hours: 3 (see choices below)
- PE Elective Credit Hours: 1 (see choices below)

Class Hours 15 | Lab Hours 3 | Credit Hours 16

Fourth Semester (Spring)

- General Elective Credit Hours: 3 (see choices below)
- General Elective Credit Hours: 3 (see choices below)
- General Elective Credit Hours: 3 (see choices below)
- Humanities/Fine Arts Elective Credit Hours: 3 (see choices below)
- PE Elective Credit Hours: 1 or 2 (see choices below)

Class Hours 12-13 | Lab Hours 2-3 | Credit Hours 13 or 14

Universal General Education Courses (UGETC)

English Composition (6 SHC)

The following two English composition courses are required.

- ENG 111 - Writing and Inquiry Credit Hours: 3
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3

Humanities/Fine Arts/Communication (9 SHC)

Select three courses from at least two different disciplines

- ART 111 - Art Appreciation Credit Hours: 3
- COM 231 - Public Speaking Credit Hours: 3
- ENG 231 - American Literature I Credit Hours: 3
- ENG 232 - American Literature II Credit Hours: 3
- ENG 241 - British Literature I Credit Hours: 3
- ENG 242 - British Literature II Credit Hours: 3
- MUS 110 - Music Appreciation Credit Hours: 3
- MUS 112 - Introduction to Jazz Credit Hours: 3
- PHI 215 - Philosophical Issues Credit Hours: 3
- PHI 240 - Introduction to Ethics Credit Hours: 3

Social/Behavioral Sciences (9 SHC)

Select three courses from at least two different disciplines

- ECO 251 - Prin of Microeconomics Credit Hours: 3
- ECO 252 - Prin of Macroeconomics Credit Hours: 3
- HIS 111 - World Civilizations I Credit Hours: 3
- HIS 112 - World Civilizations II Credit Hours: 3
- HIS 131 - American History I Credit Hours: 3
- HIS 132 - American History II Credit Hours: 3
- POL 120 - American Government Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3
- SOC 210 - Introduction to Sociology Credit Hours: 3

Mathematics (3 – 4 SHC)

Select one course from the following:

- MAT 143 - Quantitative Literacy Credit Hours: 3
or
- MAT 152 - Statistical Methods I Credit Hours: 4
or
- MAT 171 - Precalculus Algebra Credit Hours: 4

Natural Sciences (4 SHC)

Select 4 SHC from the following courses:

- BIO 111 - General Biology I Credit Hours: 4
or
- CHM 151 - General Chemistry I Credit Hours: 4

Required (31 – 32 SHC)

Additional General Education Hours (13-14 SHC)

An additional 13-14 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Natural Sciences (4 SHC)

- AST 151 - General Astronomy I Credit Hours: 3
and AST 151A General Astronomy I Lab Credit Hours: 1
or
- BIO 111 - General Biology I Credit Hours: 4
or
- CHM 151 - General Chemistry I Credit Hours: 4
or
- PHY 110 - Conceptual Physics Credit Hours: 3
and PHY 110A Credit Hours:1

Additional General Education Courses (10 SHC)

Select at least 10 SCH from the following courses:

- CIS 110 - Introduction to Computers Credit Hours: 3
- COM 231 - Public Speaking Credit Hours: 3
- ECO 251 - Prin of Microeconomics Credit Hours: 3
- ECO 252 - Prin of Macroeconomics Credit Hours: 3
- ENG 231 - American Literature I Credit Hours: 3
- ENG 232 - American Literature II Credit Hours: 3
- ENG 241 - British Literature I Credit Hours: 3
- ENG 242 - British Literature II Credit Hours: 3
- HIS 111 - World Civilizations I Credit Hours: 3
- HIS 112 - World Civilizations II Credit Hours: 3
- HIS 131 - American History I Credit Hours: 3
- HIS 132 - American History II Credit Hours: 3
- HUM 115 - Critical Thinking Credit Hours: 3
- HUM 130 - Myth in Human Culture Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3
- MAT 152 - Statistical Methods I Credit Hours: 4
- MAT 171 - Precalculus Algebra Credit Hours: 4
- MUS 110 - Music Appreciation Credit Hours: 3
- MUS 112 - Introduction to Jazz Credit Hours: 3
- PHI 215 - Philosophical Issues Credit Hours: 3
- PHI 240 - Introduction to Ethics Credit Hours: 3
- POL 120 - American Government Credit Hours: 3

- PSY 150 - General Psychology Credit Hours: 3
- PSY 241 - Developmental Psychology Credit Hours: 3
- REL 110 - World Religions Credit Hours: 3
- REL 221 - Religion in America Credit Hours: 3
- SOC 210 - Introduction to Sociology Credit Hours: 3
- SOC 213 - Sociology of the Family Credit Hours: 3
- SOC 220 - Social Problems Credit Hours: 3
- SPA 111 - Elementary Spanish I Credit Hours: 3
- SPA 112 - Elementary Spanish II Credit Hours: 3
- SPA 211 - Intermediate Spanish I Credit Hours: 3

Required (13 –14 SHC)

Other Required Hours

The following course is required:

- ACA 122 - College Transfer Success Credit Hours: 1
An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Physical Education Elective(s) (2 SHC)

Select two courses from the following {it is recommended that students take a 1 credit hour (active) PE first}:

- PED 110 - Fit and Well for Life Credit Hours: 2
- PED 117 - Weight Training I Credit Hours: 1
- PED 118 - Weight Training II Credit Hours: 1
- PED 120 - Walking for Fitness Credit Hours: 1
- PED 143 - Volleyball – Beginning Credit Hours: 1 - PreMajor

Select from the Following Courses (12 SHC)

- ACC 120 - Prin of Financial Accounting Credit Hours: 4
- ACC 121 - Prin of Managerial Accounting Credit Hours: 4
- AST 151 - General Astronomy I Credit Hours: 3
and AST 151A General Astronomy I Lab Credit Hours: 1
- BIO 111 - General Biology I Credit Hours: 4
- BIO 112 - General Biology II Credit Hours: 4
- BIO 120 - Introductory Botany Credit Hours: 4
- BIO 130 - Introductory Zoology Credit Hours: 4
- BIO 163 - Basic Anatomy & Physiology Credit Hours: 5
- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- BIO 275 - Microbiology Credit Hours: 4
- BUS 110 - Introduction to Business Credit Hours: 3
- CHM 131 - Introduction to Chemistry Credit Hours: 3
and CHM 131A Intro to Chemistry Lab Credit Hours: 1
- CHM 151 - General Chemistry I Credit Hours: 4

- CHM 152 - General Chemistry II Credit Hours: 4
- CIS 110 - Introduction to Computers Credit Hours: 3
- CJC 111 - Intro to Criminal Justice Credit Hours: 3
- COM 231 - Public Speaking Credit Hours: 3
- ECO 251 - Prin of Microeconomics Credit Hours: 3
- ECO 252 - Prin of Macroeconomics Credit Hours: 3
- ENG 231 - American Literature I Credit Hours: 3
- ENG 232 - American Literature II Credit Hours: 3
- ENG 241 - British Literature I Credit Hours: 3
- ENG 242 - British Literature II Credit Hours: 3
- GEL 111 Geology Credit Hours: 4
- HIS 111 - World Civilizations I Credit Hours: 3
- HIS 112 - World Civilizations II Credit Hours: 3
- HIS 131 - American History I Credit Hours: 3
- HIS 132 - American History II Credit Hours: 3
- HUM 110 Technology and Society Credit Hours: 3
- HUM 115 - Critical Thinking Credit Hours: 3
- HUM 130 - Myth in Human Culture Credit Hours: 3
- MAT 143 - Quantitative Literacy Credit Hours: 3
- MAT 152 - Statistical Methods I Credit Hours: 4
- MAT 171 - Precalculus Algebra Credit Hours: 4
- MAT 172 - Precalculus Trigonometry Credit Hours: 4
- MAT 271 - Calculus I Credit Hours: 4
- MAT 272 - Calculus II Credit Hours: 4
- MUS 110 - Music Appreciation Credit Hours: 3
- MUS 112 - Introduction to Jazz Credit Hours: 3
- PHI 215 - Philosophical Issues Credit Hours: 3
- PHI 240 - Introduction to Ethics Credit Hours: 3
- PHY 110 - Conceptual Physics Credit Hours: 3
and PHY 110A Conceptual Physics Lab Credit Hours: 1
- PHY 151 - College Physics I Credit Hours: 4
- PHY 152 - College Physics II Credit Hours: 4
- POL 120 - American Government Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3
- PSY 241 - Developmental Psychology Credit Hours: 3
- REL 110 - World Religions Credit Hours: 3
- REL 221 - Religion in America Credit Hours: 3
- SOC 210 - Introduction to Sociology Credit Hours: 3
- SOC 213 - Sociology of the Family Credit Hours: 3
- SOC 220 Social Problems Credit Hours: 3
- SPA 111 - Elementary Spanish I Credit Hours: 3
- SPA 112 - Elementary Spanish II Credit Hours: 3
- SPA 211 - Intermediate Spanish I Credit Hours: 3

Required (15 SHC)

Total (60 SHC)

Associate in Arts (AA) Degree <i>Required Semester Credit Hours</i>	
UGETC	31-32 SHC
Additional General Education	13-14 SHC
Other Required Hours	15 SHC
Total	60 SHC

Students are responsible for examining the program major requirements of the four-year institution to which they plan to transfer for completion of their degree.

The courses selected to meet the Additional General Education Hours (13-14 SHC) and other Required Hours (15 SHC) requirement should be based on the intended major and transfer university.

Associate in Science (A10400), AS

Purpose

The Associate in Science degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use. Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

Admission Requirements and Special Conditions

A high school diploma (or equivalent) and satisfactory scores on college placement tests (or equivalent) in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers precollege courses to prepare students for the Associate in Science curriculum.

Program Curriculum

First Semester (Fall)

- ACA 122 - College Transfer Success Credit Hours: 1
- Take one of the following science courses:

BIO 111 General Biology I Credit Hours: 4
or CHM 151 General Chemistry I Credit Hours: 4
or PHY 151 College Physics I Credit Hours: 4

- ENG 111 - Writing and Inquiry Credit Hours: 3
- MAT 171 - Precalculus Algebra Credit Hours: 4
- Social/Behavioral Science Elective Credit Hours: 3 (see choices below)

Class Hours 12 | Lab Hours 6 or 7 | Credit Hours 15

Second Semester (Spring)

- Choose second sequence of science from:
BIO 112 General Biology II Credit Hours: 4
or CHM 152 General Chemistry II Credit Hours: 4
or PHY 152 College Physics II Credit Hours: 4
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3
- General Education Elective Credit Hours: 3 (see choices below)
- Humanities/Fine Arts Elective Credit Hours: 3 (see choices below)
- MAT 172 - Precalculus Trigonometry Credit Hours: 4

Class Hours 15 | Lab Hours 4 or 5 | Credit Hours 17

Third Semester (Fall)

- Humanities/Fine Arts Elective Credit Hours: 3 (see choices below)
- Math/Natural Science Elective Credit Hours: 4 (see choices below)
- Math/Natural Science Elective Credit Hours: 4 (see choices below)
- PE Elective Credit Hours: 1 (see choices below)
- Social/Behavioral Science Elective Credit Hours: 3 (see choices below)

Class Hours 12-13 | Lab Hours 3-6 | Credit Hours 15

Fourth Semester (Spring)

Students need to complete *at least* 12 General Elective credit hours. The required number of courses is dependent on the credit hours of the course.

- General Elective Credit Hours: (see choices below)
- General Elective Credit Hours: (see choices below)
- General Elective Credit Hours: (see choices below)
- General Elective Credit Hours: (see choices below)
- PE Elective Credit Hours: 1 or 2 (see choices below)

Class Hours 12-13 | Lab Hours 2-11 | Credit Hours 13 or 14

Universal General Education Courses (UGETC)

English Composition (6 SHC)

The following two English composition courses are required.

- ENG 111 - Writing and Inquiry Credit Hours: 3
- ENG 112 - Writing/Research in the Disciplines Credit Hours: 3

Humanities/Fine Arts/Communication (6 SHC)

Select two courses from the following from at least two different disciplines.

- ART 111 - Art Appreciation Credit Hours: 3
- COM 231 - Public Speaking Credit Hours: 3
- ENG 231 - American Literature I Credit Hours: 3
- ENG 232 - American Literature II Credit Hours: 3
- ENG 241 - British Literature I Credit Hours: 3
- ENG 242 - British Literature II Credit Hours: 3
- MUS 110 - Music Appreciation Credit Hours: 3
- MUS 112 - Introduction to Jazz Credit Hours: 3
- PHI 215 - Philosophical Issues Credit Hours: 3
- PHI 240 - Introduction to Ethics Credit Hours: 3

Social/Behavioral Sciences (6 SHC)

Select two courses from the following from at least two different disciplines.

- ECO 251 - Prin of Microeconomics Credit Hours: 3
- ECO 252 - Prin of Macroeconomics Credit Hours: 3
- HIS 111 - World Civilizations I Credit Hours: 3
- HIS 112 - World Civilizations II Credit Hours: 3
- HIS 131 - American History I Credit Hours: 3
- HIS 132 - American History II Credit Hours: 3
- POL 120 - American Government Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3
- SOC 210 - Introduction to Sociology Credit Hours: 3

Mathematics (8 SHC)

- MAT 171 - Precalculus Algebra Credit Hours: 4
- MAT 172 - Precalculus Trigonometry Credit Hours: 4

Natural Sciences (8 SHC)

Select one 8 SHC natural science course sequence from the following:

- BIO 111 - General Biology I Credit Hours: 4
and BIO 112 General Biology II Credit Hours: 4
or
- CHM 151 - General Chemistry I Credit Hours: 4
and CHM 152 General Chemistry II Credit Hours: 4
or

- PHY 151 - College Physics I Credit Hours: 4
and PHY 152 College Physics II

Required General Education Hours (34 SHC)

Additional General Education Hours (11 SHC)

An additional 11 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. **Students should select these courses based on their intended major and transfer university.** Courses taken as required general education courses cannot be used to satisfy the additional general education hours.

Select 8 SHC from the following:

- AST 151 - General Astronomy I Credit Hours: 3
and AST 151A General Astronomy I Lab Credit Hours: 1
- BIO 111 - General Biology I Credit Hours: 4
- BIO 112 - General Biology II Credit Hours: 4
- CHM 151 - General Chemistry I Credit Hours: 4
- CHM 152 - General Chemistry II Credit Hours: 4
- MAT 152 - Statistical Methods I Credit Hours: 4
- MAT 271 - Calculus I Credit Hours: 4
- PHY 151 - College Physics I Credit Hours: 4
- PHY 152 - College Physics II Credit Hours: 4

Select 3 SCH from the Following:

To satisfy the General Education Elective, choose one of the following courses:

- CIS 110 - Introduction to Computers Credit Hours: 3
- COM 231 - Public Speaking Credit Hours: 3
- ECO 251 - Prin of Microeconomics Credit Hours: 3
- ECO 252 - Prin of Macroeconomics Credit Hours: 3
- ENG 231 - American Literature I Credit Hours: 3
- ENG 232 - American Literature II Credit Hours: 3
- ENG 241 - British Literature I Credit Hours: 3
- ENG 242 - British Literature II Credit Hours: 3
- HIS 111 - World Civilizations I Credit Hours: 3
- HIS 112 - World Civilizations II Credit Hours: 3
- HIS 131 - American History I Credit Hours: 3
- HIS 132 - American History II Credit Hours: 3
- HUM 110 Technology and Society Credit Hours: 3
- HUM 115 - Critical Thinking Credit Hours: 3
- HUM 130 - Myth in Human Culture Credit Hours: 3
- MUS 110 - Music Appreciation Credit Hours: 3
- MUS 112 - Introduction to Jazz Credit Hours: 3
- PHI 215 - Philosophical Issues Credit Hours: 3
- PHI 240 - Introduction to Ethics Credit Hours: 3
- POL 120 - American Government Credit Hours: 3

- PSY 150 - General Psychology Credit Hours: 3
- PSY 241 - Developmental Psychology Credit Hours: 3
- REL 110 - World Religions Credit Hours: 3
- REL 221 - Religion in America Credit Hours: 3
- SOC 210 - Introduction to Sociology Credit Hours: 3
- SOC 213 - Sociology of the Family Credit Hours: 3
- SOC 220 - Social Problems Credit Hours: 3
- SPA 111 - Elementary Spanish I Credit Hours: 3
- SPA 112 - Elementary Spanish II Credit Hours: 3
- SPA 211 - Intermediate Spanish I Credit Hours: 3

Required (11 SHC)

Other Required Hours

The following course is required:

- ACA 122 - College Transfer Success Credit Hours: 1
An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Physical Education Elective(s) (2 SHC)

Select two courses from the following {it is recommended that students take a 1 credit hour (active) PE first}:

- PED 110 - Fit and Well for Life Credit Hours: 2 - PreMajor
- PED 117 - Weight Training I Credit Hours: 1 - PreMajor
- PED 118 - Weight Training II Credit Hours: 1 - PreMajor
- PED 120 - Walking for Fitness Credit Hours: 1 - PreMajor
- PED 143 - Volleyball – Beginning Credit Hours: 1 - PreMajor

Select 12 SH from the Following Courses

- ACC 120 - Prin of Financial Accounting Credit Hours: 4
- ACC 121 - Prin of Managerial Accounting Credit Hours: 4
- AST 151 - General Astronomy I Credit Hours: 3
and AST 151A General Astronomy I Lab Credit Hours: 1
- BIO 111 - General Biology I Credit Hours: 4
- BIO 112 - General Biology II Credit Hours: 4
- BIO 120 - Introductory Botany Credit Hours: 4
- BIO 130 - Introductory Zoology Credit Hours: 4
- BIO 163 - Basic Anatomy & Physiology Credit Hours: 5
- BIO 168 - Anatomy and Physiology I Credit Hours: 4
- BIO 169 - Anatomy and Physiology II Credit Hours: 4
- BIO 275 - Microbiology Credit Hours: 4
- BUS 110 - Introduction to Business Credit Hours: 3
- CHM 131 - Introduction to Chemistry Credit Hours: 3
and CHM 131A Intro to Chemistry Lab Credit Hours: 1
- CHM 151 - General Chemistry I Credit Hours: 4

- CHM 152 - General Chemistry II Credit Hours: 4
- CIS 110 - Introduction to Computers Credit Hours: 3
- CJC 111 - Intro to Criminal Justice Credit Hours: 3
- COM 231 - Public Speaking Credit Hours: 3
- ECO 251 - Prin of Microeconomics Credit Hours: 3
- ECO 252 - Prin of Macroeconomics Credit Hours: 3
- ENG 231 - American Literature I Credit Hours: 3
- ENG 232 - American Literature II Credit Hours: 3
- ENG 241 - British Literature I Credit Hours: 3
- ENG 242 - British Literature II Credit Hours: 3
- GEL 111 Geology Credit Hours: 4
- HIS 111 - World Civilizations I Credit Hours: 3
- HIS 112 - World Civilizations II Credit Hours: 3
- HIS 131 - American History I Credit Hours: 3
- HIS 132 - American History II Credit Hours: 3
- HUM 110 Technology and Society Credit Hours: 3
- HUM 115 - Critical Thinking Credit Hours: 3
- HUM 130 - Myth in Human Culture Credit Hours: 3
- MAT 152 - Statistical Methods I Credit Hours: 4
- MAT 271 - Calculus I Credit Hours: 4
- MAT 272 - Calculus II Credit Hours: 4
- MUS 110 - Music Appreciation Credit Hours: 3
- MUS 112 - Introduction to Jazz Credit Hours: 3
- PHI 215 - Philosophical Issues Credit Hours: 3
- PHI 240 - Introduction to Ethics Credit Hours: 3
- PHY 151 - College Physics I Credit Hours: 4
- PHY 152 - College Physics II Credit Hours: 4
- POL 120 - American Government Credit Hours: 3
- PSY 150 - General Psychology Credit Hours: 3
- PSY 241 - Developmental Psychology Credit Hours: 3
- REL 110 - World Religions Credit Hours: 3
- REL 221 - Religion in America Credit Hours: 3
- SOC 210 - Introduction to Sociology Credit Hours: 3
- SOC 213 - Sociology of the Family Credit Hours: 3
- SOC 220 Social Problems Credit Hours: 3
- SPA 111 - Elementary Spanish I Credit Hours: 3
- SPA 112 - Elementary Spanish II Credit Hours: 3
- SPA 211 - Intermediate Spanish I Credit Hours: 3

Required (15 SHC)

Total (60 SHC)

Associate in Science (AS) Degree	
Required Semester Credit Hours	
UGETC	34 SHC

Additional General Education	11 SHC
Other Required Hours	15 SHC
Total	60 SHC

Students are responsible for examining the program major requirements of the four-year institution to which they plan to transfer for completion of their degree.

The courses selected to meet the Additional General Education Hours (11 SHC) and other Required Hours (15 SHC) requirement should be based on the intended major and transfer university.

Course Descriptions

Course Prefix

A course prefix is the three letter code associated with the course subject.

Course Numbers

Course numbers appear after the course prefix. Courses numbered with a zero (0) as the first digit are precollege (developmental) and cannot be applied toward a degree, diploma or certificate.

Course Title

A course title is the name of the course.

Course Hours

The number of lecture, laboratory, clinical and work experience hours is shown under each course title. The total number of lecture, laboratory, clinical and work experience hours is referred to as “contact hours” since it reflects the time spent each week under the supervision of a faculty member.

Course Credits

Course credits are provided after the course hours.

Prerequisites and Corequisites

Prerequisites and Corequisites [opens in a new tab]

Course Descriptions

A course description a short, succinct statement that informs a student about the subject matter content and transferability.

Pre-College (Developmental Studies) Course Descriptions

The Pre-College (Developmental) Courses are designed to increase students' likelihood of success by remedying deficiencies in English, reading, and math.

Academic Related

ACA 111 - College Student Success

Class Hours 1

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

College Transfer: N/A

ACA 122 - College Transfer Success

Class Hours 0

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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

senior institutions.

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

Accounting

ACC 120 - Prin of Financial Accounting

Class Hours 3

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.

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

ACC 121 - Prin of Managerial Accounting

Class Hours 3

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take ACC 120

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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

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

ACC 131 - Federal Income Taxes

Class Hours 2
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: None

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the uses of technology for the preparation of individual and business tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.

College Transfer: N/A

ACC 132 - NC Business Taxes

Class Hours 2
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 2

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: None

This course introduces the relevant laws governing North Carolina taxes as they apply to business. Topics include sales taxes, income taxes for business entities, payroll taxes, unemployment taxes, and other taxes pertaining to the State of North Carolina. Upon completion, students should be able to maintain a company's records to comply with the laws governing North Carolina business taxes.

College Transfer: N/A

ACC 140 - Payroll Accounting

Class Hours 1
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 2

Minimum State Prerequisites: Take ACC 120
Minimum State Corequisites: None
Local Prerequisites: None
Local 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 account entries using appropriate technology.

College Transfer: N/A

ACC 149 - Intro to Acc Spreadsheets

CIS Course ID: S16200

Class Hours 1

Lab Hours 2

Credit Hours 2

Minimum State Prerequisites: Take One: ACC 115 or ACC 120

Minimum State Corequisites: None

Local Prerequisites: Take: CTS 130

Local Corequisites: None

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

College Transfer: N/A

ACC 150 - Accounting Software Applications

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take One: ACC-115 or ACC 120

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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

College Transfer: N/A

ACC 152 - Advanced Software Applications

Class Hours 1
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 2

Minimum State Prerequisites: Take ACC 150

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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

College Transfer: N/A

ACC 180 - Practices in Bookkeeping

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take ACC 120

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on Mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small business.

College Transfer: N/A

ACC 220 - Intermediate Accounting

Class Hours 3
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 4

Minimum State Prerequisites: Take ACC 120

Minimum State Corequisites: None

Local Prerequisites: None

Local 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 extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the applicaiton of financial standards.

College Transfer: N/A

ACC 240 - Gov & Not-For-Profit Accounting

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take ACC 120

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces principles and procedures to governmental and not-for-profit organizations. Emphasis is places on various budgetary accountin procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display and analytical problem-solving ability for the topics covered.

College Transfer: N/A

Air Conditioning, Heating, and Refrigeration

AHR 110 - Intro to Refrigeration

Class Hours 2

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

AHR 111 - HVACR Electricity

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

AHR 112 - Heating Technology

Class Hours 2

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

AHR 113 - Comfort Cooling

Class Hours 2

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: AHR 110 and AHR 112

Local 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.

College Transfer: N/A

AHR 114 - Heat Pump Technology

Class Hours 2

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take One: AHR 110 or AHR 113

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

AHR 120 - HVACR Maintenance

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

College Transfer: N/A

AHR 130 - HVAC Controls

Class Hours 2
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take One: AHR 111 or ELC-111

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

College Transfer: N/A

AHR 133 - HVAC Servicing

Class Hours 2
Lab Hours 6
Clinical Hours 0
Work Experience 0
Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: Take One: AHR 112 or AHR 113

Local Prerequisites: None

Local Corequisites: None

The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

College Transfer: N/A

AHR 140 - All-Weather Systems

Class Hours 1
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 2

Minimum State Prerequisites: Take One: AHR 112 or AHR 113

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers the principles of combination heating and cooling systems including gas-

electric, all-electric, and oil-electric systems. Topics include PTAC's and package and split-system units. Upon completion, students should be able to understand systems performance and perform routine maintenance procedures.

College Transfer: N/A

AHR 151 - HVAC Duct Systems I

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

Art

ART 111 - Art Appreciation

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

Astronomy

AST 151 - General Astronomy I

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: Take AST 151A

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

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

This is a Universal General Education Transfer Component (UGETC) course.

AST 151A - General Astronomy I Lab

Class Hours 0

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: Take AST 151

Local Prerequisites: None

Local Corequisites: None

The course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

This is a Universal General Education Transfer Component (UGETC) course.

Automation & Robotics

ATR 280 - Robotic Fundamentals

Class Hours 3

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take All: ELC 117 and ELC 128

Local Corequisites: None

This course covers application, programming, and maintenance fundamentals for robotic devices. Emphasis is placed on terminology, problem solving, robotic systems controls, and hands-on projects. Upon completion, students should be able to apply basic concepts in application, programming, and robotic control systems.

College Transfer: N/A

Baking and Pastry Arts

BPA 150 - Artisan and Specialty Breads

Class Hours 1

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take All: CUL 110 and CUL 160

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides an advanced study in the art and craft of bread making. Topics include pertinent formulas and techniques associated with naturally leavened loaves, hearth breads, focaccia, flat breads, and other breads utilizing a variety of grains. Upon completion, students should be able to prepare artisan and specialty breads that meet or exceed the expectations of restaurant and retail publics.

College Transfer: N/A

BPA 210 - Cake Design & Decorating

Class Hours 1

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: CUL 110 and CUL 160

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers advanced concepts in the design and decoration of wedding cakes and other

specialty cakes. Topics include baking, filling, and assembling cakes; cake design; finishing techniques utilizing gum paste, fondant, and royal icing; and advanced piping skills. Upon completion, students should be able to design, create, finish and evaluate the quality of wedding and specialty cakes.

College Transfer: N/A

BPA 250 - Dessert/Bread Production

Class Hours 1

Lab Hours 8

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take BPA 150

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to merge artistry and innovation with the practical baking and pastry techniques utilized in a production setting. Emphasis is placed on quantity bread and roll-in dough production, plated and platter presentations, seasonal/theme product utilization and cost effectiveness. Upon completion, students should be able to plan, prepare and evaluate breads and desserts within a commercial environment and determine production costs and selling prices.

College Transfer: N/A

BPA 260 - Pastry & Baking Marketing

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: BPA 150 and BPA 210

Minimum State Corequisites: Take BPA 250

Local Prerequisites: None

Local Corequisites: None

This course is designed to cover the marketing concepts and merchandising trends utilized in bakery and pastry operations. Emphasis is placed on menu planning, pricing products/strategies, resale and wholesale distribution methods, legal implications, and advertising techniques. Upon completion, students should be able to create a marketing plan that will serve as a basis for a capstone experience.

College Transfer: N/A

Biology

BIO 111 - General Biology I

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

This is a Universal General Education Transfer Component (UGETC) course.

BIO 112 - General Biology II

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take BIO 111

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

This is a Universal General Education Transfer Component (UGETC) course.

BIO 120 - Introductory Botany

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take One: BIO 110 or BIO-111

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the CAA as a general education course in Natural Science.

BIO 130 - Introductory Zoology

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take One: BIO 110 or BIO-111

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.

BIO 163 - Basic Anatomy & Physiology

Class Hours 4

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

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

BIO 168 - Anatomy and Physiology I

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

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

BIO 169 - Anatomy and Physiology II

CIS Course ID: S11629

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take BIO 168

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, 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.

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

BIO 275 - Microbiology

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take One: BIO 110 , BIO-111, BIO 163, BIO-165, or BIO 168

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

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

Blueprint Reading

BPR 111 - Print Reading

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

BPR 115 - ELC/Fluid Power Diagrams

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate an understanding of, and draw sketches and schematics commonly used in industry.

College Transfer: N/A

BPR 130 - Print Reading/Construction

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.

College Transfer: N/A

Business

BUS 110 - Introduction to Business

CIS Course ID: S24149

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

Competencies

<i>Student</i>			<i>Learning</i>			<i>Outcomes</i>
1.	Identify	various	forms	of	business	organizations.
2.		Define		business		vocabulary.
3.	Describe	the	basics	of	business	ethics.
4.	Explain basic management principles.					

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

BUS 115 - Business Law I

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces the ethics and legal framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are explained. Upon completion, students should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

Competencies - Student Learning Outcomes

1. Identify the elements of a contract
2. Describe the structure of the U.S. court system
3. Identify laws, conditions and regulations in national and international work environments.

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

BUS 121 - Business Math

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

BUS 125 - Personal Finance

CIS Course ID: S14300

Class Hours 3

Lab Hours 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

BUS 137 - Principles of Management

CIS Course ID: S24151

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

Competencies - Student Learning Outcomes

1. Explain strategic management in business operations

2. Define management, quality management, and project management
3. Identify relevant issues in human resource management

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

BUS 153 - Human Resource Management

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

College Transfer: N/A

BUS 230 - Small Business Management

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: BUS 110

Local Corequisites: None

This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

College Transfer: N/A

BUS 270 - Professional Development

CIS Course ID: S11540

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

College Transfer: N/A

Chemistry

CHM 090 - Chemistry Concepts

Class Hours 4

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take All: DMA 010, DMA-020, DMA 030

Local Corequisites: None

This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.

College Transfer: N/A

CHM 131 - Introduction to Chemistry

CIS Course ID: S12692

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: Take: 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

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.

CHM 131A - Intro to Chemistry Lab

CIS Course ID: S12403

Class Hours 0

Lab Hours 3

Credit Hours 1

Minimum State Corequisites: Take 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.

CHM 151 - General Chemistry I

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: High school Chemistry less than 5yrs old with a grade of "B" or higher

or

CHM 090

or

DRE 097, DMA 010, DMA 020, DMA 030, DMA 040 and DMA 050

or

MAT 171

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.

CHM 152 - General Chemistry II

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take CHM 151

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.

Criminal Justice

CJC 100 - Basic Law Enforcement Training

CIS Course ID: S25046

Class Hours 10

Lab Hours 30

Clinical Hours 0

Work Experience 0

Credit Hours 20

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination.

College Transfer: N/A

CJC 111 - Intro to Criminal Justice

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

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

CJC 112 - Criminology

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

CJC 113 - Juvenile Justice

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

CJC 121 - Law Enforcement Operations

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

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

CJC 131 - Criminal Law

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

CJC 132 - Court Procedure & Evidence

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

CJC 141 - Corrections

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

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

CJC 212 - Ethics & Comm Relations

Class Hours 3

Lab Hours 0

Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

CJC 214 - Victimology

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

CJC 221 - Investigative Principles

Class Hours 3
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

CJC 222 - Criminalistics

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

CJC 231 - Constitutional Law

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

CJC 232 - Civil Liability

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
Local 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.

College Transfer: N/A

CJC 233 - Correctional Law

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
Local 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.

College Transfer: N/A

Communication

COM 231 - Public Speaking

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ENG 111
Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts (Substitute). This is a Universal General Education Transfer Component (UGETC) course.

Computer Information Technology

CTS 115 - Info Sys Business Concepts

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems.

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

CTS 120 - Hardware/Software Support

CIS Course ID: S23679

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers the basic hardware of a personal computer, including installation, operations

and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

College Transfer: N/A

CTS 130 - Spreadsheet

CIS Course ID: S24366

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take: CIS 110

Local 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.

College Transfer: N/A

CTS 155 - Tech Support Functions

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.

College Transfer: N/A

CTS 220 - Adv Hard/Software Support

Class Hours 2

Lab Hours 3

Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take CTS 120
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: None

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

College Transfer: N/A

CTS 285 - Systems Analysis & Design

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take CIS 115
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: None

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

College Transfer: N/A

CTS 289 - System Support Project

CIS Course ID: S24375
Class Hours 1
Lab Hours 4
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take All: CTI 110, CTI 120, and CTS 115
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: None

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

College Transfer: N/A

Computer Tech Integration

CTI 110 - Web, Program, & Database Foundation

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.

Competencies

1. Apply basic principles of programming logic.
2. Create a simple website with mark-up tools.
3. Create a simple database table.

College Transfer: N/A

CTI 120 - Network & Security Foundation

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.

Competencies

1. Perform basic calculations necessary for network operations.
2. Identify the components of local and wide area networks.
3. Identify security risks to a networked information system.

College Transfer: N/A

CTI 140 - Virtualization Concepts

Class Hours 1

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.

College Transfer: N/A

Cosmetology

COS 111 - Cosmetology Concepts I

Class Hours 4

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: Take COS 112

Local Prerequisites: None

Local Corequisites: None

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.

College Transfer: N/A

COS 112 - Salon I

Class Hours 0

Lab Hours 24

Clinical Hours 0

Work Experience 0

Credit Hours 8

Minimum State Prerequisites: None

Minimum State Corequisites: Take COS 111

Local Prerequisites: None

Local Corequisites: None

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.

College Transfer: N/A

COS 113 - Cosmetology Concepts II

Class Hours 4

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: Take COS 114

Local Prerequisites: COS 111

Local Corequisites: None

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.

College Transfer: N/A

COS 114 - Salon II

Class Hours 0

Lab Hours 24

Clinical Hours 0

Work Experience 0

Credit Hours 8

Minimum State Prerequisites: None

Minimum State Corequisites: Take COS 113

Local Prerequisites: COS 112

Local Corequisites: None

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.

College Transfer: N/A

COS 115 - Cosmetology Concepts III

Class Hours 4

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: Take COS 116

Local Prerequisites: COS 111

Local Corequisites: None

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.

College Transfer: N/A

COS 116 - Salon III

Class Hours 0

Lab Hours 12

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: Take COS 115

Local Prerequisites: COS 112

Local Corequisites: None

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.

College Transfer: N/A

COS 117 - Cosmetology Concepts IV

Class Hours 2

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None
Minimum State Corequisites: Take COS 118
Local Prerequisites: COS 111, COS 113, and COS 115
Local Corequisites: None

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.

College Transfer: N/A

COS 118 - Salon IV

Class Hours 0
Lab Hours 21
Clinical Hours 0
Work Experience 0
Credit Hours 7

Minimum State Prerequisites: None
Minimum State Corequisites: Take COS 117
Local Prerequisites: COS 112, COS 114 and COS 116
Local Corequisites: None

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.

College Transfer: N/A

COS 223 - Contemp Hair Coloring

CIS Course ID: S10820
Class Hours 1
Lab Hours 3
Credit Hours 2

Minimum State Prerequisites: Take All: COS-111 and COS-112
Minimum State Corequisites: None
Local Corequisites: Take All: COS-113, COS-114, COS-115, & COS-116

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a clients color needs and safely and competently perform color applications and correct problems.

College Transfer: N/A

Culinary

CUL 110 - Sanitation & Safety

Class Hours 2

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam.

College Transfer: N/A

CUL 110A - Sanitation & Safety Lab

Class Hours 0

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: Take CUL 110

This course provides a laboratory experience for enhancing student skills in the basic principles of sanitation and safety. Emphasis is placed on personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry.

College Transfer: N/A

CUL 112 - Nutrition for Foodservice

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

College Transfer: N/A

CUL 112A - Nutrition for Fdsv Lab

Class Hours 0

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: Take CUL 112

This course provides a laboratory experience for enhancing student skills in the principles of nutrition and its relationship to the foodservice industry. Emphasis is placed on personal nutrition fundamentals, weight management/exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

College Transfer: N/A

CUL 120 - Purchasing

Class Hours 2

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications and software applications. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

College Transfer: N/A

CUL 135 - Food & Beverage Service

Class Hours 2

Lab Hours 0

Clinical Hours 0
Work Experience 0
Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages.

College Transfer: N/A

CUL 135A - Food & Beverage Service Lab

Class Hours 0
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: Take CUL 135

This course provides a laboratory experience for enhancing student skills in effective food and beverage service. Emphasis is placed on practical experiences including greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate practical applications of human relations and the skills required in the service of foods and beverages.

College Transfer: N/A

CUL 140 - Culinary Skills I

Class Hours 2
Lab Hours 6
Clinical Hours 0
Work Experience 0
Credit Hours 5

Minimum State Prerequisites: None

Minimum State Corequisites: Take CUL 110

Local Prerequisites: None

Local Corequisites: None

This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the

basic cooking skills used in the foodservice industry.

College Transfer: N/A

CUL 160 - Baking I

Class Hours 1

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: Take CUL 110

Local Prerequisites: None

Local Corequisites: None

This course covers basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products.

College Transfer: N/A

CUL 170 - Garde Manger I

Class Hours 1

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: Take CUL 110

Local Prerequisites: None

Local Corequisites: None

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

College Transfer: N/A

CUL 230 - Global Cuisines

Class Hours 1

Lab Hours 8

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take All: CUL 110 and CUL 140

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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

College Transfer: N/A

CUL 240 - Advanced Culinary Skills

Class Hours 1

Lab Hours 8

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take CUL 140

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is a continuation of CUL 140. Emphasis is placed on meat fabrication and butchery; vegetable, starch, and protein cookery; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

College Transfer: N/A

CUL 250 - Classical Cuisine

Class Hours 1

Lab Hours 8

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take All: CUL 110, CUL 140, and CUL 240

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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

College Transfer: N/A

CUL 260 - Baking II

Class Hours 1

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take CUL 160

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is a continuation of CUL 160. Topics include specialty breads, pastillage, marzipan, chocolate, pulled-sugar, confections, classic desserts, pastries, and cake decorating. Upon completion, students should be able to demonstrate pastry preparation and plating, cake decorating, and showpiece production skills.

College Transfer: N/A

CUL 273 - Career Development

Class Hours 1

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces students to career planning/management practices that serve as a foundation for success in the hospitality industry. Emphasis is placed on self assessment, goal/career pathway development and employment strategies such as résumé preparation, interviewing techniques, and developing/utilizing the portfolio as a credential. Upon completion, students should be able to develop a career path leading to an effective job search.

College Transfer: N/A

CUL 283 - Farm-to-Table

Class Hours 2

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take CUL 110 and CUL 140

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces students to the cooperation between sustainable farmers and food service operations. Emphasis is placed on environmental relationships, including how food are grown, processed and distributed, as well as related implications on quality and sustainability. Upon completion students should be able to demonstrate an understanding of environmental stewardship and its impact on cuisine.

College Transfer: N/A

Database Management Technology

DBA 110 - Database Concepts

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: CIS 110 or CIS 111

Local Corequisites: None

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

College Transfer: N/A

DBA 115 - Database Applications

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take DBA 110

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files.

Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.

College Transfer: N/A

Developmental Mathematics

DMA 010 - Operations with Integers

Class Hours 0.75

Lab Hours 0.5

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Appropriate placement exam scores

Local Corequisites: None

This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

College Transfer: N/A

DMA 020 - Fractions and Decimals

CIS Course ID: 32.0104 Developmental/Remedial Mathematics

Class Hours 0.75

Lab Hours 0.50

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: Take DMA 010

Minimum State Corequisites: None

Local Prerequisites: Appropriate placement exam scores

Local Corequisites: None

This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.

College Transfer: N/A

DMA 030 - Proportion/Ratio/Rate/Percent

Class Hours 0.75

Lab Hours 0.5

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: Take All: DMA 010 and DMA 020

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems.

College Transfer: N/A

DMA 040 - Expressions/Linear Equations and Inequalities

Class Hours 0.75

Lab Hours 0.5

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: Take All: DMA 010, DMA 020 and DMA 030

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities.

College Transfer: N/A

DMA 050 - Graphs/Equations of Lines

Class Hours 0.75

Lab Hours 0.5

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: Take All: DMA 010, DMA 020, DMA 030 and DMA 040

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables.

College Transfer: N/A

DMA 065 - Algebra for Precalculus

Class Hours 1.5

Lab Hours 1

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take All: DMA 010 DMA 020 DMA 030 DMA 040 and DMA 050

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides a study of problems involving algebraic representations of quadratic, rational, and radical equations. Topics include simplifying polynomial, rational, and radical expressions and solving quadratic, rational, and radical equations. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic and rational applications.

College Transfer: N/A

Developmental Math Shell

DMS 001 - Developmental Math Shell 1

Class Hours 0.75

Lab Hours 0.5

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be one DMA module appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content. Colleges should use a local letter suffix to identify enrollment in another DMS shell with one semester hour credit composed of a different DMA module.

College Transfer: N/A

DMS 002 - Developmental Math Shell 2

Class Hours 1.5

Lab Hours 1

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be two DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content. Colleges should use a local letter suffix to identify enrollment in another DMS shell with two semester hour credits composed of different DMA modules

College Transfer: N/A

DMS 003 - Developmental Math Shell 3

Class Hours 2.25

Lab Hours 1.5

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be three DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content. Colleges should use a local letter suffix to identify enrollment in another DMS shell with three semester hour credits composed of different DMA modules.

College Transfer: N/A

Developmental Reading and English

DRE 096 - Integrated Reading and Writing

Class Hours 2.5
Lab Hours 1
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Appropriate placement scores
Local Corequisites: None

This course develops proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs.

College Transfer: N/A

DRE 097 - Integrated Reading and Writing II

Class Hours 2.5
Lab Hours 1
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: TAKE DRE 096
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: None

This course develops proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile® range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence.

College Transfer: N/A

DRE 098 - Integrated Reading and Writing III

CIS Course ID: 32.0108 Developmental/Remedial English.

Class Hours 2.5
Lab Hours 1
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: TAKE DRE 097

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course develops proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught using texts primarily in the Lexile® range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay.

College Transfer: N/A

Drafting

DFT 119 - Basic CAD

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

College Transfer: N/A

Economics

ECO 151 - Survey of Economics

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course for those who have not received credit for ECO 251 or ECO 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

ECO 251 - Prin of Microeconomics

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take All: DMA 010, DMA-020, DMA 030, DMA 040, DMA 050, and DRE 097

Local Corequisites: None

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

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This course is a Universal General Education Transfer Component (UGETC) course.

ECO 252 - Prin of Macroeconomics

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take All: DMA 010, DMA-020, DMA 030, DMA 040, DMA 050, and DRE 097

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This course is a Universal General Education Transfer Component (UGETC) course.

Education

EDU 119 - Intro to Early Child Education

CIS Course ID: S24238

Class Hours 4

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

College Transfer: N/A

EDU 131 - Child, Family, and Community

CIS Course ID: S24558

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 097

Local Prerequisites: DRE 097

Local Corequisites: None

This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon

completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

College Transfer: N/A

EDU 144 - Child Development I

CIS Course ID: S24559

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 097

Local Prerequisites: DRE 097

Local Corequisites: None

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

College Transfer: N/A

EDU 145 - Child Development II

CIS Course ID: S24560

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 097

Local Prerequisites: DRE 097

Local Corequisites: None

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify

evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

College Transfer: N/A

EDU 146 - Child Guidance

CIS Course ID: S24561

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 097

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.

College Transfer: N/A

EDU 151 - Creative Activities

CIS Course ID: S24562

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 097

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create,

and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

College Transfer: N/A

EDU 153 - Health, Safety and Nutrition

CIS Course ID: S24564

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 097

Local Prerequisites: DRE 097

Local Corequisites: None

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

College Transfer: N/A

EDU 158 - Healthy Lifestyles-Youth

CIS Course ID: S23703

Class Hours 3

Lab Hours 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: Take: DRE 097

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces the topics of health, safety, nutrition, physical activities and environments for the school-age child/youth that promote development, fitness and healthy lifestyles. Topics include the use of physical and nutritional/cooking activities (indoor/outdoor, teacher-directed/youth-directed) appropriate for youth developing typically/atypically; safe/healthy menu planning; safe/healthy environmental design, assessment and supervision. Upon completion, students should be able to plan/facilitate safe/healthy physical and nutritional/cooking activities, discuss safety policies/regulations and identify health/safety/nutritional needs of youth.

EDU 221 - Children with Exceptionalities

CIS Course ID: S24571

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take One Set: Set 1: EDU 144 and EDU 145 Set 2: PSY-244 and PSY-245

Minimum State Corequisites: DRE 098

Local Prerequisites: DRE 098

Local Corequisites: None

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development.

College Transfer: N/A

EDU 234 - Infants, Toddlers, and Twos

CIS Course ID: S24573

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: EDU 119

Minimum State Corequisites: DRE 098

Local Prerequisites: DRE 098

Local Corequisites: None

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, positive early learning experiences, supporting and engaging diverse families, providing safe, warm and nurturing interactions, and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.

College Transfer: N/A

EDU 235 - School-Age Develop & Programs

CIS Course ID: S24575

Class Hours 3

Lab Hours 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 098

Local Prerequisites: DRE 098

Local Corequisites: None

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

College Transfer: N/A

EDU 259 - Curriculum Planning

CIS Course ID: S24578

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: EDU 119

Minimum State Corequisites: DRE 098

Local Prerequisites: DRE 098

Local Corequisites: None

This course is designed to focus on using content knowledge to build developmentally effective approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.

College Transfer: N/A

EDU 261 - Early Childhood Admin I

CIS Course ID: S24579

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: Take: EDU 119 and DRE 098

Local Prerequisites: DRE 098

Local Corequisites: None

This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

College Transfer: N/A

EDU 262 - Early Childhood Admin II

CIS Course ID: S24580

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: DRE 098, EDU 119, and EDU 261

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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

College Transfer: N/A

EDU 263 - School-Age Program Admin

CIS Course ID: s23735

Class Hours 2

Lab Hours 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: Take: DRE 098

Local Prerequisites: DRE 098

Local Corequisites: None

This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and

organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.

EDU 271 - Educational Technology

CIS Course ID: S24581

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 098

Local Prerequisites: DRE 098 and CIS 110

Local Corequisites: None

This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.

College Transfer: N/A

EDU 280 - Language/Literacy Experiences

CIS Course ID: S24582

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 098

Local Prerequisites: DRE 098

Local Corequisites: None

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

College Transfer: N/A

EDU 284 - Early Child Capstone Prac

CIS Course ID: S24584

Class Hours 1

Lab Hours 9

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take One Set: Set 1: EDU 119, EDU 144, EDU 145, EDU 146 and EDU 151 Set 2: EDU 119, PSY-244, PSY-245, EDU 146, and EDU 151 Set 3: EDU 119, PSY-245, EDU 144, EDU 146, and EDU 151 Set 4: EDU 119, PSY-244, EDU 145, EDU 146, and EDU 151

Minimum State Corequisites: DRE 098

Local Prerequisites: DRE 098

Local Corequisites: None

This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.

College Transfer: N/A

EDU 288 - Adv Issues/Early Child Ed

CIS Course ID: S23745

Class Hours 2

Lab Hours 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: DRE 098

Local Prerequisites: DRE 098

Local 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.

College Transfer: N/A

Elective

This course type was created to better display elective requirements and options on the degree planner.

Humanities/ Fine Arts - Elective

Credit Hours 3

The Humanities/Fine Arts Elective choices can be found in Additional Curriculum Notes.

Social/ Behavioral Science - Elective

Credit Hours 3

Social/Behavioral Science Elective choices can be found in Additional Curriculum Notes.

Electrical

ELC 112 - DC/AC Electricity

Class Hours 3

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.

College Transfer: N/A

ELC 113 - Residential Wiring

Class Hours 2

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

ELC 114 - Commercial Wiring

Class Hours 2

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: ELC 113

Local Corequisites: None

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

College Transfer: N/A

ELC 117 - Motors and Controls

Class Hours 2

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take: ELC 112

Local 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.

College Transfer: N/A

ELC 118 - National Electrical Code

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

College Transfer: N/A

ELC 128 - Intro to Programmable Logic Controllers

Class Hours 2
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
Local 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.

College Transfer: N/A

ELC 220 - Photovoltaic Sys Tech

Class Hours 2
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Take: ELN 229
Local Corequisites: None

This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.

College Transfer: N/A

ELC 228 - Programmable Logic Controllers Applications Project

Class Hours 2

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take: ELC 128

Local Corequisites: None

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

College Transfer: N/A

ELC 229 - Applications Project

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take All: ELN 229, ELN 232, ELC 228 and ELC 117

Local Corequisites: None

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

College Transfer: N/A

Electronics

ELN 133 - Digital Electronics

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

ELN 229 - Industrial Electronics

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take: ELC 112, ELC-131 or ELC-140

Local Corequisites: None

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

College Transfer: N/A

ELN 231 - Industrial Controls

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: ELN 229

Local Corequisites: None

This course introduces the fundamental concepts of control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret schematics and demonstrate an understanding of electromechanical and electronic control of rotating machinery.

College Transfer: N/A

ELN 232 - Intro to Microprocessors

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: ELN 133

Local Corequisites: None

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

College Transfer: N/A

ELN 275 - Troubleshooting

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take: ELN 229

Local Corequisites: None

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

College Transfer: N/A

Emergency Medical Science

EMS 110 - EMT

Class Hours 6

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 8

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 098

Local Corequisites: None

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

College Transfer: N/A

EMS 122 - EMS Clinical Practicum I

Class Hours 0

Lab Hours 0

Clinical Hours 3

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: Take EMS 110

Minimum State Corequisites: Take EMS 130

Local Prerequisites: None

Local Corequisites: None

This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competence with fundamental paramedic level skills.

College Transfer: N/A

EMS 130 - Pharmacology

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take EMS 110

Minimum State Corequisites: Take EMS 122

Local Prerequisites: None

Local Corequisites: None

This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

College Transfer: N/A

EMS 131 - Advanced Airway Management

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take EMS 110

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics include respiratory anatomy and physiology, airway/ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

College Transfer: N/A

EMS 160 - Cardiology I

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take EMS 110

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and basic rhythm interpretation in the monitoring leads. Upon completion, students should be able to recognize and interpret basic rhythms.

College Transfer: N/A

EMS 220 - Cardiology II

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: EMS 122, EMS 130, and EMS 160

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, application and interpretation of advanced electrocardiography utilizing the twelve-lead ECG, cardiac pharmacology, and patient care. Upon completion, students should be able to assess and treat patients utilizing American Heart Association guidelines.

College Transfer: N/A

EMS 221 - EMS Clinical Practicum II

Class Hours 0

Lab Hours 0

Clinical Hours 6

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take All: EMS 122 and EMS 130

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

College Transfer: N/A

EMS 231 - EMS Clinical Pract III

Class Hours 0

Lab Hours 0

Clinical Hours 9

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: EMS 130 and EMS 221

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

College Transfer: N/A

EMS 235 - EMS Management

Class Hours 2

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Program Director Approval for the EMS Bridge [A45430BR]

Local 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.

College Transfer: N/A

EMS 240 - Patients W/ Special Challenges

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take All: EMS 122 and EMS 130

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.

College Transfer: N/A

EMS 241 - EMS Clinical Practicum IV

Class Hours 0

Lab Hours 0

Clinical Hours 12

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take All: EMS 130 and EMS 231

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.

College Transfer: N/A

EMS 250 - Medical Emergencies

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take All: EMS 122 and EMS 130

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.

College Transfer: N/A

EMS 260 - Advanced Trauma Emergencies

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take One Set: Set 1: EMS-120, EMS-121, EMS 130, and EMS 131 Set 2: EMS-120, EMS 122, EMS 130, and EMS 131

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include hemorrhage control, shock, burns, and trauma to head, spine, soft

tissue, thoracic, abdominal, and musculoskeletal areas with case presentations utilized for special problems situations. Upon completion, students should be able to recognize and manage trauma situations based upon patient impressions and should meet requirements of BTLS or PHTLS courses.

College Transfer: N/A

EMS 270 - Life Span Emergencies

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: EMS 122 and EMS 130

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.

College Transfer: N/A

EMS 280 - EMS Bridging Course

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Program Director Approval for the EMS Bridge [A45430BR]

Local 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.

College Transfer: N/A

EMS 285 - EMS Capstone

Class Hours 2

Lab Hours 3

Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take All: EMS 220 , EMS 250 , and EMS 260

Minimum State Corequisites: None

Local Prerequisites: None

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psycho-motor skills, and effective performance in simulated emergency simulations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.

College Transfer: N/A

English

ENG 110 - Freshman Composition

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take: DRE 097

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers.

College Transfer: N/A

ENG 111 - Writing and Inquiry

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take DRE 098

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical

strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

ENG 112 - Writing/Research in the Disciplines

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take ENG 111

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

ENG 115 - Oral Communication

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

College Transfer: N/A

ENG 231 - American Literature I

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

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

Minimum State Corequisites: None

Local Prerequisites: None

Local 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 analyze and interpret literary works in their historical and cultural contexts.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 232 - American Literature II

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

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

Minimum State Corequisites: None

Local Prerequisites: None

Local 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 analyze and interpret literary works in their historical and cultural contexts.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 241 - British Literature I

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

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

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 242 - British Literature II

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

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

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

Health Sciences

HSC 110 - Orientation to Health Careers

Class Hours 1

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is a survey of health care professions. Topics include professional duties and responsibilities, working environments, and career choices. Upon completion, students should be able to demonstrate an understanding of the health care professions and be prepared to make

informed career choices. Additional topics will include legal and ethical issues, clinical communication and trends in health care.

College Transfer: N/A

History

HIS 111 - World Civilizations I

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 112 - World Civilizations II

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 131 - American History I

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 132 - American History II

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

Hotel & Restaurant Management

HRM 245 - Human Resource Management-Hospitality

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces a systematic approach to human resource management in the hospitality industry. Topics include training/development, staffing, selection, hiring, recruitment, evaluation, benefit administration, employee relations, labor regulations/laws, discipline, motivation, productivity, shift management, contract employees and organizational culture. Upon completion, students should be able to apply human resource management skills for the hospitality industry.

College Transfer: N/A

Humanities

HUM 115 - Critical Thinking

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take DRE 098

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts.

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

HUM 130 - Myth in Human Culture

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture.

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

Hydraulics

HYD 110 - Hydraulics/Pneumatics I

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

Industrial Science

ISC 110 - Workplace Safety

Class Hours 1

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

Information Systems

CIS 110 - Introduction to Computers

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 096

Local Corequisites: None

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative).

CIS 111 - Basic PC Literacy

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

College Transfer: N/A

Information Systems Security

SEC 110 - Security Concepts

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

College Transfer: N/A

Maintenance

MNT 110 - Intro to Maintenance Procedures

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

MNT 263 - Electrical-Pneumatic Components

Class Hours 2

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: HYD 110, ELC 117, ELC 128

Local Corequisites: None

This course introduces principles and practical applications of electrical/pneumatic control systems and primary control devices incorporated in those systems. Emphasis is placed on reading and interpreting ladder diagrams, building control circuits, and troubleshooting valves, switches, and sensors. Upon completion, students should be able to design, build, and troubleshoot basic electro-pneumatic control systems.

College Transfer: N/A

Marketing and Retailing

MKT 120 - Principles of Marketing

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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 223 - Customer Service

CIS Course ID: S12287

Class Hours 3

Lab Hours 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take: DRE 096

Local Corequisites: None

This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.

College Transfer: N/A

Mathematics

MAT 050 - Basic Math Skills

Class Hours 3

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

College Transfer: N/A

MAT 110 - Math Measurement & Literacy

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: DMA 010, DMA 020, and DMA 030

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

College Transfer: N/A

MAT 143 - Quantitative Literacy

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

MAT 152 - Statistical Methods I

Class Hours 3

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take All: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

MAT 171 - Precalculus Algebra

Class Hours 3

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take One Set: Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA-060, DMA-070,

DMA-080 Set 2: DMA 010, DMA-020, DMA 030, DMA 040, DMA 050, DMA 065 Set 3: MAT-121

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 172 - Precalculus Trigonometry

Class Hours 3

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take MAT 171

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 271 - Calculus I

Class Hours 3

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take: MAT 172

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics.

MAT 272 - Calculus II

Class Hours 3

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take MAT 271

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the 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 select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics.

Mechanical

MEC 110 - Intro to CAD/CAM

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

College Transfer: N/A

MEC 111 - Machine Processes I

Class Hours 1

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

College Transfer: N/A

MEC 276 - Capstone Design Project

Class Hours 0

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take All; BPR 111, ELC 117, ELC 228, ELN 229, HYD 110, MEC 110, MEC 111 MNT 110, and WLD 112

Local Corequisites: None

This course provides an opportunity for students to utilize all facets of their educational experience to solve an engineering design problem in a multi-disciplinary environment. Competencies demonstrated include project planning and organization, engineering analysis and design, selection of materials and processes, economic analysis, communication, and project documentation. Upon completion, students should be able to demonstrate the ability to complete a comprehensive design project, concluding with a formal report.

College Transfer: N/A

Medical Assisting

MED 120 - Survey of Medical Term

Class Hours 2

Lab Hours 0

Clinical Hours 0
Work Experience 0
Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.

College Transfer: N/A

Music

MUS 110 - Music Appreciation

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

MUS 112 - Introduction to Jazz

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

Network Operating Systems

NOS 110 - Operating Systems Concepts

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

College Transfer: N/A

NOS 120 - Linux/UNIX Single User

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take One: NOS 110, CET-211 or CTI-130

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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

productivity roles.

College Transfer: N/A

NOS 130 - Windows Single User

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take One: NOS 110, CET-211 or CTI-130

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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

College Transfer: N/A

NOS 230 - Windows Admin I

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: NOS 130

Local Corequisites: None

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

College Transfer: N/A

Networking Technology

NET 125 - Introduction to Networks

Class Hours 1

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

College Transfer: N/A

NET 126 - Routing Basics

Class Hours 1

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: NET 125

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

College Transfer: N/A

NET 225 - Routing & Switching I

Class Hours 1

Lab Hours 4

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: NET 126

This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.

College Transfer: N/A

NET 226 - Routing & Switching II

Class Hours 1
Lab Hours 4
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: NET 225

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, and describe the Spanning Tree protocol.

College Transfer: N/A

Nursing

NUR 101 - Practical Nursing I

Class Hours 7
Lab Hours 6
Clinical Hours 6
Work Experience 0
Credit Hours 11

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: CNA-1 and BIO 168

Local Corequisites: BIO 169 and ENG 111

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

College Transfer: N/A

NUR 102 - Practical Nursing II

Class Hours 7
Lab Hours 0
Clinical Hours 9
Work Experience 0
Credit Hours 10

Minimum State Prerequisites: NUR 101

Minimum State Corequisites: None

Local Prerequisites: NUR 101

Local Corequisites: PSY 150

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

College Transfer: N/A

NUR 103 - Practical Nursing III

Class Hours 6

Lab Hours 0

Clinical Hours 9

Work Experience 0

Credit Hours 9

Minimum State Prerequisites: NUR 101

Minimum State Corequisites: None

Local Prerequisites: NUR 102

Local Corequisites: None

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

College Transfer: N/A

NUR 111 - Intro to Health Concepts

Class Hours 4

Lab Hours 6

Clinical Hours 6

Work Experience 0

Credit Hours 8

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: CNA-I, BIO 168, BIO 169, CHM 151, and PSY 150

Local Corequisites: ENG 111

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should

be able to provide safe nursing care incorporating the concepts identified in this course.

College Transfer: N/A

NUR 112 - Health-Illness Concepts

Class Hours 3

Lab Hours 0

Clinical Hours 6

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take NUR 111

Minimum State Corequisites: None

Local Prerequisites: NUR 111

Local Corequisites: NUR 114 and PSY 241

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

College Transfer: N/A

NUR 113 - Family Health Concepts

Class Hours 3

Lab Hours 0

Clinical Hours 6

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take NUR 111

Minimum State Corequisites: None

Local Prerequisites: NUR 112 and NUR 114

Local Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

College Transfer: N/A

NUR 114 - Holistic Health Concepts

Class Hours 3
Lab Hours 0
Clinical Hours 6
Work Experience 0
Credit Hours 5

Minimum State Prerequisites: Take NUR 111

Minimum State Corequisites: None

Local Prerequisites: NUR 111

Local Corequisites: NUR 112 and PSY 241

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

College Transfer: N/A

NUR 117 - Pharmacology

Class Hours 1
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: CNA-I, BIO 168, BIO 169, CHM 151, and PSY 150

Local Corequisites: ENG 111

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

College Transfer: N/A

NUR 133 - Nursing Assessment

Class Hours 2
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: CNA-I, BIO 168, BIO 169, CHM 151, and PSY 150

Local Corequisites: ENG 111

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.

College Transfer: N/A

NUR 211 - Health Care Concepts

Class Hours 3

Lab Hours 0

Clinical Hours 6

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take NUR 111

Minimum State Corequisites: None

Local Prerequisites: NUR 113

Local Corequisites: NUR 212 and ENG 112

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

College Transfer: N/A

NUR 212 - Health System Concepts

Class Hours 3

Lab Hours 0

Clinical Hours 6

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take NUR 111

Minimum State Corequisites: None

Local Prerequisites: NUR 113

Local Corequisites: NUR 211 and ENG 112

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course

College Transfer: N/A

NUR 213 - Complex Health

Class Hours 4

Lab Hours 3

Clinical Hours 15

Work Experience 1

Credit Hours 10

Minimum State Prerequisites: Take NUR 111

Minimum State Corequisites: Take All: NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212

Local Prerequisites: NUR 112 and NUR 212

Local Corequisites: Humanities/Fine Arts Elective

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

College Transfer: N/A

Nursing Assistant

NAS 101 - Nurse Aide I

Class Hours 3

Lab Hours 4

Clinical Hours 3

Work Experience 0

Credit Hours 6

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

College Transfer: N/A

NAS 102 - Nurse Aide II

Class Hours 3
Lab Hours 2
Clinical Hours 6
Work Experience 0
Credit Hours 6

Minimum State Prerequisites: NAS 101

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry.

College Transfer: N/A

NAS 107 - Medication Aide Class

Class Hours 0
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course will cover the six rights of medication administration for non-licensed personnel. Topics will include medication administration via the oral, topical and installation routes, medical asepsis, hand hygiene, terminology, and legal implications. Upon completion, students should be able to demonstrate skills necessary to qualify as a Medication Aide with the North Carolina Medication Aide Registry.

College Transfer: N/A

Office Systems Technology

OST 134 - Text Entry & Formatting

CIS Course ID: S22142

Class Hours 2
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to provide 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 documents and key timed writings at speeds commensurate with employability.

College Transfer: N/A

OST 136 - Word Processing

CIS Course ID: S22144

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to introduce 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.

College Transfer: N/A

OST 141 - Med Office Terms I

CIS Course ID: S24691

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

College Transfer: N/A

OST 142 - Med Office Terms II

CIS Course ID: S24692

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take One: MED 121 or OST 141

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

College Transfer: N/A

OST 148 - Med Ins & Billing

CIS Course ID: S24693

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

College Transfer: N/A

OST 149 - Medical Legal Issues

CIS Course ID: S10679

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

OST 164 - Office Editing

CIS Course ID: S24696

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

OST 184 - Records Management

CIS Course ID: S22114

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

OST 243 - Med Office Simulation

CIS Course ID: S12315

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take OST 148

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

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.

College Transfer: N/A

OST 247 - Procedure Coding

CIS Course ID: S24704

Class Hours 2

Lab Hours 2

Credit Hours 3

Minimum State Prerequisites: Take One: MED 121 or OST 141

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

College Transfer: N/A

OST 248 - Diagnostic Coding

CIS Course ID: S24705

Class Hours 2

Lab Hours 2

Credit Hours 3

Minimum State Prerequisites: Take One: MED 121 or OST 141

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

College Transfer: N/A

OST 249 - Med Coding Certification Prep

CIS Course ID: S24706

Class Hours 2

Lab Hours 3

Credit Hours 3

Minimum State Prerequisites: Take All: OST 247 and OST 248

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides instruction that will prepare students to sit for a national coding certification exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for various medical coding certification exams.

College Transfer: N/A

OST 250 - Long-Term Care Coding

CIS Course ID: S24707

Class Hours 2

Lab Hours 2

Credit Hours 3

Minimum State Prerequisites: Take One: MED 121 or OST 141

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers diagnostic coding as it applies to long-term care facilities and home care. Topics include diagnostic coding and reimbursement in long-term care facilities and home care. Upon completion, students should be able to properly code conditions for long-term care and home care services.

College Transfer: N/A

OST 263 - Healthcare Customer Relations

CIS Course ID: S24669

Class Hours 3

Lab Hours 0

Credit Hours 3

Minimum State Prerequisites: Take One: OST-148 or HMT-210

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides the soft skills necessary for effective communication and maintaining customer satisfaction in healthcare. Emphasis is placed on the importance of positive attitudes,

techniques for handling difficult/angry customers, rephrasing blunt communication for better results, and the communication skills required to discuss topics such as insurance and billing issues with the patient and other medical personnel. Upon completion, students should be able to communicate information in a professional manner.

College Transfer: N/A

OST 288 - Medical Office Admin Capstone

CIS Course ID: S24674

Class Hours 2

Lab Hours 2

Credit Hours 3

Minimum State Prerequisites: Take One: OST 148 or HMT 210

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to be a capstone course for the medical office professional and provides a working knowledge of medical office procedures. Emphasis is placed on written and oral communication skills, practice management, electronic health records, medical office procedures, ethics, and professional development. Upon completion, students should be able to demonstrate the skills necessary to manage a medical office.

College Transfer: N/A

Philosophy

PHI 215 - Philosophical Issues

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take ENG 111

Minimum State Corequisites: None

Local Prerequisites: None

Local 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 critically evaluate the philosophical components of an issue.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

PHI 240 - Introduction to Ethics

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take ENG 111

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

Physical Education

PED 110 - Fit and Well for Life

Class Hours 1

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

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

PED 117 - Weight Training I

Class Hours 0

Lab Hours 3

Clinical Hours 0
Work Experience 0
Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

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

PED 118 - Weight Training II

Class Hours 0
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 1

Minimum State Prerequisites: Take PED 117

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

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

PED 120 - Walking for Fitness

Class Hours 0
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

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

Physics

PHY 110 - Conceptual Physics

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

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.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. This is a Universal General Education Transfer Component (UGETC) course.

PHY 110A - Conceptual Physics Lab

Class Hours 0

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: Take PHY 110

Local Prerequisites: None

Local Corequisites: None

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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

PHY 151 - College Physics I

CIS Course ID: S23977

Class Hours 3

Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 4

Minimum State Prerequisites: Take: MAT 171

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

College Transfer: College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.

PHY 152 - College Physics II

Class Hours 3
Lab Hours 2
Clinical Hours 0
Work Experience 0
Credit Hours 4

Minimum State Prerequisites: Take PHY 151

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.

Plumbing

PLU 111 - Intro to Basic Plumbing

Class Hours 1
Lab Hours 3
Clinical Hours 0
Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

College Transfer: N/A

Political Science

POL 120 - American Government

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

This course is a study of the origins, development, structure, and functions of American 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 process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

Psychology

PSY 118 - Interpersonal Psychology

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

PSY 150 - General Psychology

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This course is a Universal General Education Transfer Component (UGETC) course.

PSY 241 - Developmental Psychology

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: PSY 150

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

Radiography

RAD 110 - Rad Intro & Patient Care

CIS Course ID: S13079

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: Take All: RAD 111 and RAD 151

Local Prerequisites: Admission into the Radiography Program

Local Corequisites: None

This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.

College Transfer: N/A

RAD 111 - RAD Procedures I

CIS Course ID: S24943

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Admission into the Radiography Program

Local Corequisites: None

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, bony thorax and pelvis. Upon completion, students should be able to demonstrate competence in these areas.

College Transfer: N/A

RAD 112 - RAD Procedures II

CIS Course ID: S24944

Class Hours 3

Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 4

Minimum State Prerequisites: Take All: RAD 110, RAD 111, and RAD 151

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: RAD 122, RAD 161

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, spine, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

College Transfer: N/A

RAD 121 - Image Production I

CIS Course ID: S24945

Class Hours 2
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take All: RAD 110, RAD 111, and RAD 151

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: Take: RAD 112 and RAD 161

This course provides the basic principles of radiographic image production. Emphasis is placed on image production, x-ray equipment, receptor exposure, and basic imaging quality factors. Upon completion, students should be able to demonstrate an understanding of basic principles of radiographic image production.

College Transfer: N/A

RAD 122 - Image Production II

CIS Course ID: S24946

Class Hours 1
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 2

Minimum State Prerequisites: Take All: RAD 112, RAD 121, and RAD 161

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: Take: RAD 141 and RAD 171

This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on advanced digital principles and production. Upon completion, students should be able to demonstrate an understanding of advanced principles of digital imaging production.

College Transfer: N/A

RAD 141 - Radiation Safety

CIS Course ID: S24950

Class Hours 2

Lab Hours 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: Take All: RAD-112, RAD-121, and RAD-161

Local Prerequisites: None

Local Corequisites: None

This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

College Transfer: N/A

RAD 151 - RAD Clinical Education I

CIS Course ID: S12925

Class Hours 0

Lab Hours 0

Clinical Hours 6

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: Take All: RAD 110 and RAD 111

Local Prerequisites: None

Local Corequisites: None

This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

College Transfer: N/A

RAD 161 - RAD Clinical Education II

CIS Course ID: S13703

Class Hours 0

Lab Hours 0

Clinical Hours 15

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take All: RAD 110, RAD 111, and RAD 151

Minimum State Corequisites: Take All: RAD 112 and RAD 121

Local Prerequisites: None

Local Corequisites: None

This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

College Transfer: N/A

RAD 171 - RAD Clinical Ed III

CIS Course ID: S24974

Class Hours 0

Lab Hours 0

Clinical Hours 9

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: RAD 112, RAD 121, and RAD 161

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: Take: RAD 121 and RAD 141

This course provides experience in patient management specific to advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and transitioning to mastering positioning of advanced studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

College Transfer: N/A

RAD 211 - RAD Procedures III

CIS Course ID: S24948

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: RAD 122, RAD 141, and RAD 171

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: Take: RAD 231 and RAD 251

This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, advanced

imaging, radiographic pathology and image analysis. Upon completion, students should be able to demonstrate an understanding of these areas.

College Transfer: N/A

RAD 231 - Image Production III

CIS Course ID: S24949

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take All: RAD 122, RAD 141, and RAD 171.

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: Take: RAD 211 and RAD 251

This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on complex imaging production and principles, quality control and quality assurance in the imaging sciences. Upon completion, students should be able to demonstrate an understanding of advanced radiographic equipment and quality control programs.

College Transfer: N/A

RAD 251 - RAD Clinical Education IV

CIS Course ID: S2500

Class Hours 0

Lab Hours 0

Clinical Hours 21

Work Experience 0

Credit Hours 7

Minimum State Prerequisites: Take All: RAD 122, and RAD 171

Minimum State Corequisites: Take: RAD 211, and RAD 231

Local Prerequisites: None

Local Corequisites: None

This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

College Transfer: N/A

RAD 261 - RAD Clinical Education V

CIS Course ID: S25001

Class Hours 0

Lab Hours 0

Clinical Hours 21

Work Experience 0

Credit Hours 7

Minimum State Prerequisites: Take RAD 251

Minimum State Corequisites: Take RAD 271

Local Prerequisites: None

Local Corequisites: None

This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

College Transfer: N/A

RAD 271 - Radiography Capstone

CIS Course ID: S24951

Class Hours 2

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: Take All: RAD 211, RAD 231, and RAD 251

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: Take: RAD 261

This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of an entry-level radiographer.

College Transfer: N/A

Religion

REL 110 - World Religions

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE 097
Local 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.

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

REL 221 - Religion in America

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE 097
Local Corequisites: None

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America.

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

Respiratory Care

RCP 110 - Intro to Respiratory Care

CIS Course ID: S24786
Class Hours 3
Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 4

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: BIO 168, BIO 169, ENG 111, MAT 143
Local Corequisites: BIO 275, ENG 112, Humanities/Fine Arts Elective

This course introduces the role of the respiratory care practitioner within interprofessional teams and interacting with diverse populations. Topics include medical gas administration, basic patient assessment, infection control, and medical terminology using proper written and oral

communication methods to prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

College Transfer: N/A

RCP 111 - Therapeutics/Diagnostics

CIS Course ID: S24787

Class Hours 4

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: Take RCP 110

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: Take: RCP 133

This course provides emphasis on therapeutic and diagnostic procedures. Topics include applying problem solving strategies in the patient care setting, applying ethical principles in decision making, and practicing professional responsibilities, which will prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

College Transfer: N/A

RCP 114 - C-P Anatomy & Physiology

CIS Course ID: S21906

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: 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.

College Transfer: N/A

RCP 115 - C-P Pathophysiology

CIS Course ID: S24789

Class Hours 2

Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the etiology, pathophysiology, clinical signs and symptoms, diagnoses, prognoses, complications, and management of cardiopulmonary diseases. Emphasis is placed on developing, evaluating, and modifying respiratory care plans based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in cardio-pulmonary disease concepts through written evaluations.

College Transfer: N/A

RCP 122 - Special Practice Lab

CIS Course ID: S14239

Class Hours 0

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

College Transfer: N/A

RCP 133 - RCP Clinical Practice I

CIS Course ID: S12612

Class Hours 0

Lab Hours 0

Clinical Hours 9

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: Take RCP 110

Local Prerequisites: None

Local 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.

College Transfer: N/A

RCP 142 - RCP Clinical Practice II

CIS Course ID: S13567

Class Hours 0

Lab Hours 0

Clinical Hours 6

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take: RCP 110

Minimum State Corequisites: Take: RCP 111

Local Prerequisites: Take: RCP 133

Local 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.

College Transfer: N/A

RCP 158 - RCP Clinical Practice III

CIS Course ID: S12193

Class Hours 0

Lab Hours 0

Clinical Hours 24

Work Experience 0

Credit Hours 8

Minimum State Prerequisites: Take RCP 111

Minimum State Corequisites: None

Local Prerequisites: None

Local 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.

College Transfer: N/A

RCP 210 - Critical Care Concepts

CIS Course ID: S24790

Class Hours 3

Lab Hours 3
Clinical Hours 0
Work Experience 0
Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take: RCP 110, RCP 111, RCP 114, and RCP 133

Local Corequisites: Take: RCP 115, RCP 122, and RCP 142

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the application and management of mechanical ventilation, assessment underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written, laboratory and/or clinical simulation evaluations.

College Transfer: N/A

RCP 211 - Advanced Monitoring/Procedures

CIS Course ID: S24791

Class Hours 3

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take RCP 210

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course includes advanced information gathering and decision making for the respiratory care professional using evidence-based respiratory care protocols. Topics include advanced cardiac monitoring, special procedures, respiratory care protocols, and disease management. Upon completion, students should be able to assess, recommend, and independently modify respiratory care protocols through written, laboratory and/or clinical simulation evaluations.

College Transfer: N/A

RCP 214 - Neonatal/Peds RC .

CIS Course ID: S24793

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take RCP 111

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides comprehensive coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on pathophysiology, patient assessment and special therapeutic needs of neonates and children based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in the neonatal and pediatric respiratory care concepts through written, laboratory and/or clinical simulation evaluations.

College Transfer: N/A

RCP 215 - Career Preparation

CIS Course ID: S24794

Class Hours 0

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: Take All: RCP 110, RCP 111, RCP 114, RCP 115, RCP 122, RCP 133, RCP 142, RCP 158, RCP 211, and RCP 214

Local Corequisites: Take: RCP 238

This course provides an overview of respiratory therapy concepts in preparation for credentialing exam. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of respiratory therapy and be prepared for successful completion of the credentialing process.

College Transfer: N/A

RCP 238 - RCP Clinical Practice IV

CIS Course ID: S12290

Class Hours 0

Lab Hours 0

Clinical Hours 24

Work Experience 0

Credit Hours 8

Minimum State Prerequisites: Take RCP 111

Minimum State Corequisites: Take RCP 210

Local Prerequisites: RCP 214

Local Corequisites: None

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

College Transfer: N/A

Sociology

SOC 210 - Introduction to Sociology

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

SOC 213 - Sociology of the Family

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

Spanish

SPA 111 - Elementary Spanish I

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: DRE 097

Local Corequisites: None

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

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

SPA 112 - Elementary Spanish II

Class Hours 3
Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 3

Minimum State Prerequisites: Take SPA 111

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

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

SPA 211 - Intermediate Spanish I

CIS Course ID: S11415

Class Hours 3
Lab Hours 0
Credit Hours 3

Minimum State Prerequisites: Take SPA-112

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.

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

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

Surgery

SUR 110 - Intro to Surgical Technology

CIS Course ID: S23183

Class Hours 3

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: Take SUR 111

Local Prerequisites: Admission into the Surgical Technology Program and BIO 168

Local Corequisites: None

This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology.

College Transfer: N/A

SUR 111 - Periop Patient Care

CIS Course ID: S23184

Class Hours 5

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 7

Minimum State Prerequisites: None

Minimum State Corequisites: Take SUR 110

Local Prerequisites: Admission into the Surgical Technology Program

Local Corequisites: None

This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment.

College Transfer: N/A

SUR 122 - Surgical Procedures I

CIS Course ID: S24471

Class Hours 5

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 6

Minimum State Prerequisites: Take All: SUR 110 and SUR 111

Minimum State Corequisites: Take: SUR 123

Local Prerequisites: None

Local Corequisites: None

This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

College Transfer: N/A

SUR 123 - Surgical Clinical Practice I

CIS Course ID: S12656

Class Hours 0

Lab Hours 0

Clinical Hours 21

Work Experience 0

Credit Hours 7

Minimum State Prerequisites: Take All: SUR 110 and SUR 111

Minimum State Corequisites: Take SUR 122

Local Prerequisites: None

Local Corequisites: None

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.

College Transfer: N/A

SUR 134 - Surgical Procedures II

CIS Course ID: S24472

Class Hours 5

Lab Hours 0
Clinical Hours 0
Work Experience 0
Credit Hours 5

Minimum State Prerequisites: Take: SUR 123

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

College Transfer: N/A

SUR 135 - SUR Clinical Practice II

CIS Course ID: S22703

Class Hours 0

Lab Hours 0

Clinical Hours 12

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take SUR 123

Minimum State Corequisites: Take SUR 134

Local Prerequisites: None

Local 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.

College Transfer: N/A

SUR 137 - Prof Success Prep

CIS Course ID: S24549

Class Hours 1

Lab Hours 0

Clinical Hours 0

Work Experience 0

Credit Hours 1

Local Prerequisites: None

Local Corequisites: None

This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

College Transfer: N/A

Web Technologies

WEB 110 - Internet/Web Fundamentals

CIS Course ID: S22058

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.

College Transfer: N/A

Welding

WLD 110 - Cutting Processes

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

College Transfer: N/A

WLD 112 - Basic Welding Processes

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

College Transfer: N/A

WLD 115 - SMAW (Stick) Plate

Class Hours 2

Lab Hours 9

Clinical Hours 0

Work Experience 0

Credit Hours 5

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

College Transfer: N/A

WLD 116 - SMAW (stick) Plate/Pipe

Class Hours 1

Lab Hours 9

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: Take WLD 115

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

College Transfer: N/A

WLD 121 - GMAW (MIG) FCAW/Plate

Class Hours 2

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

College Transfer: N/A

WLD 131 - GTAW (TIG) Plate

Class Hours 2

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 4

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

College Transfer: N/A

WLD 132 - GTAW (TIG) Plate/Pipe

Class Hours 1

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: WLD 131

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joining geometry.

College Transfer: N/A

WLD 141 - Symbols & Specifications

Class Hours 2

Lab Hours 2

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

College Transfer: N/A

WLD 212 - Inert Gas Welding

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: WLD 112

Local Corequisites: None

This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.

College Transfer: N/A

WLD 231 - GTAW (TIG) Pipe

Class Hours 1

Lab Hours 6

Clinical Hours 0

Work Experience 0

Credit Hours 3

Minimum State Prerequisites: WLD 132

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers gas tungsten arc welding on pipe. Topics include joint preparation and fit up with emphasis placed on safety, GTAW welding technique, bead application, and joint geometry. Upon completion students should be able to perform GTAW welds to applicable codes on pipe with prescribed electrodes and filler material on various pipe positions.

College Transfer: N/A

WLD 261 - Certification Practices

Class Hours 1

Lab Hours 3

Clinical Hours 0

Work Experience 0

Credit Hours 2

Minimum State Prerequisites: Take All: WLD 115, WLD 121, and WLD 131

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

College Transfer: N/A

Work Based Learning

WBL 111 - Work Based Learning I

Class Hours 0

Lab Hours 0

Clinical Hours 0

Work Experience 10

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides a work-based learning 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.

College Transfer: N/A

WBL 121 - Work Based Learning II

Class Hours 0

Lab Hours 0

Clinical Hours 0

Work Experience 10

Credit Hours 1

Minimum State Prerequisites: None

Minimum State Corequisites: None

Local Prerequisites: None

Local Corequisites: None

This course provides a work-based learning 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.

College Transfer: N/A

Pre-College (Developmental) Course Descriptions

- PreCollege (Developmental Education) Course Descriptions
- Pre College (Developmental) Program
- Placement
- Developmental Reading and English Courses
- Developmental Mathematics (DMS) Shell Courses
- MAT-050 Basic Math Skills

- Exit Criteria for All Pre College (Developmental Education) Courses
- Class Attendance
- Pre College Courses (Developmental Education)
- DMA-065 Algebra for Precalculus
- Precollege Chemistry Course

PreCollege (Developmental Education) Course Descriptions

Course Prefix

A course prefix is the three letter code associated with the course subject.

Course Numbers

Course numbers appear after the course prefix. Courses numbered with a zero (0) as the first digit are precollege (developmental) and cannot be applied toward a degree, diploma or certificate.

Course Title

A course title is the name of the course.

Course Hours

The number of lecture, laboratory, clinical and work experience hours is shown under each course title. The total number of lecture, laboratory, clinical and work experience hours is referred to as "contact hours" since it reflects the time spent each week under the supervision of a faculty member.

Course Credits

Course credits are provided after the course hours.

Prerequisites and Corequisites

Prerequisites and Corequisites [opens as a popup]

Course Descriptions

A course description a short, succinct statement that informs a student about the subject matter content and transferability. The precollege (Developmental Education) courses are designed to increase students' likelihood of success by remedying deficiencies in English, reading, and math.

Pre College (Developmental) Program

The Pre College Program is designed to prepare students for college-level coursework by developing their reading, writing, and mathematics skills required for entry into their curriculum courses. Any person who has a high school diploma or a GED may enroll in Pre College courses. The number of courses needed and, consequently, the length of time required to complete the courses will vary. Some students may need only one course while other students may take several semesters to complete a series of courses. Depending on their individual circumstances and with the approval of their academic advisor, students may take a combination of Pre College and regular curriculum courses during the same term. Pre College courses are offered every term, both day and evening.

Placement

Students are placed in Pre College courses on the basis of test scores, high school transcripts, recommendation of their advisor or curriculum instructor, or voluntary selection of courses. Once students are assigned to the appropriate courses and levels, students must adhere to the exit criteria for Pre College courses. Students who do not meet minimum placement scores are referred to College and Career Readiness.

Attention Veterans: According to the Code of Federal Regulations, remedial courses may not be certified for payment if they are offered as independent study, distance/online learning, or hybrid course delivery. Each semester, Robeson Community College offers a selected number of remedial courses that a veteran student may enroll in that meets the eligibility requirements for payment. For more information, check with the Counseling and Career Services Office.

Exit Criteria for All Pre College (Developmental Education) Courses

A student taking required Pre College courses must earn a grade of "P" in order to progress to the curriculum course or to the next Pre College course level. A grade of "R" requires the student to repeat the course.

NOTE: Developmental math and developmental reading and English courses are not eligible for a grade of Incomplete (I).

Students enrolled in a Pre College course will not earn traditional letter grades (A, B, C, D or F). Grades for all Pre College courses will be "P" (Pass) or "R" (Re-enroll).

A grade of "P" is given when a student has reached a minimal level of proficiency for the course. For all Pre-College courses, if a student demonstrates mastery, a grade of "P" will be awarded. The "P" grade is not included in the computation of the GPA. However, for financial aid purposes, a grade of "P" means that a student has made satisfactory academic progress.

A grade of "R" is given when a student has not demonstrated mastery and will have to re-enroll in the Pre College course. The "R" grade is considered a non-punitive grade and is not included in the computation of the GPA. However, for financial aid purposes, a grade of "R" means that a

student has not made satisfactory academic progress. Financial aid will be affected by a grade of "R".

For all Pre College, Chemistry (CHM 090), and Developmental Reading and English (DRE) courses, mastery is defined as a final course average of 80 or higher. For all Pre College mathematics shell courses (DMS), mastery is defined as a grade of 80 or higher on each scheduled module final assessment.

Grade Per Credit Hour	Explanation	Grade Points
P	Pass	2.5
R	Re-enroll	0 (Unsatisfactory Academic Progress)
W	Withdrew (Prior to the 60% of the semester)	0 (Unsatisfactory Academic Progress)
WF	Withdrew Failing (After the 60% point of the semester)	0 (Unsatisfactory Academic Progress and computes as a grade of "F" for GPA).

* DMS and DRE courses are not eligible for a grade of Incomplete.

Class Attendance

In order to receive credit for a Pre College course, the student must attend at least 85% of the required contact hours. If the student misses hours in excess of 15%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she has missed in excess of 15% of the required contact hours. The grade provided will follow the guidelines outlined in the RCC Drop/Add Policy. Regardless of when a student registers, absences are calculated beginning with the first scheduled class. Based on contact hours, the number of hours that may be missed for a Pre College course is outlined below:

Pre College Courses (Developmental Education)

Course Prefix and Number	Course Title	Contact Hours	Credit Hours	15%
CHM 090	Chemistry Concepts	64	4	9.6
DRE 096	Integrated Reading and Writing	56	3	8.4
DRE 097	Integrated Reading and Writing II	56	3	8.4
DRE 098	Integrated Reading and Writing III	56	3	8.4

Course Prefix and Number	Course Title	Contact Hours	Credit Hours	15%
DMS 003	Developmental Math Shell	60	3	9
DMS 002	Developmental Math Shell	40	2	6
DMS 001	Developmental Math Shell	20	1	3
DMA 065	Algebra for Precalculus	60	2	6
MAT 050	Basic Math Skills	80	4	12

Pre-College (Developmental) Courses

Chemistry (CHM)

- CHM 090 - Chemistry Concepts Credit Hours: 4

Developmental Reading and English (DRE)

- DRE 096 - Integrated Reading and Writing Credit Hours: 3
- DRE 097 - Integrated Reading and Writing II Credit Hours: 3
- DRE 098 - Integrated Reading and Writing III Credit Hours: 3

Developmental Mathematics (DMS)

- DMS 001 - Developmental Math Shell 1 Credit Hours: 1
- DMS 002 - Developmental Math Shell 2 Credit Hours: 2
- DMS 003 - Developmental Math Shell 3 Credit Hours: 3
- DMA 065 - Algebra for Precalculus Credit Hours: 2
- MAT 050 - Basic Math Skills Credit Hours: 4

Developmental Reading and English Courses

DRE 096, DRE 097, and DRE 098 are offered in 8 week (mini) sessions.

Students will be scheduled to meet face-to-face and complete required assignments in the learning management system (Moodle) and publisher's learning platform (MyLabsPlus). It is strongly suggested that students have their own laptop/computer with Internet access in order to be successful. Upon successful completion of DRE 096, DRE 097, and DRE 098 with a grade of "P", students will have met the prerequisite for the first curriculum English course.

Developmental Mathematics (DMS) Shell Courses

The DMS shell is a course and students complete DMA modules within a DMS shell course. DMS 003, and DMS 002 are offered in 16 week sessions. DMS 001 is offered in 8 sessions. Students are scheduled to meet face-to-face and complete required online activities using MyLabsPlus. Pre-College mathematics will utilize the modularization concept. Students who demonstrate mastery of a module will advance to the next module, allowing them to work at a flexible pace.

The last number of the course indicates the credit hour, and the number of modules a student must successfully complete in order to receive a grade of "P". Upon successful completion of selected DMS courses with a grade of "P", students will have met the prerequisite for the first curriculum mathematics, chemistry, and/or economics courses.

- DMS 003 - Students must successfully complete 3 DMA modules to receive a grade of "P".
- DMS 002 - Students must successfully complete 2 DMA modules to receive a grade of "P".
- DMS 001 - Students must successfully complete 1 DMA module to receive a grade of "P".

The three (3) versions of the DMS shell courses are listed in the table below:

Shell Course Name	Credit Hours	Scheduled	Purpose
DMS 001	1	8 weeks	Holds any ONE DMA
DMS 002	2	16 weeks	Holds any TWO DMAS
DMS 003	3	16 weeks	Holds any THREE DMAS

MAT-050 Basic Math Skills

In some cases, students may not meet the minimum NC DAP scores to place into the DMA modules. If a student scores 0 or 1 on the NC DAP for DMA 010 and does not score 7 or higher on any other module, the student is required to register and successfully complete MAT 050 prior to enrolling into a Developmental Math Shell course. In order to successfully pass MAT 050, a student must earn a grade of "80" or higher or score "2" or higher on their retest of DMA 010 on the NC DAP.

DMA-065 Algebra for Precalculus

Students who do not place out of DMA-060 on the NC DAP and whose curriculum math is MAT 171, are required to enroll in DMA 065.

Precollege Chemistry Course

CHM 090 Chemistry Concepts is the prerequisite for students who do not have credit for high school chemistry. Students may be required to complete activities using the learning management system Moodle and the textbook publisher's learning platform (MyLabsPlus).

Academic Policies and Procedures

Academic Freedom and Responsibility Policy

It is the policy of Robeson Community College to support the concept of academic freedom for its faculty, and as such respect the faculty member's right to teach, investigate, and publish freely in accordance with the provisions and clarifications provided in this policy.

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

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

Patent and Copyright Policy

It is the policy of Robeson Community College to comply with all applicable laws regarding copyright use and ownership. As an institution devoted to the creation, discovery, and dissemination of knowledge, RCC shall support responsible, good faith exercise of full fair use rights as codified in 17 U.S.C. Section 107, by faculty, librarians, and staff in support of teaching and service activities and copyright ownership for creative, non-directed works by faculty, staff, and students subject to the "Copyright Use and Ownership Policy" and the "Patent Policy" on file in the Student Services Office.

Academic Expectations

Student Expectations of Faculty

The faculty of Robeson Community College pledges to provide the highest level of service possible to all of their students all of the time. Your faculty member knows what students need to do to succeed in the course you are taking, and your instructor wants you to succeed. To this end, it is reasonable for students to expect that faculty will:

- Provide you with a syllabus that outlines the content and objectives of the course and spells out the instructor's grading and attendance policies
- Be a professional who will treat each student respectfully, equally, and honestly.
- Start class on time, be prepared, and use effective teaching strategies to promote learning of the subject material and provide activities for the full time allotted for all classes.
- Strive to create a positive environment in which you may pursue learning.
- Be accessible and approachable.
- Provide timely and consistent feedback regarding student progress.
- Provide reasonable assistance on an individual basis as may be necessary and appropriate.

- Preserve the academic integrity of the course.

Faculty Expectations of Students

Robeson Community College is an institution for adult learning. It is a partnership between instructors with the desire to teach and students with the desire to learn. Instructors seek to guide you, motivate you, and outline for you the body of knowledge to be learned. To this end, we believe it is reasonable to expect that students will:

- Treat other students and faculty with respect and treat the classroom as a professional environment.
- Accept the challenge of collegiate studying, thinking, and learning.
- Anticipate that the level and quantity of work in some courses will exceed prior experiences.
- Be informed about instructors' policies presented in the course syllabus, as well as the policies of the college published in this publication
- Attend all classes, except when emergencies arise.
- Adhere to class start times and end times that are prescribed.
- Be an active participant in class.
- Study course material routinely.
- Refrain from any behavior that may distract others.
- Silence all cell phones, pagers, and other communications devices in every class.
- Use the internet for valid, academic purposes only while in any RCC campus computer lab.
- Transact personal business with the instructor (such as asking him or her to sign forms) before instruction begins or after class.
- Let no temptation cause you to compromise or surrender your integrity, ethics, or morals.

Computing Grade Point Average

Course	Credit	Grade	Grade Points Per Credit Hour	Grade Points Earned
ENG 110	3	C	2	6
AHR-134	7	B	3	21
AHR 110	5	A	4	20
PHY-121	4	F	0	0
MEC-288	1	D	1	1
	20			48

The grade point average is computed by dividing points earned by the total credit hours attempted. In the preceding example, 48 divided by 20 equals 2.40 grade point average. All grades A through

F, WF (treated as "F"), and Incompletes (treated as "F"), are counted in computing the grade point standing. Credit by transfer and credit by examination are not included in computing the grade point standing.

Credit by Examination

Advance placement is offered to students who because of their demonstrated abilities are qualified to accelerate their studies. To earn advanced placement, a student may take a proficiency examination in most subject areas which he/she can demonstrate a mastery of theory and practical application. A list of courses and/or subject areas which are not suitable nor allowable for proficiency exams may be obtained from the Records and Registration Office. Under no circumstances will credit be given when the challenge examination grade is less than "C". Total credits earned by examination and/or transfer credit cannot exceed seventy-five (75) percent of the program requirements.

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

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

For credit by examination, full-time students enrolled in sixteen credit hours or more are exempt from additional tuition charges. However, students enrolled in less than 16 credit hours must pay the Business Office the tuition required by the state for each semester hour credit; this fee is not refundable. A registration form must be completed in the Records and Registration Office after

approval has been obtained to take a proficiency examination. Fees will be paid in the Business Office. Any exceptions to the above procedures and requirements must be approved by the Assistant Vice President of Student Services. Exceptions will be made only under rare circumstances.

Credit by Transfer

Robeson Community College may accept credits earned from technical institutes, colleges, universities, and any other educational institutions accredited by The Southern Association of College and Schools Commission on Colleges (SACSCOC), other regional accrediting associations recognized by the U.S. Department of Education, and/or other associations accredited by the American Council on Education.

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

Applicants seeking transfer credit from institutions outside the United States will be asked to submit translated documents to WES (World Education Services) and request that course-by-course evaluations and course descriptions be forwarded to Robeson Community College. WES's website is www.wes.org [opens in a new tab].

Only course grades of "C" or higher will be accepted and such courses must parallel the content of RCC courses. Pre-College English (DRE) and mathematics (DMA) courses from a North Carolina community college will be considered for transfer if the course reflects a grade of "P" for passing. A grade of "TC" is awarded for all transfer credits. Transfer credits do not factor into a student's grade point average. In some cases, courses over five (5) years old will not be considered. For a complete listing of these courses, please review section titled "Program Completion Requirements".

The Registrar, in consultation with appropriate faculty, will determine the transfer credits allowable. In order for transfer credit to be awarded, the course must parallel the content, level, quality and credit hours of a RCC course. This evaluation will be made at the time of acceptance and the student will be notified in writing accordingly. Transfer credits will be posted to the student's permanent record. In addition, transferring students must complete a minimum of twenty-five percent of the total number of credit hours required for a certificate, diploma, or degree program in residence at Robeson Community College.

Non-Traditional and Prior Learning Credits

CLEP/AP Credit

Students may request credit for subjects taken under the College Level Examination Program (CLEP) or Advanced Placement (AP) Program. CLEP or AP credit may be evaluated for general or subject area examinations. Official test score reports from College Board must be submitted to

the registrar for consideration of CLEP or AP credit. Test scores must meet the current score recommendations from the American Council on Education (ACE) in order to receive college credit. For College Level Examination Program (CLEP) and Advanced Placement Program (AP) information and transcripts, see www.collegeboard.com [opens in a new tab].

RCC may also award general education credits for acceptable completion of International Baccalaureate courses. International Baccalaureate transcripts may be obtained from: <http://www.ibo.org/> [opens in a new tab].

Community Service Credit

Robeson Community College does not award credit based solely upon community service education.

Military Credits

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

American Council on Education and the Joint Services Transcript Portal

<http://www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx> [opens in a new tab]

Continuing Education to Curriculum Non-Course Credits

Students successfully completing a Basic Law Enforcement Training course (since 1985) accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission may receive credit for a number of courses in the Criminal Justice Technology AAS program. See Basic Law Enforcement Training Certificate.

Certification Credits

Students who have a current listing of Nurse Aide I with the North Carolina Nurse Aide Registry are eligible to receive non-course credit for Nurse Aide I (NAS 101).

Students who have successfully met the North Carolina Office of Emergency Medical Services (NCOEMS) standards for EMT Basic credential are eligible to receive non-course credit for EMS 110; students who have successfully met the North Carolina Office of Emergency Medical Services (NCOEMS) standards for EMT-Intermediate credential are eligible to receive non-course credit for EMT 110, EMS 122, EMS 130, EMS 131, EMS 160 and EMS 221; and, students who have completed the EMT-Paramedic credential are eligible to receive non-course credit for EMS

110, EMS 122, EMS 130, EMS 131, EMS 160, EMS 220, EMS 221, EMS 231, EMS 240, EMS 241, EMS 250, EMS 260, EMS 270 and MED 120.

Students holding industry certifications (no more than 3 years old) may be eligible for non-course credit as follows: IC3 GSE or GS4 (CIS 110 or CIS 111); MOS MS Word 2016-Specialist (OST 136); MOS MS Access 2016-Specialist (DBA 110); MOS MS Excel 2016-Specialist (CTS 130); Intuit Quickbooks Certified User (ACC 150 and ACC 152); COMP TIA A+ (CTS 120 and CTS 220); AAPC CPC (OST 148); Certified Public Accountant (ACC 120 and ACC 121); MTA Networking Fundamentals or CompTIA Network+ (CTI 120); MTA Security Fundamentals or CompTIA Security+ (SEC 110); MAT Windows OS Fundamentals or MCSA Windows 7 or 8 (NOS 130); MTA Windows Server Admin Fundamentals or MCSA Windows Server 2012 (NOS 230).

Other health field and industry non-credit courses or training resulting in the successful completion of nationally recognized or state (North Carolina) examinations for certification or licensure may also be considered for credit on a case-by-case basis.

Prior Learning Assessment

RCC awards applicable credits earned for nontraditional prior learning, however, credit is not awarded simply for experience but for measurable college-level learning which includes knowledge, skills, and competencies students have obtained as a result of their prior learning experiences. College credit may be granted on a case-by-case basis for prior learning only when it can be documented and falls within RCC regular credit course offerings.

Application for credit for prior learning must be approved prior to course enrollment regardless of method or type of prior learning. All mandatory institutional requirements for certificates and degree programs must be met and individuals are only eligible for prior learning credit once officially accepted as an RCC student.

Credit granted through one of the PLA options may be used to fulfill RCC program requirements; however transferability to other institutions is at the discretion of the receiving institution and is not guaranteed to transfer to other institutions.

Auditing Courses

Students who wish to audit a course must register through the regular registration procedures. Tuition and fees for auditing are the same as the cost of courses taken for credit. Audits are reported on transcripts as "AU" and do not affect earned credits or influence the grade point average for the semester. However, audited courses do not count as successful completions for financial aid purposes. Therefore, students who receive financial aid should consult the financial aid office before electing to audit a course. To audit a course, a student should state his/her intent to audit no later than the first week of the course. An "AU" will be entered as the student's grade for that course. Audits are not allowed in distance education courses. In Health Science Programs, students must receive appropriate Program Director and Assistant Vice President approval in order to audit a Health Science course.

Repeating Course Work

To raise a grade in any course, the student must reregister for the course. Only the best grade earned will be counted in calculating the total number of credit hours and grade point average. Any required course in which an "F" is received must be repeated and passed to graduate. Veteran and Financial Aid students will not receive any educational benefits (pay) for courses previously attempted and passed.

Program (Curriculum) Change Procedures

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

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

Program Completion Requirements

Students are allowed a maximum of five years to complete a program. If the student does not complete the program within a five year period, he/she may be required to follow the current catalog and student handbook or state approved curriculum guide in selecting and registering for courses. RCC reserves the right not to award credit for courses over 10 years old or credits deemed to be obsolete. Exceptions may be made for general education courses. The following list of courses will not be counted towards graduation requirements if they are over five years old: CTS 130, DBA 110, NET 110, NOS 110, NOS 130, NOS 230.

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

General Information and Other Campus Policies

General

Robeson Community College publishes this catalog and student handbook in order to provide students and others with information about the College and its programs. The provisions of this publication are not to be regarded as an irrevocable contract between student and RCC. The College reserves the right to change any provisions, requirements or schedules at any time or to

add or withdraw courses or program offerings. Every effort will be made to minimize the inconvenience such changes might create for students.

AIDS Policy

1. The primary goal of Robeson Community College in relation to AIDS will be education. There is no medical cure for AIDS. In addition, there is presently no vaccine to prevent further spread of the AIDS virus. Education about AIDS and its transmission is the most effective measure in the control of the disease. Information about the AIDS policy can be obtained from the Counseling/Advising Center and/or this publication. See also the General Information, Policies and Procedures section and the college's website at www.robeson.edu/policy [opens in a new tab].
2. Educational programs about AIDS will be available to all curriculum and non-curriculum students, college employees, faculty and staff.
3. No person with AIDS, ARC, or confirmed HTLV-III antibody test will be denied admission to Robeson Community College on that factor alone. The College will analyze and respond to each case as required by its own particular facts. Persons with AIDS or AIDS-Related Conditions (ARC) represent no threat for AIDS transmission in the classroom and should be provided an education in the usual manner.
4. All students will be encouraged to inform the Vice President of Instruction and Support Services if they have AIDS, ARC or positive HTLV-III antibody test. Strict confidentiality will be maintained of any information and will only be used by the College to provide persons with proper medical care and education.
5. Robeson Community College will not screen students or employees for antibody to HTLV-III or require that they be screened. The AIDS Task Force will be familiar with sources of testing for antibody to HTLV-III and will refer students or employees requesting such testing.
6. No specific or detailed medical information of complaints or diagnosis of students or employees with AIDS, ARC, or a positive HTLV-III antibody test will be given to faculty, administrators, or parents without the expressed written permission of the student. This position is covered by the Family Education Rights and Privacy Act of 1974 as stated in this publication.
7. Medical information will not be included in the student's record as unauthorized disclosure of it may create liability. The number of people at Robeson Community College who are aware of the existence and/or identity of students or employees who have AIDS, ARC, or a positive HTLV-III antibody test should be kept to an absolute minimum.

Campus Law Enforcement/Campus Security

The mission of Campus Security is to provide the safest educational environment possible for all faculty, staff, students and visitors at all of RCC's campus locations.

Campus security is provided by uniformed officers of the Lumberton Police Department. While on duty at RCC these officers possess all powers of sworn police officers to make arrests for both felonies and misdemeanors and charge for infractions. Officers are on campus during most periods when students and visitors are present.

The Main Campus is located within the city limits of Lumberton and is under the jurisdiction of the Lumberton Police Department.

The one Pembroke facility at COMtech is under the jurisdiction of the Robeson County Sheriff's Department and Eagle Security Services.

The EMT facility is not within city limits; and is under the jurisdiction of the Robeson County Sheriff's Department.

Law Enforcement Support Agencies

NC State Bureau of Investigation
NC State Highway Patrol
Lumberton Police Department
Robeson County Sheriff's Department
Pembroke Police Department

Access To Campus Facilities

All RCC Campus locations are open to faculty, staff, students and visitors during normal operating hours.

All persons, while on the premises, are expected and required to obey all federal, state, and local laws and ordinances, as well as college procedures governing appropriate conduct.

Persons in violation of the above will be subject to any action deemed appropriate by competent authority.

The following procedure will be followed for access to campus buildings:

Accessibility During Closed Hours

There will be no access to RCC's buildings during the hours of 11:00 p.m. and 7:00 a.m.

Access during other closed hours will be governed by the following procedures:

1. **Off-campus locations:** Prior arrangements must be made and approved by the person responsible for these locations.
2. **Main Campus:** Prior arrangements must be made with and approved by the Assistant Vice President, Director or other supervisor in charge of the building or facility. The Director of Security must be notified of the arrangements with times noted. The Security Guard or other such personnel on campus should be immediately located and notified upon arrival.

Students desiring access to any academic facility must be accompanied by a staff or faculty member. Two persons must be present at all times when using a facility such as a shop or laboratory where potential for injury exists.

Criminal Activity Reporting

Faculty/Staff/Students/Visitors: Known and suspected violations of Federal and North Carolina criminal laws will be reported to the College switchboard. The switchboard will notify the Director of Security or his or her designee in order that appropriate action may be initiated.

Note: In life threatening situations, staff and/or faculty members should immediately call 911 to summon appropriate Emergency Services.

Director of Security or his or her designee: will, upon notification of criminal activity:

1. Involve (as necessary) the appropriate law enforcement support agency.
2. Conduct necessary follow-up activities and file required documentation to the College administration.

Responsible Administrator(s): Will review campus crime reports with the Vice President for Business Services or designee to ensure that:

1. The data required by the Crime Awareness and Campus Security Act is compiled and disseminated.
2. Campus Crime prevention programs are followed with special emphasis placed on campus community involvement.
3. The information flow stresses the necessity for individual awareness and that staff, faculty and students take some responsibility for their own personal safety.

Criminal Activity at Off-Campus Student Organization Sponsored Activities

Criminal incidents occurring off campus to students participating in a college function should be reported to the law enforcement agency having jurisdiction. The Assistant Vice President of Student Services and the Vice President for Business Services should be informed of the incident as soon as possible.

Dress Code

Robeson Community College stresses a standard of neatness, cleanliness, and appropriateness of attire.

Students should keep in mind that prospective employers visit the College and the employability of our graduates may be affected by the visitor's impressions.

With this in mind, the following regulations are given for proper dress:

1. Dress should be neat and appropriate at all times.
(Appropriateness of dress will be dictated by the specific occasions.)
2. Shoes and shirts must be worn at all times on campus.

3. Caps and hats are not to be worn inside the classroom (unless required in your area of study).
4. Academic programs may require students to adhere to defined dress code dress code expectations as detailed in program handbooks.

Drugs and Alcohol Policy

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

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awareness prevention program for all students and employees. Counseling, information and referral services are provided by professionally trained counselors. Counselors are available to talk with anyone concerning drug/alcohol use. Counselors may be contacted directly or indirectly. Persons requesting anonymity may telephone the Counseling and Career Center for information without disclosing their names (272-3353). Referrals to external agencies may be appropriate in some situations. Counselors are knowledgeable concerning treatment, length of residential stay, costs, etc. of local outside agencies.

Evacuation Instructions

Numerous natural and man-made conditions could make it necessary to evacuate the buildings from time to time. Plans have been formulated to provide for the orderly and rapid evacuation of RCC buildings. Evacuation instructions and diagrams are posted in each building. Each student is encouraged and expected to read, be knowledgeable of, and comply with these instructions and directions. Copies of the Emergency Procedures/Safety Plan Handbook are available from the office of the Vice President of Continuing Education. The contents of this handbook are covered by the instructors in the classrooms.

General Student Complaint Policy

Individuals seeking redress for what they perceive to be unfair treatment or wishing to file a complaint regarding the policies, procedures or operations of Robeson Community College must follow the resolution procedures outlined below.

For Student Code of Conduct related concerns, individuals must follow the processes defined in the Student Code of Conduct Due Process guidelines. For individual grade and/or final grade issues, individuals must follow the Grade Appeal Policy. Detailed information pertaining to the Student Code of Conduct and/or the Grade Appeal Policy may be found in the current edition of the Robeson Community College's Catalog and Student Handbook.

The College is committed to responding promptly to reported complaints/appeals. Individuals must report any event or activity giving cause to initiate a complaint/appeal within five workdays of the incident. A workday is defined as any College operational day in which College offices are open for business.

Resolution Procedures

Step 1: In most cases, complaints/appeals can be resolved informally through communication between the individuals involved. To initiate the first step, the individual should:

- in matters in which the complaint/appeal involves a College employee, the individual with a complaint must schedule a conference with the College employee with whom the individual has a complaint or dispute. If appropriate, either party may request that the employee's supervisor participate in the conference.
- in matters where the complaint/appeal does not concern a specific employee, but is related to seeking redress for what is perceived as unfair treatment or to file a complaint regarding a College policy, procedure and/or operational process, the individual must schedule a conference with the College employee that has administrative oversight for the area of concern.

In a timely manner (within five workdays), every reasonable effort should be made by both parties to resolve the matter informally. If the matter cannot be resolved, the individual may proceed to Step Two as defined in this policy.

Step 2: If the complaint/appeal is not resolved at the scheduled conference in Step One, the individual should file a written complaint/appeal with the appropriate vice president within five workdays following the conclusion of Step One. If the complaint/appeal directly involves a vice-president, the individual should submit their written complaint/appeal to the President. Upon receipt, the President will designate another College official to review the Step Two complaint/appeal.

The written complaint/appeal must include the following information:

- the name and address of the individual filing the complaint/appeal,
- a detailed statement of the nature of the complaint/appeal,
- reasons for dissatisfaction with the decision reached during Step One, and
- the desired resolution sought by the individual.

If an individual needs assistance in preparing their written complaint/appeal, the following staff members are available:

- Director of Admissions and Enrollment Management
- Director of Technology Enhanced Instruction
- Director of The Learning Center

After receiving the written complaint/appeal from an individual, the administrator will:

- review the complaint/appeal along with any supporting documentation,
- complete interviews with the parties involved, and
- if necessary, conduct interviews with other individuals to gather additional information.

After completing the review of the written complaint/appeal, the administrator will exercise one of the following options in writing:

- render a decision detailing a resolution to the issue or
- schedule a hearing with the administrator.

The administrator should complete Step Two within ten workdays of receiving the complaint/appeal. If a hearing is called, the administrator is responsible for notifying all individuals of the hearing date, time, and location.

Hearing Option

At the hearing, the individual and College officials may present relevant evidence in the form of witness testimony and/or written documentation. All hearings are recorded and the administrator conducting the hearing reserves the right to establish reasonable limitations as to the length of witness statements and of the hearing. Only individuals directly involved in the complaint may participate in the hearing.

Within five workdays of the hearing, the administrator will issue a written decision on the complaint/appeal to the individual. All information gathered for the hearing including the recording of the hearing shall be part of the complaint/appeal record.

Step 3 – Final Appeal: If the decision rendered by the administrator in Step Two is not satisfactory to the individual that filed the complaint/appeal, the individual may appeal the decision to the President or his/her designee. To appeal to the President or his/her designee, the individual must submit a written appeal within five workdays of the individual's receipt of the administrator's written decision. The final appeal must include the following information:

- the written complaint/appeal submitted in Step Two,
- a detailed explanation of the basis of the appeal including rationale as to why the decision reached in Step Two is not appropriate,
- desired action or resolution being sought.

The President or his/her designee will review the record of Step Two, conduct interviews as necessary, and render a decision. As part of the interview and review process, the President, at his/her discretion, may request additional supporting materials to better understand facts/issues in the case. The decision will be made in writing within ten workdays of the receipt of the appeal and the decision rendered is final.

General Principles

- Every effort will be initiated to ensure timely processing of complaint/appeal. At each step, the parties may mutually agree in writing to extend the completion time limits of a particular step. However, if there is no written mutual agreement to extend the time limits, and if the complaint/appeal is not filed within the time specified for the next step in this policy, the individual's right to further appeal is terminated.
- Robeson Community College maintains a comprehensive record of all written complaints/appeals. The Assistant Vice-President of Student Services is responsible for maintaining the record of written complaints/appeals. Vice-Presidents are responsible for ensuring that documentation of all written complaints/appeals are forwarded to the Assistant Vice-President of Student Services. The following information regarding complaints/appeals are maintained: date of complaint/appeal, individuals involved in complaint/appeal, individuals involved in resolving the complaint/appeal, a brief summary of the complaint/appeal, and the final resolution. The College maintains the record of complaints/appeals to determine any patterns that would provide a basis for updating a College policy or process.

Student Grievance Procedure

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

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

Hazardous Chemicals

It is important that each student enrolled in a classroom which may expose the student to hazardous chemicals be knowledgeable of classroom hazards and the appropriate control measures. Students are encouraged to review hazardous chemical safety procedures described in the Emergency Procedures/Safety Plan; Chemical Hygiene Plan; and Exposure Control Plan Handbooks. All Safety Data Sheets/Chemical Inventory Management information is accessible via the RCC website for campus compliance.

I.D. Cards

Student identification cards are produced after each curriculum student has paid fees and tuition the first semester for which the student is enrolled for the academic year. The I.D. card will be valid for a period of two years from the date issued. Students must provide a registration form or paid receipt as proof of payment of fees. Students must follow the Student Services guidelines and

policies to obtain an I.D. card. It is the student's responsibility to review and follow these guidelines. Rule 14 of the Student Code of Conduct requires students to carry identification cards issued by the College and identify themselves to college officials upon request. ID cards are issued in the library during regular hours of operation.

The I.D. card will be the student's ticket to SGA sponsored functions, activities, open computer labs, and their Library access card. In order for a student to use the open computer and math labs, a valid student ID is required by the first week of the semester. Possession of an I.D. card often provides the student with other advantages; i.e., store discounts, lower air fares, and lower fees at athletic activities. The replacement cost to the student for an I.D. card is \$5.00, which is payable at the cashier's window in building 2.

Internet and Computer Network Acceptable Use Policy

Network Mission

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

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

Definition of User

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

Privacy Rights and Security

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

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

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

Prohibited Use

A. Illegal or Destructive Activities

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

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

B. Inappropriate Material

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

C. Respect for Other Users

Restrictions against inappropriate language or images apply to personal email, newsgroup postings and material posted on web pages. Users will not use obscene, profane, vulgar,

inflammatory, threatening, cyber-bullying, or disrespectful language. Users will not post false, defamatory, or derogatory information about a person or organization or information that, if acted upon, could cause damage to individuals or property.

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

D. *Resource Limits*

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

Users will check their email frequently, delete unwanted messages promptly, and stay within their email quota. Where applicable, users will comply with state and federal statutes governing public record retention. Users will subscribe only to discussion group mail lists that advance and are relevant to their education or professional/career development. Users will unsubscribe to discussion groups before any vacation, break, or other extended absence from the college.

Users are to utilize the college email only for the purposes related to the college and performance of their jobs. Use of college technology, including email accounts, is limited to purposes related to the college and employees' job performance. Use of college technology for private financial gain, advertising, solicitation, proselytization or fund-raising for any non-college purpose will be considered a violation of this policy.

E. *Theft of Intellectual Property*

Users must respect the legal protection provided by copyright law and license agreements related to content, text, music, computer software and any other protected materials. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user. Users will respect the rights of copyright owners. Copyright infringement occurs when an

individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user shall follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner. Unauthorized distribution of copyrighted material such as through peer-to-peer networks, may subject users to civil and criminal penalties.

Personal Safety of Users

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

Virus Protection

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

Security Awareness

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

Username and Password

Robeson Community College requires all employees to be properly identified and authenticated before being allowed to access the college network. Users are responsible for safeguarding their passwords and are responsible for all transactions using their passwords. No individual may assign his or her account or password to any other person. Any person who deliberately makes their account available to an unauthorized user will incur termination of their account. Similarly, any person who fraudulently gains access to another person's password or account will incur disciplinary action.

Network Security

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

Access

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

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

Remote Access

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

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

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

Technology Hardware and Software Procurement

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

Purchases of software must be approved through Information Technology Services.

Student Information System

Robeson Community College maintains a computerized database system (Datatel) for a wide variety of information management purposes. Much of the information is personal information on students, faculty, employees, alumni and friends of the college. Robeson Community College considers the security of this information to be one of the college's most serious responsibilities, and accordingly, access to these databases is limited to persons who have a legitimate need to use the information to advance the academic and administrative goals of the college. Persons who are given passwords and have legitimate access to the information have a strict responsibility to ensure that this information is used appropriately, and that the privacy of persons identified through this information is strictly protected. This responsibility extends both to information available on

computer screens as well as information available in print media, including all printouts, manual dossiers, correspondence files, directories, and similar forms of information banks.

Telephone System and Voice-Mail

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

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

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

Blogs, Online Journals and Social Networking Sites

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

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

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

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

Violation of Acceptable Use Policy

The college may at its sole discretion determine whether a use of the network is a violation of this policy. Violations of this policy may result in a demand for immediate removal of offending

material, blocked access, suspension or termination of the users account, or other action appropriate to the violation. The college reserves the right to act without notice when necessary, as determined by the administration. The college may involve, and will cooperate with law enforcement officials if criminal activity is suspected. Violators may also be subject to civil or criminal liability under applicable law.

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

Inclement Weather Policy

During periods of inclement weather, there may be times in which the College may close if the weather conditions present a safety hazard to students and college personnel. Inclement weather updates are posted on the College's website. Additionally, members of the campus community can sign up for cell phone text notifications. Instructions for subscribing to this service are available on the College's website. The following radio and television stations will be notified of official closings of the college.

Radio

Fairmont	WSTS
Fayetteville	WKML
Fayetteville	WQSM & WFNC
Laurinburg	WFLB-FM
Fayetteville	WZFX
Red Springs	WTEL-AM

Television

Durham	WTVD (Channel 11)
Raleigh	WRAL (Channel 5)
Fayetteville	WUVC (Channel 40)
Wilmington	WECT (Channel 6)
Florence	WBTW (Channel 13)

Library Systems

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

Nondiscrimination Policy

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

Parking

All faculty, staff and student vehicles shall be registered and shall display a current RCC parking decal on the rear view mirror post. The decals are issued by Institutional Services Department to students, staff and faculty located in Room 226, Building 2. A decal must be displayed on all vehicles to be operated on campus. If a decal is lost or stolen, it should be reported immediately to the Institutional Services Office in Room 226, Building 2.

Vehicles are not allowed in the spaces reserved for disabled persons, visitors or areas reserved for official school vehicles. Any vehicle that is double parked, parked on curb, parked in unmarked areas, parked over the designated parking lines, blocking a drive way or in any way disrupting the orderly flow of traffic will be subject to a fine of \$5 and/or be towed away at the owner's expense. Parking in a space designated for handicapped persons is an infraction and carries a penalty of at least \$50.00 but no more than \$100.00.

Section I - General Regulations

1. These regulations constitute the traffic code of Robeson Community College and shall be applicable to all faculty, staff, students and any other persons operating a motor vehicle on RCC owned or controlled property.
2. Traffic regulations are enforced at all times.
3. RCC reserves the right to regulate the use of any and all of its vehicle parking facilities to the extent of:
 - a. Denying vehicle parking privileges to an individual or group of individuals.
 - b. Reserving vehicle parking facilities for the exclusive use of selected and designated individuals and/or groups.
4. The responsibility for locating legal parking spaces rests with the operator of the motor vehicle.
5. Non-enforcement of any specific regulation does not negate RCC's authority to enforce that regulation in the future.

6. RCC reserves the right to amend these regulations and to add, remove or re-allocate parking spaces as the need arises. These changes, if any, will be effective with the posting of signs and/or markings as appropriate and will be communicated in college publications.

SECTION II - Vehicle Registration

1. It is the operator's responsibility to keep his/her vehicle properly registered with the college at all times. To register a vehicle you must obtain a vehicle registration form from the Institutional Services located in Room 226, Building 2. You will be issued a mirror hang tag when you return the completed form. The hang tag must be hung from the rearview mirror.
2. One vehicle hang tag will be issued per vehicle registered. Vehicle registration will be cross-referenced to student enrollment records and employment records. Termination of current enrollment or employment will terminate vehicle registration.
3. The Student Services Department will be notified of change in enrollment or employment status by the appropriate office or department.
4. Motorcycles and motor scooters must be registered and the parking decal affixed to the rear fender.

SECTION III - Driving and Parking Regulations

1. Areas posted "No Parking" shall be enforced at all times.
2. The maximum speed limit on campus is fifteen (15) miles per hour unless otherwise posted.
3. Vehicle movement on campus is not to be obstructed by stopping or standing for any reason except to park.
4. Driving or parking on lawns or walkways are prohibited.
5. Pedestrians shall be given the right-of-way.
6. All accidents involving motor vehicles shall be reported to campus Security.
7. Vehicles illegally parked or abandoned on campus will be towed away and placed in commercial storage. Towing and storage charges shall be borne by the owner of the vehicle.
8. Parking on or over white lines used to separate parking spaces is a violation.
9. Individuals with repeated violations may be prohibited from driving or parking on campus.
10. The following areas are off limits to general vehicles: loading and unloading areas, walking trails, shop ramps and enclosures, etc. Only maintenance, security, and grounds keeping vehicles may use these areas.

SECTION IV - Enforcement Procedures

1. Campus traffic regulations as published by RCC shall be administered under the supervision of the Institutional Services Office. Under North Carolina Statutes, these regulations have the force and effect of ordinances of the state and shall be enforced as such.
2. Campus police will issue citations to violators of most traffic and parking laws. In cases of moving or other major violations, campus police or other legally authorized law enforcement offices may issue citations of summons.
3. Fine and Penalties

- a. In all cases where a summons to civil or criminal court is issued, the fine upon conviction will be set by the court judge.
- b. Citations given by campus police will carry a \$5 fine.
- c. Recipients of campus citations will pay the fine at the cashiers office located in the Business Office in Building 2. Recipients of campus citations who do not agree with the citation may appeal the issuance of the citation to the V.P. for Business Services or his or her designee. His or her ruling is final.
- d. Students who do not pay fines during the current semester will not be able to register for the next semester. Diplomas and transcripts cannot be obtained until all financial obligations are met.
- e. Employees who do not pay their fines will be subject to dismissal pursuant to Article 60 of Chapter 133 of the General Statutes of North Carolina.

Handicapped Parking

Special parking facilities are available for students with physical disabilities in cars and vans. Spaces are marked appropriately throughout campus. All vehicles parked in a designated handicapped parking area must display a Handicapped License Plate or Handicapped Parking Placard. Persons parked illegally in designated handicapped parking spaces are in violation of General Statute 620-37.9 and will be issued an illegal parking ticket by the Lumberton Police Department with fines up to \$100.00.

Privacy Rights of Parents and Students

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

The College provides students and parents of dependent students access to official records directly related to them and limits dissemination of personally identifiable information without the student's consent. Students enrolled at Robeson Community College may review guidelines and procedures regarding the disclosure of student information in the "Educational Records" section of this publication or on our website at www.robeson.edu/policy [opens in a new tab]

Robeson Community College Logo

Robeson Community College owns its name, its seal, logo and images, and no one may use the name, seal, logo or images of Robeson Community College on print or electronic communications without explicit permission. Permission is implied for uses related to work at Robeson Community College; examples distinguishing such uses: using letterhead is permitted for official correspondence but not for personal letters, and in the same way in cyberspace, using the college name and logo generally would be permitted for official web pages but not for personal web pages. Similarly, while the name "Robeson Community College" might appear on individual addresses or resumes for identification purposes, the official name of the college may not be used in ways that imply endorsement, oversight or ownership without explicit agreement with the college.

Robeson Community College owns the domain name robeson.edu, and no one may use this domain address other than persons authorized by Robeson Community College.

Smoking, Eating, Drinking and Radios

Smoking is not permitted inside of or within 50 feet of the entrance to any building on campus. Detailed information is contained in the institution's [Tabacco Use Policy](#) [opens in a new window].

Snack machines are located in the Student Center and various locations on campus. Eating and drinking are not allowed in classrooms, shops, or laboratories. Please use the trash containers located in the Student Center and throughout the campus to properly dispose of trash.

Radios, personal stereos and recorders are not permitted in the student lounge, classrooms or buildings except for instructional purpose or sanctioned campus activities. These devices are permitted on outside areas of the campus as long as the volume is controlled and they do not disturb others.

Visitors

Visitors are defined as anyone other than RCC personnel, officially enrolled students, members of the Board of Trustees, and members of the Foundation Board.

Visitors are permitted (and welcomed) on RCC property for participation in or attendance at RCC sponsored or approved activities/events and for use of the RCC library facility.

Employers wishing to recruit on campus must coordinate their visit with Counseling and Career Services or the Workforce Development Center.

Media representative are encouraged to inquire with the Public Information Officer prior to interviewing, photographing, or videotaping employees or students on the various RCC campuses.

Vendors/Contractors working for RCC must physically report to the Maintenance office upon arrival/departure to sign in/out and receive a visitor's badge. This guideline applies to all contractors and vendors hired by Facilities who are performing work on the main campus or any satellite buildings.

Any unauthorized personnel on campus can be requested to leave the College's premises. Refusal to leave the campus when requested will result in a request to the appropriate law enforcement personnel for removal. Trespassing charges may be filed.

Registration Procedures/Policies

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

Any exceptions to the registration procedures must be approved by the Assistant Vice President of Student Services or his or her designated representative and through the appropriate Educational Services Office, but only then by justifiable cause.

Most classes, credit and non-credit, are scheduled between the hours of 8 a.m. and 10 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Friday.

Registration Information

Change of Name, Address and/or Social Security Number

In order that official records may be kept up-to-date, change of name, address, and/or Social Security Number must be reported immediately to the Business Office located in Building 2. A change in Social Security Number will require appropriate verification.

Contact Hours

The contact hours shown in the course descriptions are minimal. The policy of the College permits students to pursue laboratory work beyond hours indicated in this publication.

Credit Hours

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

Prerequisites and Corequisites

Prerequisites and Corequisites [[opens in a new tab](#)]

Drop/Add Procedures and Withdrawal

It is recommended that a student withdrawing from courses during the academic year meet with an academic advisor and a financial aid advisor prior to completing an online withdrawal form. The withdrawal from a class affects academic progression and financial aid eligibility.

A student may drop or add a course at any time within the scheduled drop/add period under the following provisions:

1. The student must request authorization from his instructor to withdraw from a class once the term begins and the student has entered the class.
2. Absences are computed from the first class meeting regardless of add date.
3. A student adding a course will be responsible for all makeup work required.

After classes begin, online withdrawal forms are available on the registration page [opens in a new tab] of the RCC website.

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

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

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

Department of Education Unofficial Withdrawal Policy

- If a student is withdrawn from a class by the instructor before the deadline to withdraw from a class without penalty for reasons other than excessive absences, then that student shall receive a final grade of W for the class (Withdraw) by the instructor.
- If a student is withdrawn from a class by the instructor after the deadline to withdraw from a class without penalty for reasons other than excessive absences, then that student shall receive a final grade of WF for the class (Withdraw Failing) by the instructor.
- If a student initiates a course withdrawal or complete withdrawal himself or herself, then the student does not fall under the Unofficial Withdrawal Policy, and will be assigned final grades(s) according to the College's Course Withdrawal Policy.
- If, at the end of a semester, a student has received all grades of F and/or WF, then it shall be determined that the student has unofficially withdrawn from the College and his/her name shall be given to the Director of Financial Aid for Federal financial aid eligibility determination.

Financial Obligations

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

Semester System

Robeson Community College operates on the semester system. The fall and spring semesters are each approximately sixteen weeks in length. The College is in session five days and four nights a week. The summer session is approximately eight weeks in length.

Section Changes

Section changes after the census date (10% point) of the class are not permitted. Students seeking relief due to extreme circumstances should talk with the program director in charge of the course discipline.

Transfer Information

Transfer Agreements

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

Transfer to Other Colleges

Students who wish to transfer from one college to another, or to any other institution, should request an official transcript from Records and Registration five days before it is needed. Official transcripts will be released to other accredited and approved institutions upon written request. Official transcripts may be released to the student.

The college to which the student is transferring determines the number of hours of credit it will allow in transfer. Some four-year institutions grant full credit for work completed in the community college. Students planning to transfer to a four-year college or university should check early with that institution's admission office to determine requirements. Recommended programs of study for North Carolina Community College transfer students are posted on each University of North Carolina campus website.

Academic Progress

Standards of Acceptable Academic Progress

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

Financial Aid Satisfactory Academic Progress Policy

Robeson Community College is required by federal regulations to define and administer standards of progress for students seeking federal aid. Federal student aid includes the Federal Pell Grant, Federal Supplemental Opportunity Grant, and Federal Work Study. All students who wish to qualify for financial aid while attending RCC will be evaluated on the following criteria:

- Minimum GPA
- Completion of a degree within a maximum number of credit hours
- Minimum credit hour completion rate

Minimum GPA

Students must maintain a cumulative grade point average at or above 2.0. GPA requirements must be met each semester. Student GPA's will be evaluated at the end of each semester once final grades are submitted. If the GPA falls below the minimum required GPA, the student will be on financial aid warning. If the cumulative GPA falls below 2.0 for two (2) consecutive semesters, financial aid will be terminated until a 2.0 GPA is achieved. Cumulative GPA is calculated from the beginning date of enrollment.

Completion of a Degree Within a Maximum Number of Credit Hours

Students receiving financial aid will have a maximum time frame in which they are expected to complete their program. Federal regulations state that the maximum time frame can be no longer than 150% of the published length of the educational program for full time students (per student handbook/catalog). This time frame will be measured in credit hours.

Example: A25120 Business Administration requires 67 credit hours to complete the program. $72 \times 1.5 = 101$

So, the student in this program may attempt up to 101 credit hours to complete the program. Once the student has attempted the maximum number of credit hours and not earned a degree, financial aid will be terminated.

Minimum Semester Credit Hour Completion Rate Requirement

In order to complete a program within the 150% time frame, the student must complete 67% of the credit hours attempted each semester. The percentage earned will be evaluated at least once per year to determine Quantitative Satisfactory Progress. The student must have earned 67% of the credit hours attempted to be considered making satisfactory progress.

Example:

Fall semester – attempted (registered) 14 credit hours

Spring semester – attempted 12 credit hours

$14 + 12 = 26$ $26 \times .67 = 17.42$ credit hours

The student must have earned/completed 17 credit hours by the end of spring semester to be considered making satisfactory progress. Only passing grades will be considered as hours earned. Repeating a class will count as hours attempted.

Financial Aid Warning

Students not making satisfactory progress due to GPA or the 67% rule will be placed on financial aid warning. Students on financial aid warning will be allowed one semester to achieve satisfactory progress. During the warning period, the students may be eligible to receive financial aid. At the end of the warning period, academic progress will be evaluated to determine whether requirements have been met. If not, financial aid will be terminated until Satisfactory Academic Progress is achieved.

Tips for Achieving Satisfactory Progress:

1. Be aware that withdrawing from classes will count as hours attempted but not earned.
2. Be cautious about changing majors. Time frames are cumulative and do not start over with the new program.
3. Follow your curriculum carefully. Taking classes that are not required will use part of your allotted time frame.
4. Be aware that prerequisites for programs will count toward your maximum time frame once you are accepted into the program.
5. "Attempted hours" include all hours a student is registered for at the end of the drop/add period. (Please refer to the Academic Calendar for these dates.) Note: Please do not confuse the "drop/add" period, which is usually the first week of class, with the last day to withdraw with a W, which is at the 60% point of the semester.

RCC Returning Students: Returning students will have their cumulative GPA carried forward and hours attempted will be reviewed in accordance with the satisfactory progress regulations. Satisfactory progress is cumulative and includes all periods of enrollment at a school, even those for which the student did not receive financial aid. The student's progress will be evaluated as stated in the preceding sections.

Transfer Students: Students transferring to RCC from another school will be considered as making satisfactory progress at the time of enrollment. However, all transfer credit hours applicable to the student's program of study will be counted towards maximum time frame.

Dropping Classes/Withdrawal from Classes for Financial Aid Purposes

Failing to enroll/report to classes for which you received federal funds may require repayment by you to the Pell Grant program. You should see the Financial Aid office before dropping classes to discuss how your aid eligibility may be affected.

Precollege (Developmental Non-Credit) Coursework

Developmental Education courses (designated by course numbers below 100, ex., DRE 097) are included in the calculation of satisfactory academic progress. However, there is a limit on the amount of non-credit remedial coursework that can be included in a student's enrollment status or cost of attendance. Developmental credit hours attempted in excess of 30 total semester credit hours cannot be counted towards enrollment status for federal and state grants.

*** It is the responsibility of the student to be aware of his/her Satisfactory Academic Progress status for financial aid eligibility. To determine a student's academic progress status and eligibility for financial aid, a student's academic record will be evaluated at the end of each term.

Appeal Process: A student who has become ineligible for financial aid due to a failure to meet the minimum guidelines for satisfactory academic progress may appeal his/her status to the Financial Aid Office. Appeals will be considered for special circumstances. These may include:

1. Extended student/family illness or injury
2. Death of a relative
3. Change of degree program.

All appeals must be made in writing explaining the basis for the appeal. Students may pick up a copy of the Appeals Application in the Financial Aid office. All appeals along with supporting documentation must be submitted to the Financial Aid Office, Robeson Community College, P.O. Box 1420, Lumberton, NC 28359. Note: Students on approved financial aid appeal are not eligible for the Federal Loan Programs or for Federal Work-Study.

Academic Probation

Students whose cumulative grade point average falls below 2.0 will be placed on academic probation. The student will be required to consult with his faculty advisor and counselor to review academic progress and plan a strategy for improving academic progress.

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

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

Academic Suspension

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

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

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

Graduation

Criteria for Graduating with Distinction

Graduates who have earned a grade point average of 3.5 and have completed at least one-fourth of their degree or diploma requirements in residence at Robeson Community College will be granted a degree or diploma with distinction. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining academic distinction. The College furnishes cords to be worn for the graduation exercise.

Graduation Requirements

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

1. Students must submit applications for graduation to the Registrar before registering for the final semester of study. It is the student's responsibility to complete this form. Late applicants might not be able to claim their diplomas until several weeks after the graduation ceremony. Applications are available in the Records and Registration Office.
2. Complete all required courses. Robeson Community College is not obligated to offer courses not listed in the current catalog and student handbook. Those students not continuously enrolled may be required to meet the graduation requirements of the catalog and student handbook that is current at the time of their re-enrollment.
3. Transferring students must complete a minimum of twenty five (25) percent of the total number of credit hours required for a certificate, diploma, or degree program at Robeson Community College.
4. Have a minimum cumulative grade point average of 2.0.
5. Make an appointment with the Registrar or Assistant Registrar to review graduation status.
6. Have final grades on courses originally graded "I".
7. Must have all financial obligations to the college taken care of, including those with the Business Office, the Library, or any other financial debt to the College.

8. Commencement exercises are held at the end of the spring semester and at the end of summer term.

Diplomas

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

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

Marshals

Ambassador/Honors College programs or Academic Scholars.

Academic Distinction

The names of student scholars earning academic distinction are published at the end of each semester.

Criteria for President's Scholars

DEGREE: All full-time students enrolled in the two-year associate degree programs achieving a grade point average of 4.0 for the semester.

DIPLOMA: All full-time students enrolled in one-year diploma programs achieving a grade point average of 4.0 for the semester.

Only courses at the 100 level or above will be considered in the calculation of a grade point average in determining President's Scholar. Hours earned by taking proficiency tests will not be included in determining President's Scholar status.

Criteria for Academic Scholar

DEGREE: All full-time students enrolled in two-year associate degree programs achieving a grade point average of 3.5 and above for the semester.

DIPLOMA: All full-time students enrolled in one-year diploma programs achieving a grade point average of 3.5 and above for the semester.

Only courses at the 100 level or above will be considered in the calculation of a grade point average in determining Academic Scholar. Hours earned by taking proficiency tests will not be included in determining Academic Scholar status.

Criteria for Phi Theta Kappa Honor Society

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

Criteria for National Technical Honor Society

Students eligible for membership in the Honor Society must be actively enrolled in a certificate, degree or diploma program, excluding college transfer, and must have completed 12 semester hours at Robeson Community College and have a program grade point average of 3.25 or higher. This Honor Society is available to part-time and full-time students. Students must be nominated by at least one teaching faculty member.

Educational Records

Enrollment and Degree Verification-National Student Clearinghouse

Robeson Community College is a member of the National Student Clearinghouse. The Clearinghouse provides a central repository for information on the enrollment status of Qualifying Program borrowers attending educational institutions. The Clearinghouse is the school's agent for purposes of confirming enrollment status of student financial aid recipients. Robeson Community College reports the enrollment status of students to the Clearinghouse. The Clearinghouse is then responsible for providing status and deferment information, on behalf of the College, to guaranty agencies and lenders. See www.studentclearinghouse.org [opens in a new tab]. Employers and/or background-screening firms should access www.degreeverify.com [opens in a new tab].

Student Rights, and Responsibilities

Student Records

ROBESON COMMUNITY COLLEGE RESPONSIBILITIES UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (THE BUCKLEY AMENDMENT)

Under the Family Educational Rights and Privacy Act of 1974, the rights of the student and the responsibilities of the institution concerning the various types of student records maintained by the institution are established. Consistent with this legislation, Robeson Community College establishes the following policy to ensure compliance. Failure to comply with standards prescribed in the Act could jeopardize federal funding received by the institution and its students.

The full statement of the College policy, non-disclosure forms, requests to review and inspect, as well as request for hearing forms are available in the Office of the Registrar in the Fred G. Williams, Jr. Student Center.

Directory Information

Directory information as designated by Robeson Community College may be released for any purpose and at the discretion of RCC. Directory information includes name, address, telephone number, major field of study, enrollment status, dates of enrollment, participation in officially recognized activities, grade level (freshman/sophomore), degrees and awards received, and the most recent previous educational agency or institution attended. Students have the right to withhold disclosure of any directory information by completing a request for nondisclosure in the Records and Registration Office. Requests for non-disclosure must be filed for every semester. The College assumes that a student's failure to file a request for non-disclosure indicates approval for disclosure. The complete text of Family Educational Rights and Privacy Act (FERPA) can be found on the U.S. Department of Education website.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa> [opens in a new tab].

Rights of Students

In compliance with the law, an individual becomes a student when he/she registers at the College. Upon reaching age 18 or attending an institution beyond the high school level, the student has the right to view his/ her own school or college records. These records include the academic transcript of the College, post-secondary transcripts, high school transcripts, and other documents maintained as part of the students permanent file with the exception of confidential letters of recommendation. All permanent academic records are housed and maintained by the Registrar.

RCC requires written authorization from the student prior to release of academic records. A minimum of 48 working hours may be required by the College to access the requested academic information. The student may inspect, copy, and review his/her records in the Registrar's Office. There may be a charge for copies. A sample copy of the "Request to Review Education Records" can be found on the College's website at <http://www.robeson.edu/registration/ferpa/> [opens in a new tab]

Rights of Parents

Parents of a child who is under the age of 18 and has never attended an educational institution beyond high school level has the right to inspect and review that child's academic records. After a student reaches the age of 18 or enters a post-secondary institution, the parent will be denied access to the students academic record unless the student gives written consent. The College assumes that all students are independent adults attending an institution designed for adult education. Parents do have the right to review the academic records of their child if they are claiming the child as an income tax deduction; however, they must show proof of the claim.

Rights and Duties of Faculty

The faculty of the College has a legitimate educational interest in a student's academic records. Therefore, access to those records is authorized by the institution. Along with this access comes certain obligations and responsibilities. A faculty member shall not access educational records of any student for which he/she does not have a direct advisory relationship. A faculty member shall be responsible for the security of all academic information in his/her possession. These records

must not be accessible to students and unauthorized personnel. A faculty member shall refrain from disclosing academic information by phone without the written consent of the student.

Rights and Duties of Administration

Student Services and specifically the Registrar's Office, have the responsibility of maintaining and safeguarding the academic records of all students of the College. Consistent with this responsibility, the personnel of Student Services will access student records as needed. However, these individuals bear the responsibility for ensuring that no unauthorized disclosure of student academic information occurs without the written consent of that student. Administrators of the College may access student records when needed to facilitate the student's educational pursuit. College administrators may disclose a student's educational records to appropriate parties in connection with a health or safety emergency. Furthermore, College administrators have the right to contact parents of any student under the age of 21 that has violated a Federal, State, or local law, or any rule or policy of the institution, including the use or possession of alcohol or a controlled substance.

Educational records of a student will not be accessed for employment decisions without the written consent of the student. Information from student academic records may be shared in aggregate for educational research purposes.

Challenge of the Contents of Education Records:

1. Robeson Community College provides students with the opportunity to challenge the contents of their education records which the student considers to be inaccurate, misleading, or otherwise in violation of their privacy or other rights.
2. When Robeson Community College receives a challenge request, it will decide within 15 days whether or not corrective action consistent with the student's request will be taken. The student will be notified of the decision. If the decision is in agreement with the student's request, the appropriate records shall be amended.
3. When a student is not provided full relief sought by the challenge, he/she shall be informed by the Registrar of his/her rights to a formal hearing on the matter.
4. A student's request for a formal hearing must be in writing. Student Request for Formal Hearing form is available in the Records Office and on the College's website at <http://www.robeson.edu/registration/ferpa/> [opens in a new tab]. This form may be picked up in the Registrar's Office. Within 15 days after receiving the request, the student shall be informed of the date, place, and time of the hearing.
5. Students shall be afforded a full and fair opportunity to present evidence relevant to the issue raised. A student may be assisted or represented at the hearing by one or more persons of his/her choice, including an attorney at the student's own expense.
6. The decision of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of a written statement summarizing the evidence, and stating the reasons of the decision which will be delivered to all parties concerned.

- a. Robeson Community College will correct or amend any educational records in accordance with the decision of the hearing panel if the decision is in favor of the student.
 - b. If the decision is unsatisfactory to the student, the Registrar will inform the student that: (1) The student has the opportunity to place with the education records a written statement about the information in the records, or a statement giving any reason for disagreeing with the decision of the hearing panel. (2) That the written statement given by the student will be placed in the education records and will be maintained as part of the record for so long as the records are held by Robeson Community College. (3) When the education records are disclosed to the authorized party, the statement filed by the student shall be included.
 - c. A student cannot use his rights of challenge to question substantive education judgments which are correctly recorded. A student does not have the right to challenge a grade given in a course because he/ she feels a higher grade should have been given.
7. Students will not be permitted to inspect and review the following information that may be a part of their education records:
- a. Financial information submitted by parents.
 - b. Confidential letters and recommendations placed in their files prior to January 1, 1975, provided these letters were collected under established policies of confidentiality and were used only for the purposes for which collected.
 - c. Confidential letters and recommendations associated with administrations, employment or job placement, or honors to which students have waived right of inspection and review.

Location of Student's Education Records

A copy of all curriculum student education records is kept in the Office of Records and Registration. The Registrar is chiefly responsible for maintaining all of these records and the issuance of student transcripts.

A copy of all continuing education records are kept in the Continuing Education Department, although all transcripts are issued by the curriculum registrar. The directors and secretaries are chiefly responsible for data included in these records.

Other officials which are responsible for student education records are as follows:

Financial Aid Officer - Student financial aid, benefits, and services.

Veteran Affairs Officer - VA records on all veteran students.

Placement Officer - The placement folder contains a personal data sheet with the following information: biography, education, experience, preferred placement and references. Also a faculty evaluation sheet on the student's quality of work, appearance, cooperation, dependability, initiative, personality, judgment, and leadership.

Counselors - Entrance assessment records.

Advisors - Scholastic records and grade reports, advisory information sheets.

Other Locations - Robeson Community College electronic data files, including backups, are stored in three campus locations; vintage files are archived in the campus vault, and a digital transcript file is delivered annually to a safe deposit box at BB&T, Lumberton NC.

Refund Policy

The policies relating to tuition refund for students are determined by the North Carolina Community College System Statewide Refund Policy for all North Carolina Community Colleges. Activity and technology fees are not tuition based and are non-refundable. For additional information please see the "Student Finances" section. You are also referred to the college's website at www.robeson.edu/policy [opens in a new tab].

Attendance Policy

Regular class attendance is expected of students. Faculty keep accurate records of class attendance and tardiness and these records become part of the official records of the institution. The College is committed to the principle that regular and punctual class attendance is essential to the student optimizing his/her scholastic achievement and that it is the responsibility of the student to attend class regularly without being tardy. As students are adults with many responsibilities, an occasional absence might be necessary. However, such absences in no way lessen the students' responsibilities for meeting the requirements of the class. Online students are subject to the same attendance policy as traditional students.

1. When the College offers a class, the faculty and staff shall work together to develop an accurate electronic class roster listing all students enrolled in the class. Student names are on the electronic class roster once they have officially made payment for tuition and fees with the Business office.
2. Students who have not entered class by the census date will be dropped as "Never Attend" without the possibility of reinstatement. Entrance into an online class is defined as logging into the institution's learning management system (Moodle) and completing the required enrollment activity.
3. Once a student is officially enrolled in a class, regular class attendance is expected. Absences are a serious deterrent to good scholarship, and it is impossible to receive instruction, obtain knowledge, or develop skills when absent from class.
4. Inasmuch as the College's students are adults, it is understood that absences may be required for a variety of reasons, but when these occur, it is the student's responsibility to make up missed class work or assignments, if makeup work is allowed by the instructor.
5. Being late arriving for class or leaving a class early can be a disruption for both the faculty member and the students, hence tardiness is strongly discouraged.
6. A Student Withdrawal shall occur when a student officially withdraws/drops a class. The withdrawal/drop shall be effective as of the date the student takes his/her official action.
7. An Administrative Withdrawal shall occur when a student fails to adhere to the criteria outlined in course syllabi and/or program student handbooks.

- An instructor may execute an Administrative Withdrawal if class attendance as described in the instructor's course syllabus or attendance records indicate there is a lack of participation by the students.
 - An instructor may execute an Administrative Withdrawal for a student if reasonably assured that the student does not intend to pursue the learning activities of the class due to excessive absences, lack of effort or participation or other good cause.
 - An instructor may execute an Administrative Withdrawal when a student completes the minimum objectives stated for a class or transfers to another class.
8. Students who attend Robeson Community College must attend 80% of the time scheduled for a regular class meeting to be counted present when the class meets.
 9. Inasmuch as the faculty member of record for a class is responsible for official class attendance and tardy records, students who have a grievance regarding class attendance or tardies shall resolve them with the instructor.
 10. **Curriculum Classes:** Students attending Robeson Community College must attend 75% of the required contact hours for the class in order to receive credit for the class. If the student misses hours in excess of 25%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she misses in excess of 25% of the required contact hours. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though the student may register late.
 11. **Developmental Classes:** Students attending RCC must attend 85% of the required contact hours for the class in order to receive credit for the class. If the student misses hours in excess of 15%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she misses in excess of 15% of the required contact hours. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though the student may register late.
 12. **College and Career Readiness Classes:** Students in all College and Career Readiness classes will be expected to attend class a minimum of 80% of the class time (as established by each individual class schedule) per month to receive credit for the class. In addition, the student must attend a minimum of 80% of the class time for a particular day or the student will be counted tardy for the class. Three tardies will count as one absence.
 13. **Religious Observance:** It is the policy of Robeson Community College that any student of the institution must be granted two excused absences each academic year (July 1-June 30) for religious observances required by the faith of the student. The student must submit a written request to the Assistant Vice-President for Student Services or his/her designee for the excused absences at least ten days prior to the date the student intends to be absent for the religious observance. The Assistant Vice-President for Student Services or his/her designee may waive the ten school day requirement during the first ten school days of a student's enrollment. For more information, please contact the Assistant Vice-President for Student Services or his or her designated representative.

Tardies

The College is committed to the principle that regular and punctual class attendance is essential to the student optimizing his/her scholastic achievement and that it is the responsibility of the student to attend class regularly without being tardy. Students who attend Robeson Community College must attend 80% of the time scheduled for a regular class meeting to be counted present when the class meets.

Tardy shall be defined as a student entering class after the roll is checked or after instruction has begun, and it shall also be defined as a student leaving class early regardless of reason. Thus, if a student is in class for 80% of the time but less than 100% of the meeting time, then that student shall be counted tardy. For the purpose of maintaining class attendance, faculty shall count three tardies as one absence.

Noncontinuous Enrollment

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

Distance Learning

Distance Learning (DL) is a medium or an educational format that enables learning to occur when the student and the instructor are physically separated from each other in time and place.

At RCC these courses may be offered via the North Carolina Information Highway or the Internet. Such classes have the same course description, basic content, and credit hours as the traditional courses.

How It Works

Online Courses: In an online course, instruction may be synchronous (requires all participants to be online at the same moment) or asynchronous (learning "anytime, anywhere" meaning that the learning process of a particular subject is performed without fixed class hours in classrooms).

Entrance into an online class is defined as logging into the institution's learning management system (Moodle) and completing the required enrollment assignment. Attendance is determined weekly by students completing assignments, submitting quizzes/tests or posting within a required discussion forum. Therefore, students should check the website four to five times a week.

Hybrid Courses: A hybrid course combines both the online and face-to-face environment. Part of the instruction, such as lectures, is presented online while another segment, such as lab work, is taught in the traditional face-to-face setting. Thus, students should expect to complete assignments and to participate fully in both the online and face-to-face portions of the class.

Web Assisted Course: A web assisted course is a College credit course where the primary delivery is via traditional face-to face method with a requirement that students have Internet access as a supplemental part of the course.

North Carolina Information Highway (NCIH) Course: Through the assistance of a video network, students are seated in a classroom at Robeson Community College while they view their instructor, who is located at another institution, via a television screen. Such a course is offered through NCIH (North Carolina Information Highway).

Distance Learning Education Grading System

The grading system of the host institution will be used. The final letter grade of the course, issued by the College, will be posted to the student transcript.

Proctor Policy

In some distance learning courses, instructors may require students to either visit campus at specified times and locations to take one or more assessments or to obtain an instructor approved proctor to administer exams. If the proctor option is selected, it is the responsibility of the student to obtain an acceptable proctor.

Students must submit names, positions, e-mail addresses, and phone numbers of the potential proctors and locations where exams can be administered. Proctors and locations must meet with the approval of the instructor. Once an instructor approves a proctor and testing procedure, the RCC instructor will contact the proctor and arrange for delivery and return of the exam. The instructor, proctor, and student will agree upon the time and parameters under which the exam is given. Students are responsible for any fees charged by proctors.

Qualified Proctors May Be:

- Administrators of recognized private testing centers
- Administrators or full-time faculty at accredited universities, colleges, or community colleges
- Principals, associate/assistant principals, and counselors of US public schools
- US Forces Military Commanders of Field Grade or above
- Education Services Officers on US military installations within the US or overseas
- US embassy or consulate officials

Qualified Proctors May Not Be Friends or Family Members!

Again, it is the student's responsibility to obtain an acceptable proctor. The process of identifying a proctor, obtaining approval, and exam coordination takes time. Students must make arrangements for a proctor and testing location at least two weeks prior to an examination. Failure to do so may result in a zero for the examination.

State Authorization and Distance Learning

Recent amendments to the Higher Education Act of 1965 (HEA) include new requirements in individual state authorization regulations that impact colleges that offer online and distance learning. Robeson Community College is working to achieve compliance as established in HEOA 600.9 (c)

This particular section of § 600.9 State authorization states: If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary [of Education] the State's approval upon request. (Authority: 20 U.S.C. 1001 and 1002)

How Is RCC Responding to This Mandate?

RCC is complying with the Federal Requirements by monitoring incoming applications of out-of-state students who plan to enroll in distance learning courses. Once the student declares their intent to enroll in distance learning courses, communication will be initiated seeking State Authorization for their particular state of residency. Additionally, RCC has applied and received approval to participate in the Southern Regional Electronic Board – Electronic Campus (SREB-EC). Our approval to participate in the Southern Regional Electronic Board – Electronic Campus (SREB-EC) exempts us from the requirement to apply for authorization to the states who participate in the SREB's Electronic Campus Regional Reciprocity Agreement (SECRRRA). This reciprocal agreement basically agrees that SREB participating states consent to recognize courses and programs from other participating states that are listed in the SREB-EC.

Institutional and State Contact Information

This information can be found in the Directory of Correspondence [[Opens in a new tab](#)] section.

Grade Appeals Process

For a complete description of Robeson Community College's grade appeals process, please refer to the section on Grade Appeals Process or you may access it under Academic Policies and Procedures.

[Grading System](#)

Grade Reports

Final grades are available online to students at the end of each semester.

Records of Progress

Records of progress are kept by this institution for all students, veteran and non-veteran. All students, veteran and non-veteran, have online access to records of their academic progress such as course grades throughout a semester and course grades at the end of each semester.

Grading System-General

The 4.00 grade point average system is used to calculate student grade averages. (See separate grading system section for Health Science Programs.)

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
A	90% - 100%	Excellent	4
B	80% - 89%	Good	3
C	70% - 79%	Average or Slightly Below Average	2
D	60% - 69%	Poor, but Passing	1
F	Below 60%	Failing	0
W		Withdrew (no grade points calculated)	0
WF		Withdrew Failing	0
I		(Computed as failure) The "I" Grade is computed as an "F" until the course requirements are met to the instructor's satisfaction. Incomplete work must be completed within the first six (6) weeks of the next semester, otherwise, it will remain as a punitive grade of "F".	0
AU		Audit (Must be declared during drop/add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Grading System-Health Sciences

Radiography Program

The 4.00 grade point average system is used to calculate student grade averages. Please note that the grading system used with the RAD courses are different from that stated for other academic programs.

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
A	93% - 100%	Excellent	4
B	85% - 92%	Good	3
C	80% - 84%	<p>Average</p> <p>Students are required to have a final grade average of 80 in nursing and radiography courses to successfully pass and progress to the next course. Students must score "C" or higher in all related and general education courses regardless of semester enrolled.</p>	2
D	70% - 79%	Failing in NUR & RAD Program.	1
D	60% - 69%	A grade below a "C" in <u>related/general education courses</u> , results in exiting the program.	1
F	Below 60%	Failing	0
W		<p>Withdrew</p> <p>(no grade points calculated)</p>	0
WF		<p>Withdrew Failing</p> <p>(Computed as failure)</p>	0
I		<p>Incomplete</p> <p>Incomplete work must be completed in the program before registering for the next semester. The "I" grade is computed as an "F" until the course</p>	0

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
		requirements are met to the instructor's satisfaction.	
AU		Audit Program Director and Assistant Vice President approval is required. (Must be declared during drop/add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Associate Degree Nursing and Practical Nursing

The 4.00 grade point average system is used to calculate student grade averages. Please note that the grading system used with the NUR courses are different from that stated for other academic programs.

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
A	90%-100%	Excellent	4
B*	80%-89%	Good	3
		* Students are required to have a final grade of 80% in nursing courses to successfully pass and progress to the next course.	
D	60%-79%	Unsatisfactory and unable to progress to the next course. Failing a nursing course will result in exiting the program.	1
F	Below 60%	Failing	0
W		(No grade points calculated)	0
WF		(Computed as failure)	0

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
I		(Incomplete work must be completed in the Program before registering for the next semester. The "I" grade is computed as an "F" until the course requirements are met to the instructor's satisfaction.)	0
AU		Audit Program Director and Assistant Vice President approval is required. (Must be declared during drop/ add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Students must score "C" or higher in all related and general education courses regardless of semester enrolled. A grade below a "C" in all related/general education courses, results in exiting the program. (See General Grading System above)

{Emergency Medical Science (EMS), Nurse Aide (NAS), Respiratory Therapy (RCP) and Surgical Technology (SUR)}

The 4.00 grade point average system is used to calculate student grade averages. Please note that the grading system used with the NUR and RAD courses are different from that stated for Respiratory Therapy and EMS.

All Health Science students must maintain at least "C" in each major course (Health Science designated courses) and all related and general education course work. Students failing to meet these requirements or receiving a failing grade in any course will be required to exit the program.

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
A	93% - 100%	Excellent	4
B	85% - 92%	Good	3
C	77% - 84%	Average	2

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
		Students are required to have a final grade average of 77 in EMS, Nurse Aide, and Respiratory Therapy courses to successfully pass and progress to the next course. Students must score "C" or higher in all related and general education courses regardless of semester enrolled	
D	70% - 76%	Failing in EMS, NA, and RCP major courses, results in exiting the program	1
D	60% - 69%	A grade below a "C" in <u>related/general education courses</u> , results in exiting the program	1
F	Below 60%	Failing	0
W		Withdrew (no grade points calculated)	0
WF		Withdrew Failing (Computed as failure)	0
I		Incomplete Incomplete work must be completed in the program before registering for the next semester. The "I" grade is computed as an "F" until the course requirements are met to the instructor's satisfaction.	0
AU		Audit Program Director and Assistant Vice President approval is required. (Must be declared during drop/add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Grade Appeals Process

It is the policy of Robeson Community College that students shall have the right to appeal a grade whether derived from singular course event or the final grade issued for the course. Grades for individual class assignments as well as final grades are to be determined by the course instructor of record in accordance with the grading guidelines distributed in the course syllabus at the beginning of a course.

Individual Course Assignment

1. A student may appeal a grade derived from a singular course event as outlined below:
 - a. Any student who has an issue with a grade resulting from an individual course event (i.e. test, pop quiz, term paper, etc.) must attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three working days from the date the graded process is returned or made known to the student.
 - b. In the event the matter cannot be resolved, the student may appeal the grade following the outline below:
 - i. The student shall present the appeal to include rationale for appeal in writing to the Department Chair/Program Director/Program Coordinator of the area in which the contested grade was awarded within three working days of the faculty member's response.
 - ii. The Department Chair/Program Director/Program Coordinator shall confer with the student and the instructor to seek a resolution of the appeal within three working days of receipt of appeal. If the instructor happens to also be the Department Chair/Program Director/Program Coordinator, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.
 - iii. Should the Department Chair/Program Director/Program Coordinator and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course within three working days.
 - iv. The decision of the Assistant Vice President providing administrative supervision for the course shall be made within three working days and the decision shall be considered final.

Final Course Grade

2. Students may appeal a final course grade as outlined below:
 - a. Any student who has an issue with the final course grade should attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three working days from the on-line posting of the final grade.

- b. A student cannot appeal a final course grade based upon a previously appealed individual course assignment.
- c. In the event the matter cannot be resolved, the student may appeal the grade following the procedure outlined below:
 - i. The student shall present the grade appeal to include rationale for appeal in writing to the Department Chair/Program Director of the area within which the contested grade was awarded. Appeals must be made within three (3) working days of the decision reached by the faculty member.
 - ii. The Department Chair/Program Director shall confer with the student and instructor to seek a resolution of the appeal within three working days of the receipt of the appeal. If the instructor happens to also be the Department Chair/ Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.
 - iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course for review within three working days.
 - iv. The Assistant Vice President providing administrative supervision for the course shall convene a hearing before the Academic Appeals Committee within three working days. The Assistant Vice President shall serve as the committee chair. The Committee shall consist of four faculty members randomly selected from the Academic Appeals Committee membership. The Committee shall meet to discuss the grade appeal and may hear from the student, the instructor, and any other individuals that the Committee deems appropriate. If the Committee finds the grade received was inappropriate, the Committee shall determine a method by which the grade will be re-evaluated. The resulting grade, if different, must be submitted within College guidelines and may not be appealed further. Should the Committee find the grade received by the student as appropriate, the Committee shall direct that no action be taken to change the final grade and the findings shall be submitted to the Vice President for Instruction and Support Services within 24 hours. The Vice President shall notify the student of the committee's findings within three working days.
 - v. In cases where the Academic Appeals Committee finds that the grade received by the student was appropriate, the student may submit a written appeal to the Vice President for Instruction and Support Services within three working days. The Vice President shall review all evidence related to the appeal, conduct any interviews deemed appropriate, and render a decision within three working days. The decision rendered by the Vice President for Instruction and Support Services will be considered final.

3. Failure of a student to pursue a grade appeal in accordance with the provisions of this policy or any publications derived there from shall be deemed unacceptable and the grade assigned will be the grade of record.
4. This policy shall apply to all credit courses and Adult High School courses offered by the College regardless of length, credit awarded, method of delivery, time of delivery, or other similar factors.

Student Activities

- Student Government
- Campus Communication

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

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

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

Athletics

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

School Colors

The school colors are royal blue and white.

Student Government

The Student Government Association is composed of all curriculum students who are enrolled at Robeson Community College. All SGA members are encouraged to be active participants in student affairs and to voice opinions and thoughts through their organization. The Student Government Constitution and Bylaws can be found in this catalog [opens in the same tab]

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

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

Student Publications

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

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

Special Events

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

Student Government Association Scholarship

The SGA Scholarship is a merit-based scholarship that will be awarded in congruency with the below stated requirements. The officer must:

- a. Maintain a 2.5 GPA or higher
- b. Complete 15 hours per month in office time
- c. Attend all scheduled meetings. In the event that an officer cannot be present for all meetings, one absence can be excused per Executive board approval (absence must be excused by a majority vote of the Executive Board and the SGA Advisor).
- d. Attend all SGA sponsored events with one absence. In the event that an officer cannot be present for all events, one absence can be excused per Executive Board approval (absence must be excused by a majority vote of the Executive Board and the SGA Advisor).

The SGA Advisor and president will ensure that all officers have fulfilled the mandatory requirement before he/she is considered eligible for the scholarship. Once an officer reaches eligibility status, the officer will be awarded the scholarship for that semester. The scholarship, for

the President, will be awarded in the form of a total reimbursement of their tuition and fees. For the remainder of the Executive Board each officer will receive \$250.00. Disbursement of funds will occur at the end of the fall and spring semesters.

Alumni Affairs

RCC Alumni are special guests at SGA sponsored functions, as well as other functions sponsored by RCC. The RCC Foundation regularly communicates with RCC Alumni through newsletters, surveys, etc.

Campus Communication

The College's website (www.roberson.edu [opens in a new tab]) and MyRCC (link available from the College's website) are used for official communication of the College. In order to stay informed concerning institutional announcements and upcoming activities, students are expected to check both websites on a regular basis.

Emergency Notification

Emergency telephone calls and messages for students are handled by counselors in the Counseling and Career Services. Only messages that are emergency in nature will be delivered to students. Any person requesting an emergency message delivered to a student will be asked the nature of the emergency in order to assist the counselor in addressing the emergency.

Mass Notification System

The Mass Notification System is a service that provides campus wide coverage indoor/outdoor by broadcasting emergency notifications over an electronic siren system. The outdoor system has a range capability of five miles, while the indoor system provides strategically located speakers with strobe lights for the hearing impaired. Upon notification of an emergency situation on campus, the Director of Security or his/her designee will activate the mass notification system which will in turn broadcast via live or pre-recorded message in the following order: Outdoor system, Indoor System, Callboxes, and then over the campus police two-way radios.

RCC Alert System

The RCC Alert System provides registered members (students/employees) with the ability to receive emergency notifications via live or pre-recorded voice messages. This service is utilized to broadcast important messages such as inclement weather, closings, and /or delays. In the event of an emergency, the Director of Security or his/her designee will notify members with an emergency message that is broadcast via cell, office, home phone, and/or email. It's the registered member's responsibility to ensure information entered in the system is correct and updated. To register for the RCC Alert System, visit the RCC website, www.roberson.edu [opens in a new tab] and select RCC Alert System located under Campus Security.

Lost and Found

Lost and found articles are handled in the Office of Records and Registration. Items found should be turned in promptly. Unclaimed items will be held for thirty days.

Student Conduct

Policies Governing Student Misconduct

Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of this academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the community. Students should exercise their freedom with responsibility. As members of the academic community, students are subject to the obligations which accrue to them by virtue of this membership. As members of the larger community of which the College is a part, students are entitled to all rights and protection accorded them by the laws of that community.

By the same token, students are also subject to all laws, the enforcement of which is the responsibility of duly constituted authorities. When students violate laws, they may incur penalties prescribed by legal authorities. In such instance, college discipline will be initiated only when the presence of the student on campus will disrupt the educational process of the college. However, when a student's violation of the law also adversely affects the College's pursuit of its recognized educational objectives, the college may enforce its own regulations. When students violate college regulations, they are subject to disciplinary action by the College whether or not their conduct violates the law. If a student's behavior simultaneously violates both college regulations and the law, the College may take disciplinary action independent of that taken by legal authorities.

Student Code of Conduct

The College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when, in the judgment of college officials, a student's conduct disrupts or threatens to disrupt the college community, appropriate disciplinary action will be taken to restore and protect the sanctity of the community.

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

Campus Standards

The following Campus Standards are expected to be observed while on campus or at college-sponsored, off-campus events. Violations of these Campus Standards will result in disciplinary actions which may include suspension or expulsion from Robeson Community College:

Rule 1. Violation of Local, State, and/or Federal Laws - The College reserves the option to refer cases involving violations of local, state, and/or federal laws to appropriate law enforcement officials off campus.

Rule 2. Academic Dishonesty - Cheating and plagiarism are dishonest, deceiving, and both are considered serious offenses. Extreme care should be taken to ensure that all work completed measures up to a standard of honesty. Alleged violations of academic dishonesty are handled following the processes outlined in the college's academic honor code (see Penalties).

Rule 3. Alcohol - The possession or use of alcohol is prohibited on campus and at college-sponsored events off campus. Alcohol abuse which results in public intoxication, destruction of property, abuse of or personal injury to an individual, litter, or misconduct of any kind, is a violation of the alcohol policy. Being under the influence of alcohol is not a valid reason for inappropriate behavior.

Rule 4. Animals - A student may not have an animal of any kind on campus. This includes animals left in a vehicle. Working dogs, such as Seeing Eye dogs and police dogs, are permitted.

Rule 5. Arson - Tampering with fire alarm systems and/or safety equipment or intentionally lighting a fire on college property is strictly prohibited.

Rule 6. Assault - Malicious assault, physical abuse, or verbal harassment of any person on campus will not be tolerated. This includes physical or verbal actions which threaten or endanger the health and/or safety of any such persons. This standard also includes sexual assault-subjecting any person to contact or behavior of a sexual nature or for the purposes of sexual gratification without the person's express and explicit consent. Consent is explicit approval to engage in sexual activity demonstrated by clear actions or words. This decision must be made freely and actively by all participants. Non-verbal communication, silence, passivity or lack of active resistance does not imply consent. In addition, previous participation in sexual activity does not indicate current consent to participate and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Consent has not been obtained in situations where the individual: a) is forced, pressured, manipulated or has reasonable fear that they will be injured if they do not submit to the act; b) is incapable of giving consent or is prevented from resisting due to physical or mental incapacity (including being under the influence of drugs or alcohol); c) or has a mental or physical disability which inhibits his/her ability to give consent to sexual activity.

Rule 7. Complicity in Standards Violation - Any student who is aware that a violation of any standard, regulation, law, or ordinance is about to occur or is taking place shall make some reasonable effort to stop the offense or notify a college staff member immediately.

Rule 8. Disorderly Conduct - Robeson Community College students are expected to act in an orderly and responsible manner. Therefore, students may not be involved in such actions as physical restriction, coercion, or intimidation of any person on campus; participation in or encouragement

of any effort to disrupt any class or other college functions; disrespect, belligerence, or racial prejudice toward any college staff member (instructional or non-instructional), any student in a supervisory capacity, or a fellow student. Indecent or obscene language or behavior will result in disciplinary action.

Rule 9. Failure to Comply with Judicial Action - Students who are notified of judicial-related appointments and who fail to attend the scheduled meeting/hearing will be subject to disciplinary action. Students who cannot attend a scheduled meeting or hearing should contact the Assistant Vice President of Student Services, or his or her designated representative at least twenty-four (24) hours in advance.

Violations of penalties rendered by Robeson Community College will be considered very serious violations of the Campus Standards.

Rule 10. Forgery - Forgery, alteration or misuse of college documents, deceiving records, or instruments of identification with intent to deceive, will be considered a violation of the Campus Standards. This rule applies to both physical and electronic documents and media.

Rule 11. Gambling - Gambling is not permitted on campus property or at college-sponsored events off campus.

Rule 12. Internet and Computer Network Usage - The College has detailed guidelines outlining the appropriate use of the Internet and Computer Resources. Users of the College's computer network agree to follow established guidelines. Computer usage should be for academic purposes only.

Rule 13. Narcotics, Stimulant Drugs - The possession, use, or sale of illegal drugs, stimulants, hallucinogens, depressants, or any other illegal substance will be a violation of Robeson Community College Campus Standards. The definition of possession of dangerous drugs includes the presence of such materials on the student's person, among the property owned by the student, or among such school property as is being used by the student.

Rule 14. Responsibility - Each student is responsible for his/her own actions on the Robeson Community College campus or at college-sponsored events off campus. Students are required to carry identification cards issued by the College and must identify themselves to college officials upon request.

All visitors to the campus are required to observe these standards of the College. Hosts/hostesses of visitors are responsible for the actions of their guests on the Robeson Community College campus or at college-sponsored events off campus.

Rule 15. Sales, Solicitations, or Distributions - No sales, solicitations, or distributions of any kind shall be made on college property or at any college-sponsored events except those which are approved in advance by the President or his/her designee.

Rule 16. Sexual and Other Unlawful Harassment - Students may not harass any member of the College community, including other students, employees, or other persons on the College campus. This prohibition includes sexual, verbal or physical harassment for any reason including race, color, religion, sex, national origin, disability, veteran's status, creed, sexual orientation, or political affiliation.

Rule 17. Theft - Theft of college property, property of a member of the college community, a campus visitor on college property or attending a college function off campus is strictly prohibited.

Rule 18. Tobacco - Smoking and/or using other forms of tobacco products are not permitted in classrooms, shops, labs, or other unauthorized areas.

Rule 19. Unauthorized Programs - Participating in or conducting an assembly, demonstration, or gathering in a manner which threatens or causes injury to persons or property; which interferes with free access to, ingress or egress of college facilities; which is harmful, obstructive, or disruptive to the educational process or institutional functions of the College; and/or remaining at the scene of such an assembly after being asked to leave by a representative of the college staff is strictly prohibited.

Rule 20. Vandalism - Malicious destruction of public or private property on campus will be considered a violation of the Campus Standards.

Rule 21. Weapons - Possession or use of any firearms, knives, incendiary devices, or explosives are prohibited on college property. Prior permission must be obtained where weapons are authorized for possession/use in college-affiliated activities or events except handguns as allowed by NC GS §14-269.4. Handguns are permitted under these circumstances:

- The person has a concealed handgun permit that is lawfully issued
- The handgun is in a closed compartment or container within the person's locked vehicle
- The handgun is in a locked container securely affixed to the person's vehicle.
- A person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times
- The vehicle is locked immediately following the entrance or exit.

Law enforcement officers are exempt from this prohibition. This includes facsimiles of weapons.

Rule 22. Bullying - Students may not intimidate or threaten with harm any other individual. Bullying is defined as "any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that takes place on College premises or at any College sponsored function that: (a) places a person in actual and reasonable fear of harm to his or her person or damage to his or her property; or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits, or a College employee's ability to perform the essential functions of his or her job."

Rule 23. Use of Social Media - Students should obey their social media platforms terms' of use. Students may not make, or cause to be made, communications (including electronically or through social media) to another person in any manner likely to seriously annoy or cause alarm. Social media may not be used to breach privacy, discriminate or harass. Students may not make, transmit, or attempt to transmit audio or video of any person(s) on College property where there is an explicit expectation of privacy. Any posts or tweets deemed inappropriate on a Robeson Community College social web site or blog will be deleted immediately and may result in having access to the site blocked permanently.

Rule 24. Stalking - Students may not engage in a course of conduct directed to a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer

substantial emotional distress by placing that person in fear of death, bodily injury, or continued harassment.

Rule 25. Threats - Students may not engage in any behavior that constitutes a clear and present danger to the physical and/or emotional well-being of the student and/or other students, faculty, staff, and campus visitors.

Rule 26. Domestic Violence - Students may not commit crimes of violence against a current or former spouse or intimate partner, a person with whom student shares a child in common, a person with whom the student cohabitates or has cohabitated as a spouse, a person similarly situated to the student as a spouse, a person who is related to the student as a parent or child, including person acting in loco parentis to a minor child, or a person who is related to the student as grandparent or grandchild. This standard includes Dating Violence-crimes of violence against a person with whom the person has or had a social relationship or intimate relationship and Sexual Violence-physical acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol or because an intellectual or other disability prevents the student from having the capacity to give consent).

Student Code of Conduct Due Process

All violations of the Robeson Community College Campus Standards will be handled by administrative action and when necessary through judicial procedures. When a student violates a Campus Standard, he/she is expected to accept responsibility for his/her actions.

The establishment, interpretation, and enforcement of Campus Standards is designed to assist each student in the realization of educational goals and to assist in providing an environment in which every student may achieve his or her potential. Hence, disciplinary actions vary according to the situation. Each action taken as a result of a Campus Standards violation must be tailored to fit the circumstances of the situation.

The disciplinary history of an individual student remains active throughout his/her period of enrollment at Robeson Community College. Thus, disciplinary violations carry over from semester to semester and may impact on determining appropriate sanctions after a decision of guilt has been rendered in reviewing an incident.

Under normal conditions, the following principles, guidelines, and procedures prevail in dealing with violations of Campus Standards:

Enforcement

Students violating the College's Student Code of Conduct are subject to disciplinary action. Any member of the campus community may initiate a report of an alleged violation. In order to ensure an orderly process for addressing alleged violations of the Student Code of Conduct, the following procedures will be followed:

- Alleged violations of any local, State or Federal regulation or law will be reported to the appropriate law enforcement agency by Campus Security.

- Classroom Disruptions – Inappropriate classroom behavior resulting in an instructor requesting a student leave the classroom will be reported to the director or assistant vice-president responsible for the class.
- Disruptive incidents occurring in public areas on campus (parking lots, lounge areas, hallways, bathrooms, etc.) will be investigated by Campus Security.
- Disruptive incidents occurring at off-campus college sponsored activities, events, and classes will be reported to the responsible director or assistant vice-president.

Alleged violations of the College's Student Code of Conduct should be reported immediately, but not later than two school days after the date of the incident to the college official designated above. Students will be accorded due process in all disciplinary proceedings.

Members of the college community reporting an alleged violation must complete an incident report detailing the names of the individual(s) involved; the date, time, and location of the incident; names of witnesses; a summary of the incident; and any action initiated as a result of the incident. Upon receipt of the completed incident report, the designated college official will complete an investigation of the incident.

The incident report, investigative findings and a description of the Student Code of Conduct charges will be forwarded by the designated college official to the Assistant Vice- President of Student Services or his or her designee for review and action. The investigation of the incident should be completed within three school days of receiving the completed incident report. Upon receipt of these materials, the Assistant Vice-President or his or her designee will notify the student(s) of the report and of alleged violations of the Student Code of Conduct.

Conference Notification

Based on information gathered during the investigation of the alleged violation, the Assistant Vice President of Student Services or his/her designee will notify the student in writing of the specific charges, conference guidelines, and information regarding student rights/privileges. The Assistant Vice President of Student Services or his/her designee will initiate the written notification to the student charged with alleged violation(s) within three school days of the receipt of information from the designated college official. The student must schedule a conference appointment with the Assistant Vice President or his/her designee following instructions outlined in the written notification.

Conference Guidelines

It is the responsibility of the Assistant Vice President of Student Services or his/her designee to act as a reviewer for the alleged violation(s). He/she will review all written materials related to the incident, talk with witnesses, staff and faculty involved, etc. who have clarifying information. During the conference, the Assistant Vice-President or his/her designee will review the evidence with the student charged with the violation(s).

Upon completing the review of evidence with the student and discussing the incident with the student, the Assistant Vice President of Student Services or his/her designee will have the following options to consider:

- a. Dismiss the alleged violation(s) because of insufficient evidence, obvious innocence of the charges, etc.
- b. Find the student guilty of the violation(s). Then, considering any extenuating circumstances, issue a sanction appropriate for the violation(s).
- c. Due to the complexity of the alleged violations(s) or due to previous incidents involving the student, refer the student to the Campus Standards Committee for review and action.
- d. Due to seriousness of the alleged violation(s), and/or the possible threat to the welfare of the college community, the student may be suspended from the college immediately.

After rendering a decision, the Assistant Vice President of Student Services or his/her designee will provide a written copy to the student of the decision, his or her requirements in working toward fulfilling the stated penalty/sanction, and appeal options.

Upon written notification of the decision, the student may appeal the findings of the Assistant Vice-President of Student Services or his or her designee to the Campus Standards Committee. To appeal, the student must make the request in writing, to include a rationale, to the Chairperson of the Campus Standards Committee. The written request must be submitted within three school days of the receipt of the written notification from the Assistant Vice President of Student Services or his or her designee.

Campus Standards Committee

Committee Memberships - The Committee will consist of members from the faculty, staff, and students. The faculty and staff members of the Committee will be recommended by the Vice President of Instruction & Support Services and approved by the College President. Student members will be nominated by the President of the Student Government Association along with being confirmed by the Executive Council of the Student Government Association, and approved by the President of the college.

The Campus Standards Committee will be composed of four faculty members, three staff members, and three students. The Vice President of Instruction & Support Services will recommend, for approval by the President, administrators to serve as Committee chairperson, and vice chairperson. For each hearing, a minimum of four (4) Committee members must be present.

Hearings should be scheduled after class hours on the second (2nd), third (3rd), or fourth (4th) school day after the notification has been received by the student. The chairperson may schedule a different date for the hearing if good and sufficient cause is shown by either the student or by the Assistant Vice President of Student Services. Insofar as is feasible; however, the hearing should not be held later than the fourth (4th) school day following the day that the student receives the notification.

Chairperson Responsibilities - The chairperson has the following duties and responsibilities:

1. Review the incident to ensure that the chairperson does not have a conflict of interest. If a conflict of interest is apparent, forward the incident report to the vice-chair for review and action.
2. Schedule hearings
3. Notify Committee members of hearings

4. Provide adequate opportunities before the hearing to the student charged with the alleged violation(s) to ask any questions concerning the procedures followed by the Campus Standards Committee.
5. Chairs/conducts the hearing (**Note:** In cases in which the chairperson has prior knowledge of the incident, the chairperson may select from the Campus Standards Committee an individual to serve in the capacity of chairperson.)
6. Notify student in writing of the findings of the Committee and maintain all records of the hearing during the process.
7. The chairperson votes in the case of a committee tie vote.

Hearing Procedures - Whenever a student is charged with alleged violation(s) and a hearing is scheduled, the following due process procedures, as well as rules imposed by the chairperson in special circumstances, shall apply:

1. The jurisdiction and authority of the Committee is to hear evidence relevant to the alleged violation(s), to make findings of fact, and to reach a decision concerning the alleged violation(s).
2. No member of the Campus Standards Committee who has prior knowledge or interest in the case shall be allowed to participate in the hearing. The College President may appoint replacement(s) when needed.
3. The hearing will be closed to the public and will be recorded. Recordings become the property of Robeson Community College, and access to them will be determined by the chairperson and the Assistant Vice President of Student Services. All recordings will be maintained in the Office of the Assistant Vice President of Student Services.
4. Any proposed witness must submit a written statement of his/her testimony to the chairperson at least two (2) school days prior to the date of the hearing so that the chairperson can verify him/her as a witness or classify him/her as a member of the public. If it is impossible for a witness to attend the hearing, the written information provided to the chairperson may be used as evidence.
5. Once the hearing is called to order, charges will be read to the accused and to the Committee.
6. The plea of the accused will be given.
7. The student charged with the alleged violation(s) shall be present throughout the presentation of the evidence.
8. Witnesses may be present at the hearing only during the time they are called to present testimony.
9. When all evidence has been presented and any questions answered, the Committee will then proceed into an executive session to reach a decision of guilty or innocent. If a decision of guilty is rendered, then the Committee will review previous disciplinary-related problems of the student and reach a decision regarding the appropriate penalty.
10. The student will be notified in writing by the Campus Standards Committee chairperson of the decision of the Committee, as well as appeal options. (Copies of correspondence will be forwarded to the Assistant Vice President of Student Services.)

Appeal Procedure

Decisions rendered by the Campus Standards Committee may be appealed to the Vice President of Instruction and Support Services or his/her designee. To initiate an appeal, the student must appeal in writing within three school days after receipt of the Committee's decision. In an appeal the student should demonstrate that: (1) there is new evidence; (2) the Assistant Vice President of Student Services, his/her designee, and/or the Campus Standards Committee exhibited prejudice or other unfair treatment to the student; and/or (3) the decision does not relate appropriately to the charges. The Vice President shall have the authority to: (1) review the proceedings and findings of the Campus Standards Committee; (2) conduct interviews with the student charged, the Assistant Vice President of Student Services and/or his/her designee, Campus Standards Committee members, and/or witnesses; and (3) approve, modify, or overturn the decision or sanction of the Campus Standards Committee. The Vice-President of the Instruction and Support Services or his/her designee will inform the student in writing of the final decision within five school days of the receipt of the appeal.

Decisions rendered by the Vice-President of Instruction and Support or his/her designee will be considered final with the exception of decisions resulting in a sanction of suspension or expulsion. All cases involving a sanction of suspension or expulsion will be reviewed by the President or his/her designee. Any action initiated by the President or his/her designee will be made within five school days and will be considered final.

Academic Honor Code

Robeson Community College (RCC) is committed to excellence in teaching and committed to providing an environment for students to excel in learning. It is the expectation of the College that all students adhere to an academic code of integrity and honesty. Academic dishonesty is the giving, accepting, or presenting of information or material by a student with the intent of unethically or fraudulently benefitting oneself or another on any work which is to be considered for a grade or the completion of academic requirements. There are many forms of academic dishonesty, and it is the responsibility of the student to ensure that all academic work submitted is free of any type of dishonesty.

To ensure student awareness and compliance of the College's Academic Honor Code, the following integrity statement is required on all major graded assignments for face-to-face and distance learning courses.

By the submission of this assignment (or by the electronic submission of this assignment), I attest that I followed the College's Academic Honor Code, and I acknowledge that this represents my work!

Examples of Academic Dishonesty, but not limited to:

Cheating includes giving or receiving of unauthorized aid related to academic work. Cheating includes using notes or other material without permission from the faculty on an exam; receiving information from another student during an exam; obtaining a copy of an exam or questions from an exam prior to taking the exam; submitting someone else's work as one's own; or having someone else take one's exam and submitting it as his or her own. Students must complete all tests, examinations, or assigned work without help or any form of unfair advantage.

Plagiarism includes copying the language, structure, ideas, images and/or thoughts of another without giving appropriate recognition/citation and adapting it as one's original work. Cutting and pasting directly from electronic sources without appropriate recognition/citation is also considered unauthorized.

Falsification includes statement(s) or untruth(s), spoken or written, concerning academic work or school activities. Unauthorized changing of grades/scores for academic work is also a form of falsification.

Facilitating includes giving unauthorized assistance or information to another in order to assist in the violation of honesty or integrity.

Attempt includes the act of trying an academic violation of the honesty or integrity code, even if it is unsuccessful.

Complicity in academic violation includes any student who is aware that a violation of any standard, regulation, law, or ordinance is about to occur or is taking place shall make some reasonable effort to stop the offense or immediately notify a college staff member.

RCC prides itself on advancing qualified graduates; therefore, all instances of academic dishonesty will be considered serious violations of the Academic Honor Code.

Academic Honor Code Process

Academic integrity and honesty are necessary to achieve the College's mission of offering high quality educational programs. Maintaining standards of academic honesty and integrity are the responsibility of instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the procedure for student academic dishonesty outlined below in order to uphold the Academic Honor Code of Robeson Community College:

Procedure for Student Academic Dishonesty

Faculty will use the settlement procedure described below to resolve an incident of academic dishonesty.

Step 1: Faculty will complete the Settlement of a Charge of Academic Dishonesty (SCAD) form. Forms are available in Faculty Resources in Moodle.

Step 2: Faculty will determine if this is a campus wide first offense by verifying student status in the online central repository managed by Educational Services. If it is determined this is a first offense for the student, faculty may impose the sanction of (a) a reduced grade other than a zero on the assignment/assignments or (b) a zero on the assignment/assignments. SCAD is submitted to Educational Services for upload to the online repository.

Note: If faculty wish to impose a greater sanction for the first offense they must consult with Department Chair/Program Director and appropriate Assistant Vice President (AVP). Due to the seriousness of the offense, faculty may refer the offense to the Campus Standards Committee. If the faculty elects to refer the offense to the Campus Standards Committee,

the Department Chair/Program Director and appropriate Assistant Vice President must approve the referral. As outlined in Step 4, matters referred to the Campus Standards Committee, should recommend an appropriate sanction.

Step 3: Upon completion of the SCAD, if it is determined this is the student's second campus wide offense, faculty may elect to impose the sanction of (a) a reduced grade other than a zero on the assignment/assignments, (b) a zero on the assignment/assignments, or (c) refer to Campus Standards Committee for the demonstrated pattern of academic dishonesty. Campus Standards Committee referrals should be submitted to the Assistant Vice-President of Student Services or his or her designated representative. The faculty member will communicate to the Campus Standards Committee in writing their recommendation for an appropriate sanction. However, the final decision of a sanction will reside with Campus Standards Committee.

Step 4: Upon completion of the SCAD, if it is determined this is the student's third campus wide offense, the matter is automatically referred to Campus Standards Committee with a recommendation of an appropriate sanction from the faculty member. Alleged academic honor code violations referred to the Campus Standards Committee will follow committee guidelines which can be found in General Information and Other Campus Policies.

Penalties

Written Warning - A written communication which gives official notice to the student that any subsequent offense against the student code of conduct will carry heavier penalties because of this prior infraction. The written warning will be initiated by the chair of the Campus Standards Committee, Assistant Vice President of Student Services or his or her designated representative.

Disciplinary Probation - A student placed on disciplinary probation may have the following types of sanctions included within Disciplinary Probation guidelines:

1. Meet with a counselor or other designated person on a regular basis.
2. Not be guilty of any further violations of Campus Standards.
3. Removal from campus facilities. For example, a student may be allowed to attend class and complete all academic requirements but would not be allowed to visit the student lounge.
4. Other stipulations may be added to tailor the sanction to meet the needs of the institution and/or student.
5. The minimum time period that a student may be placed on disciplinary probation is one (1) semester.

Suspension - Suspension means that a student is dropped from the College. The minimum length of a suspension is the remainder of the current semester. Based on the seriousness of the violation, a longer suspension may be implemented. The student may apply for readmission after the specified time and may return if his/her application is approved by the Director of Admissions and the Assistant Vice President of Student Services or his or her designated representative. Notice of suspension will be placed in the student's official record file, but will be removed at the end of the suspension period.

Expulsion - Expulsion means that the student is separated from the College. The student loses indefinitely his/her student status. Notice of expulsion will be placed in the student's official record file. The student may be readmitted to the College only with approval of the College President.

Other Penalties or Sanctions - Other sanctions may be imposed for various violations. These sanctions will be reviewed by the Assistant Vice President of Student Services. For example, a student found guilty of vandalism to college property will be required to pay the College to repair/replace vandalized item(s); withholding transcript, diploma, or right to register imposed when financial obligations are not met; loss of academic credit or grade imposed as a result of academic dishonesty.

Temporary Suspensions - If the Assistant Vice President of Student Services or his designated representative determines that the behavior of an individual is dangerous to the welfare of the persons and/or property on the College campus and that immediate removal from campus is necessary, the Assistant Vice President of Student Services or his or her designated representative, in consultation with the College President or his or her designee, may implement a temporary suspension. A student who is temporarily suspended must leave campus immediately. The student will not be allowed to return until date and time of a scheduled review initiated by the Assistant Vice President of Student Services.

Withdrawals - A student may choose to withdraw from the College when confronted with disciplinary action. If a student withdraws from the College or leaves college, the investigation will be completed. Based on the completion of the investigation, appropriate judicial action will be initiated. In situations where an investigation results in judicial proceedings, the former student will be notified and will be allowed to participate in the proceedings. However, in cases where the former student is unable to participate in the judicial proceedings, the proceedings will be completed in the absence of the individual.

TOBACCO USE POLICY

Policy:

It is the policy of Robeson Community College to comply with all applicable federal, state, and local regulations regarding tobacco use and to provide a learning and work environment that promotes productivity and the well-being of its students and employees.

Criteria:

1. The College recognizes that tobacco use in the workplace can adversely affect employees as well as students and other patrons. Accordingly, tobacco use is restricted at all of the College's facilities. Smoking /tobacco use, including smokeless tobacco products, is prohibited within 50 feet of any College building entrance, on balconies and porches, and within 50 feet of any building air intake grill.
2. Tobacco use is prohibited inside all College facilities and College vehicles. These products include but are not limited to cigarettes, cigars, cigarillos, pipes, hookahsmoked products, oral and smokeless tobacco products, electronic cigarettes, and any additional products that meet the definition of a tobacco product as defined by the U.S. Food and

Drug Administration. The President is responsible for implementing and monitoring tobacco use regulations, and all administrative and supervisory personnel are expected to enforce the regulations.

3. The tobacco use policy applies to employees, students, and visitors while on the College premises.
4. Employees, students and visitors are expected to exercise common courtesy and to respect the needs and sensitivities of individuals with regard to the tobacco use policy. Tobacco users have a special obligation to keep smoking areas litter-free and not to abuse break and work rules.
5. Complaints regarding tobacco use should be resolved at the lowest administrative level possible but may be processed through the College's grievance procedure. Employees and students who violate this policy will be subject to disciplinary action.
6. The College does not discriminate against individuals on the basis of their use of legal products, such as tobacco.
7. Employees may contact Student Support Center or information regarding the effects of tobacco use and the availability of smoking cessation programs.

This policy complies with the North Carolina Administrative Code, Title 23, Chapter 2, Sub-Chapter 2C, Section .0210 requirement as authorized by Section 115D of the NC General Statutes.

-----End of Policy-----

Student Government Constitution and Bylaws

- Student Government Constitution
- Bylaws

Student Government Constitution

Any student who runs for a SGA office must maintain a high standard for the school by upholding high standards and unquestionable personal conduct. Any student who has admitted to or been convicted of a felony is ineligible to run for an office or to remain in one of the elected offices. A prospective candidate for an office must be a full-time curriculum student. He/She must be free of any financial obligations to the College.

SGA Constitution Preamble

We, the students of Robeson Community College, in order to foster a spirit of cooperation among students and faculty, coordinate and regulate student activities, maintain a high standard for the school by upholding high standards and personal conduct, promote and encourage activities for the best interest of the school, and develop good citizens through experience in government, do hereby establish this constitution for the Student Government of Robeson Community College.

Article I-Names and Objectives of Organization

Section A

The organization shall be known as the Student Government Association. There shall be a smaller body, consisting of student representatives and officers, which shall be known as the Student Council.

Section B

The purpose of the organization shall be to foster a spirit of cooperation among students and faculty; to coordinate and regulate student activities; to maintain a high standard for the school by upholding high standards of personal conduct; to promote and encourage activities for the best interest of the school; to develop good citizenship through experiences in government.

Article II-Qualifications of Members

Section A

The members of the Student Government Association shall consist of all students enrolled in curriculum credit courses who pay an activity fee.

Section B

The members of the Student Council shall consist of one representative from each curriculum and the five elected officers.

Section C

The term of office for all members of the Student Council shall be one year.

Section D

There shall be a faculty advisor selected by the administration of the College.

Section E

The SGA Executive Committee members and SGA representatives must attend all meetings or have a legitimate excuse for not doing so. A member who does not attend regularly may be asked to resign the position.

Section F

If SGA representatives cannot be present at a meeting, with a legitimate reason, they must assign someone to attend in their place.

Article III-Officers, Their Election and Duties

Section A

The officers of the Student Government Association shall be elected by Australian ballot during the month of October.

Section B

The representatives shall be elected by SGA members of their specific curriculums.

Section C

The duties of President of the SGA shall be:

1. to acquire a working knowledge of parliamentary law and procedure and a thorough understanding of the constitution, bylaws, and standing rules of the organization;
2. to serve as chief executive officer of the organization;
3. to preside over all the meetings of the Executive Committee and the SGA;
4. to appoint, with the consent of two-thirds of the Executive Committee, all persons to fill the unexpired terms of elected officers, should vacancies occur;
5. to appoint, with the consent of the Executive Committee, the chairmen of all standing committees;
6. to serve as an ex-officio member of such committees if he/she so chooses;
7. to have knowledge of the records and monies of the organization;
8. to perform all other functions pertaining to the office;
9. to call periodic meetings of the Executive Committee and the Student Council at his/her discretion;

Section D

The duties of the Vice President of the SGA shall be:

1. to assume the duties of the President should the President, for any reason, be unable to meet his/her duties;
2. to fulfill any duties as delegated by the President;
3. to chair any important committee.

Section E

The duties of the Secretary of the SGA shall be:

1. to maintain the records of the SGA;
2. to serve as recorder of the Executive Committee;

3. to distribute a copy of the minutes of the Executive Committee and the SGA meetings to all members;
4. to assist in all other areas that the Executive Committee may deem desirable;
5. to inform all members of the time and place of scheduled meetings;
6. to file copies of records and minutes in the office of the faculty advisor;

Section F

The duties of the Treasurer of SGA shall be:

1. to receive monies from student-sponsored activities and to deliver these monies to the Business Office for deposit;
2. to keep a record of expenditures and receipts, and make a report of the finances at each meeting of the SGA.

Section G

The duties of the Parliamentarian of the SGA shall be:

1. to maintain parliamentary order at meetings of the SGA;
2. to serve as an advisor for any procedural problems;
3. to assist in all other areas that the Executive Committee may deem desirable;
4. to maintain adherence to the rules in the Robert's Rules of Order in all cases to which these are applicable, and in which they are not inconsistent with the bylaws of the SGA.

Section H

The duties of the representative of the SGA shall be:

1. to attend all meetings and to report to the students of their respective curriculum the proceedings of the SGA meetings;
2. to report to the Student Council any suggestions made by the students of his/her curriculum;
3. to participate in all student functions.

Article IV-Meetings of Organization

Section A

The Student Council shall meet whenever it is necessary in order to carry on the business of the SGA. The President of the SGA shall call the meetings and shall be responsible for giving proper notice to all members of the Student Council.

Article V-Amendments

Section A

An amendment to this constitution may be adopted by a three-fourths vote of the student body present and voting.

Bylaws

Article-I Qualifications and Election of Officers

Section A

The President of the Student Government Association shall be any first year student of a two-year curriculum who is enrolled full-time.

Section B

The Vice President of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section C

The Secretary of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section D

The Treasurer of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section E

The Parliamentarian of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section F

The election of all officers of the SGA, except the President of the SGA, shall be held in October. The elections shall be decided by a majority of the votes cast.

Section G

To run for an office, a candidate must have signatures of at least 10% of the voting membership.

Section H

Installation of officers and representatives will take place at an assembly within two weeks after their election to office.

Section I

To run for an office, a student must have a minimum GPA of 2.0 and maintain this minimum GPA during his/her term of office. An incoming freshman who has not earned a GPA, must earn it by the end of his first semester and maintain a GPA of 2.0 to remain in office. Failure to maintain a 2.0 GPA will result in replacement of an officer with appointment of a new officer by the means prescribed in Article III, Section C, Item 4.

Article II-Rules

The rules contained in Robert's Rules of Order shall govern in all cases to which they are not inconsistent with these bylaws.

Article III-Amendments

These bylaws may be amended at any regular or special meeting by a vote of two-thirds of the members present and voting, provided previous notice has been given in calling the meeting.

Article IV-Committees and Their Rules

Section A

There shall be an Executive Committee consisting of the five officers of the SGA. The duties of the Executive Committee shall be as follows:

1. to plan the agenda, time and place of meeting;
2. to call special meetings upon petition of a majority of members;
3. to interpret the constitution;
4. to maintain close liaison with the school administration and with the Student Council advisors.

Section B

There shall be a Constitution Committee, the duty of which shall be to review the constitution periodically and to propose any changes deemed necessary.

Section C

There shall be a Publicity Committee, the duty of which shall be to inform all students of the Student Government activities.

Section D

There shall be an Activities Committee, the duty of which shall be to plan activities to help promote school spirit.

Section E

There will be an SGA suggestion box in the Student Lounge at all times. Therefore, SGA will know where SGA improvements are needed.

Section F

If the SGA Executive Committee and SGA representative feel that a member of the SGA is not fulfilling his/her duties, they will, therefore, vote and if the majority feels the same, the person will be asked to give up this position.

Financial Assistance

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

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

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

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

Robeson Community College accepts the Free Application for Federal Student Aid (FAFSA). Students can apply online at: www.fafsa.ed.gov [opens in a new tab].

Unofficial Withdrawal

An unofficial withdrawal is defined as a student who does not successfully complete any of their courses (receives all F grades or WF's), stopped attending classes, and/or did not complete any course work as of the 60% point of the semester or summer term without officially withdrawing from the College, as required. An unofficial withdrawal may be required to repay up to 50% of the financial aid received for the term.

Students who never attend class will not have a balance, therefore no charges pertaining to student tuition and fees will exist on account.

Students who stop attending all of their classes are required to officially withdraw from the College.

Return of Title IV Policy

Return of Title IV

Return of Title IV (R2T4) is a federal regulation that defines the treatment of Federal Student Aid (Title IV) funds when a recipient of those funds cease to be enrolled prior to the end of a payment period or period of enrollment. R2T4 regulations require Robeson Community College to determine the earned and unearned Title IV aid a student has earned as of the date the student ceased attendance (withdrawal date). If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned to the Department of Education (Dept. of Ed.). Monies returned to the Dept. of Ed. may result in a balance owed at Robeson Community College.

What This Means for Students

Balances owed to Robeson Community College must be repaid in order to receive a degree, diploma and/ or certificates as well as an official academic transcript. In addition, students with outstanding balances are not eligible to register for classes or to receive further Federal Student Aid funds until their accounts have been resolved. Furthermore, delinquent unpaid balances may be turned over to the NC Department of Revenue and/or a collection agency pursuant to State Law (G.S. 143-553).

Grants

Federal Pell Grant

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

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

To complete a FAFSA, applicants must complete the online FAFSA application at www.fafsa.ed.gov [opens in a new tab].

Do not submit more than one application per school year.

The Federal Pell Grant Processing Center will email to the applicant, at the address listed on the form, a document called a "Student Aid Report". The report determines need.

For an applicant to receive any type of federal and/or state funds, students must complete all the verification and validation requirements. RCC must be listed as a school the applicant plans to attend. **The college's school code is: 008612.**

Processed forms received by the Financial Aid Office before May 30 will be processed in time for the applicant to complete fall early registration. The applicant must not owe a refund for grants previously received for educational purposes. The applicant must maintain Satisfactory Academic Progress (see Academic Policies and Procedures).

Need more information on Federal Student Aid?

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

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

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

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

State Scholarships

North Carolina Community College Grant (NCCCG)

North Carolina Education Lottery Scholarship (NCELS)

Legal residents of North Carolina accepted for enrollment in an undergraduate program of study may apply.

These programs are administered through the NC State Education Assistance Authority by College Foundation, Inc. For more information visit College Foundation of North Carolina at www.CFNC.org [opens in a new tab].

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

To be eligible for a Federal SEOG, the student must be enrolled or accepted for enrollment on at least a half-time basis and making satisfactory progress in the course of study he or she is pursuing. The student must be a United States citizen or a permanent resident. Students must complete and submit the Free Application for Federal Student Aid at www.fafsa.ed.gov [opens in a new tab].

Employment

Federal Work-Study Program

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

Scholarships

Robeson Community College offers both need based and non-need based scholarships. Students who wish to apply for RCC Scholarships should contact the RCC Financial Aid Office.

Scholarships are provided by the following:

Wells Fargo	Two scholarships @ \$500 each
Sprint Telephone	Two scholarships @ \$550 each
Community College Grant Scholarships	Awards and amount vary each semester
Duke Energy	One scholarship @ \$550

Scholarship Loans

Nurse Education Scholarship Loan Program (NESLP)

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

Recipients must execute a Promissory Note. Recipient enters into a contract with the State of North Carolina to work full time as a licensed nurse in North Carolina. A minimum of six months consecutive full-time employment with one employer is required to qualify for service cancellation. Loans not repaid through service must be repaid in cash. The interest rate for cash repayment is 10% from the date of disbursement.

For more information: Contact the Financial Aid Office.

North Carolina Nurse Scholars Undergraduate Program (NSP)

Funded by the North Carolina General Assembly, this academic, merit-based scholarship/loan program (financial need is not a consideration) assists individuals interested in earning a Degree in Nursing. The Scholarship/loan amount is \$3,000.00 per year with an aggregate total of \$6,000.00 for two years of study (Associate Degree).

For an Application Contact:

The North Carolina State Education Assistance Authority, Attention: Nurse Scholars Program, P.O. Box 14223, Research Triangle Park, NC 27709-4223 or Online at www.CFNC.org [opens in a new tab].

Southeastern Regional Medical Center Loans

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

Other Programs

Childcare Assistance Grant

Robeson Community College provides childcare assistance to a limited number of students for payment of childcare services. Depending on the availability of funds provided by the State of North Carolina, students may qualify for full or partial payment of monthly childcare services. To meet eligibility guidelines for childcare assistance, students must qualify for the maximum Pell Grant award for the current school year and be continuously enrolled in 12 hours or more of traditional daytime/evening classes. Reimbursements will be vendors after services are rendered. For more information, contact the Financial Aid Office.

Dependents and Survivors Educational Assistance

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

National Guard Tuition Assistance Program

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

North Carolina War Orphan Program

The North Carolina War Orphan Program provides funds to institutions for the waiver of tuition for children of totally disabled or deceased North Carolina war veterans. Veterans must be 100 percent disabled and their disability does not necessarily have to be war related. For more information please visit the website at www.nc4vets.com/nc-programs [opens in a new tab].

Veterans Educational Benefits

There are several educational programs for those service men and women once they leave the military and enter civilian life: New G.I. BILL (CHP. 33), REAP (CHP. 30), NEW SELECTED RESERVE (CHP. 1606), ACTIVE DUTY EDUCATIONAL ASSISTANCE PROGRAM, DEPENDENT'S EDUCATIONAL ASSISTANCE (CHP. 35).

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

Vocational Rehabilitation for Disabled Veterans

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

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

Periods of eligibility is up to twelve (12) years after date of notification of entitlement to VA compensation. Up to 48 months of rehabilitation and assistance may be authorized. Contact Veterans Affairs at <http://www.va.gov/vaforms/formdetail.asp?FormNo=28-1900> [opens in a new tab] for an application.

Vocational Rehabilitation

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

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

Application Procedure: For more information on services or eligibility, contact your local Vocational Rehabilitation Office, or write to the NC Division of Vocational Rehabilitation

Services, P.O. Box 26053, 803 Ruggles Drive, Raleigh, NC 27611- 6053 or call at (919) 733-3364. General information may be received from the Counseling and Career Center at Robeson Community College.

Lumbee Regional Development Association (LRDA)

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

Telamon Corporation

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

Workforce Investment Act (WIA)

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

Veteran Services

For the Veteran Affairs Office to operate effectively, it is essential that each veteran/dependent becomes knowledgeable of certain operating procedures.

This section of this publication is designed to explain some of those procedures. Veterans are urged to become completely knowledgeable of its contents.

It is important for each veteran to know how he/she is certified to the VA in order that he/she may carry the proper credit or contact hour load to receive the benefits he/she expects. Each type of certification will be explained below. The Veteran Affairs Officer can answer specific certification questions.

In some cases, veterans/dependents may take electives to meet the necessary credit or contact hour load required to be full-time. Veterans/Dependents should see the Veteran Affairs Officer before the semester begins or during registration to insure that they have the correct number of credit hours or contact hours.

Veterans/Dependents receive a monthly benefit only after they have attended school for that month.

Certification of Attendance

Veterans who receive Chapter 30, 1606 or 1607 benefits must certify their attendance at the end of each month. Monthly certification is required and can be done online through the WAVE system at www.gibill.va.gov [opens in a new tab] or by phone at 1-877-823-2378. This process must be completed to initiate monthly payments.

Certification Categories for Veterans

Associate in Applied Science Degree. Veterans/Dependents in these categories are certified to the Veterans Administration on a credit hour basis. The VA requires a minimum of 12 credit hours for full-time benefits. Three-quarter time would be a minimum of 9 credit hours, and half-time would be a minimum of 6 credit hours. Less than 5 credit hours qualifies the veteran/dependents only for tuition and fees.

Attention Veterans/Dependents: According to the Code of Federal Regulations, remedial courses may not be certified for payment if they are offered as independent study, distance/online learning, or hybrid course delivery. Each semester, Robeson Community College offers a selected number of remedial courses that a veteran student may enroll in that meets the eligibility requirements for payment. For more information, check with the Counseling and Career Services Office.

Change of Program

There are occasions when a veteran/dependent may complete a curriculum and enroll into another curriculum during the school year. When this happens, the veteran/dependent should report to the Veteran Affairs Office and complete VA form 22-1995 or 22-5495. Also, if he/she transfers to another school, the school to which he/she is transferring will assist in the completion of this form.

Satisfactory Academic Progress

Satisfactory academic progress is the same for veterans/dependents and non-veterans. All students must maintain satisfactory academic progress as set by the policy of RCC. All students on warning and/or academic probation are reported to the VA Office each semester. Veterans Affairs tutorial assistance is available if you are receiving VA educational assistance at the half-time or greater rate and have a deficiency in a subject making tutoring necessary, REAP cannot use these services. Apply at <http://www.vba.va.gov/pubs/forms/BA-22-1990t-ARE/pdf> [opens in a new tab].

Records of Progress

Records of progress are kept by this institution on veteran/dependent and non-veteran students alike. Progress records are available to students, veterans, and non-veterans alike, at the end of each scheduled term.

Student Status

If a veteran/dependent increases or decreases his/her registered semester credit hours, VA form 22-1999B must be completed by the Veteran Affairs Officer. The veteran/dependent must notify the Veterans Affairs Officer of all schedule changes.

Termination

The Veteran Affairs Officer must be notified immediately if a veteran/dependent withdraws from school. The veteran/dependent is responsible for this information reaching the Veteran Affairs Officer promptly.

Veterans/Dependents who are terminated to the Veterans Administration for pay purposes for unsatisfactory progress and/or conduct must go through counseling before they can be reinstated for pay purposes.

Veterans/Dependents who are terminated to the Veterans Administration due to absences during any part of the term may not be reinstated for pay purposes until the beginning of the next term unless there are extenuating circumstances causing the absences that are beyond the control of the veteran/dependent. Veterans/Dependents whose pay is terminated to the Veterans Administration because of unsatisfactory attendance, need not go through counseling to be reinstated at the beginning of the next term.

RCC Foundation Scholarships

Scholarships are established with gifts from donors to the Robeson Community College Foundation and are either endowed or non-endowed. Endowed scholarships are generated through the investment of permanently held principals so that only the income from the principal is used for scholarship awards. This enables the scholarships to exist perpetually. Non-endowed scholarships are those for which all funds are dispersed as scholarships rather than held as long-term investments. These scholarships are commonly referred to as "annual scholarships."

Criteria for awarding scholarships are specified by the donor in conjunction with Foundation staff. Foundation scholarships are awarded for the Fall and Spring semesters, subject to the availability of funds. Scholarships are subject to change without notice. Students should contact the Robeson Community College Foundation Office for more information.

Earl and Joyce Antone Endowed Scholarship

Established in 2003 through a gift of real estate by former RCC Foundation Board member Earl Antone and his late wife Joyce, a retired educator, this scholarship supports second year Robeson County students in any curriculum program.

I. Murchison Biggs Family Endowed Scholarship

Established in 2006 by the I. Murchison Biggs Family, the Murchison Biggs Family Endowed Scholarship honors the memory of former College attorney "Murk" Biggs and supports students who are Robeson County residents.

BB&T Endowed Scholarship

Established originally in 1994 by Southern National Bank whose merger with Branch Banking and Trust allowed the latter to complete the endowment, the earnings can be used by the RCC Foundation for its General Scholarship Fund, the Hector McLean Program of Public Affairs, Humanities and Cultural Art, or to provide a scholarship each year to first or second-year students enrolled in an Associate in Arts program.

BB&T Finance Professionals Endowed Scholarship

This scholarship was established in November 2008 by BB&T to support students pursuing a career in the field of finance upon graduation. This merit based scholarship will be awarded to students who have completed a minimum of 24 credit hours and who are enrolled in College Transfer or Business Curriculum programs.

Sarah M. Britt Endowed Scholarship

Established in 2007 by Mrs. Sarah Britt, who was a Business instructor at the college from 1966-1994, this scholarship will be awarded to qualifying students enrolled in the Business Administration program.

Henry M. & Helen W. Callis Endowed Book Fund

Established in December 2001 by RCC's 2001 Teacher of the Year, Mary Ash, and her husband, Andrew, along with her siblings, Kenneth and Ruth Ann Butler; Ralph and Donna Callis; Marshall and Alvetta Callis; Reed and Minde Callis; Martha Callis; and Robert Reed and Susie Callis in honor of their parents, Henry M. and Helen W. Callis. This scholarship supports the cost of books for students in curriculum programs.

Campbell Soup Supply Company Endowed Scholarship

The Campbell Soup Supply Company Endowed Scholarship was established by the company in 2010 to support students enrolled in the Electrical/Electronics, and Industrial Systems Technology programs.

The Charles V. Chrestman Spring RCCAEOP Scholarship

This scholarship was established by members of Robeson Community College Association of Educational Office Professionals. Student must have declared a course of study in a RCC business related curriculum program (Business Administration, Information Technology, Medical Office Administration or Office Administration) and currently enrolled at least half-time (6 hours) for the current semester. The student must be a Robeson County Resident, have an overall 3.0 or higher GPA in an area of study, be active in RCC student activities, and have completed 24 credit hours in a business related curriculum.

James A. Comstock Memorial Scholarship

The James A. Comstock Memorial Charitable Trust has helped expand an interest in the Electrical Installation and Maintenance, Industrial Electrical Systems Technology, and Industrial Systems Technology programs in our community and supports scholarships in these programs if funding is available.

Lanadika Nicole Cooper Endowed Scholarship

Established in August 2014 by Shelly and Delorean Jacobs in memory of their daughter, Lanadika Nicole Cooper, that lost her life at the age of 10 from the flu. Their goal is to help kids financially attend college with the same dreams Lanadika had. This scholarship is to be awarded to someone enrolled in the Criminal Justice Technology Program.

David and Michelle Cox Endowed Nursing Scholarship

Established in 2009 by David and Michelle Cox, this annual scholarship supports students enrolled in the Associate Degree Nursing program.

Sammy and Onita Cox Endowed Nursing Scholarship

RCC Trustee and Foundation Board member Sammy Cox established this scholarship in May 1998 to honor his wife Onita Cox. Mrs. Cox is a graduate of Robeson Community College's Associate Degree Nursing program. This endowment funds annual scholarships in support of students enrolled in the Associate Degree Nursing program.

Ray Garrett Deese Endowed Scholarship

Shunda Deese and Betty Todd established this scholarship in 2011 in memory of Ray Garrett Deese. This scholarship supports students pursuing a culinary degree and give preference to students who are Veterans or active duty military.

The Early Childhood M.A.L.E. (Men Achieving Leadership Excellence) Scholarship

The Early Childhood M.A.L.E. (Men Achieving Leadership Excellence) Scholarship was established in 2014 by the Faculty & Staff of the Early Childhood Department. This scholarship was established to assist males enrolled in the Early Childhood Program, and recipients of this scholarship must maintain a 2.5 GPA.

Charles F. and Betty C. Edens Endowed Scholarship

This scholarship was established in 2003 by longtime friends of the College, Betty C. Edens, and her late husband, Charles F. Edens and supports Robeson County students with a minimum of 30 credit hours in a curriculum program.

Four Winds Heritage Group Golf Tournament Scholarship

The Four Winds Heritage group independently and throughout the year sponsors events and programs to enhance the Saddletree community. During the spring the heritage group hosts its annual golf tournament. The proceeds from the tournament are earmarked specifically for scholarships. The heritage group made the decision to partner with the RCC Foundation and award their scholarship to a deserving RCC student. The club truly believes that education is the key to success. The scholarship is tailored for any student who presents a financial need and who is a St. Pauls or Lumberton High School graduate.

Gail O. Gane Respiratory Therapy Endowed Scholarship

Established in 2012 in memory of Gail O. Gane by her family, friends, and co-workers; this endowment supports students who are pursuing a degree in Respiratory Therapy and have a minimum GPA of 3.0.

Dwight & Gail O. Gane/Kiwanis of Robeson-Lumberton Annual Scholarship

Established in 2013 in memory of Gail O. Gane, this scholarship was established by the Kiwanis of Robeson-Lumberton to help the educational needs of Lumberton/Robeson County residents who attend Robeson Community College. It assists students who are enrolled in the Respiratory Therapy program.

Golden Living Center Nursing Scholarship

This scholarship was established by the Golden Living Center of Lumberton for students pursuing a degree in nursing who present a financial need.

Erich Von Hackney Basic Law Enforcement Training Incentive Annual Scholarship

Established in 2006 by City Councilman Erich Von Hackney, this scholarship is awarded to students enrolled in the Basic Law Enforcement Training program.

Eula Mae Harrell Endowed Scholarship

Established in March 2001 by Lavendar Locklear in memory of Eula Mae Harrell, the earnings from this endowment are used to fund students who are enrolled in the Office Systems Technology or Business Administration curriculums with exceptional academic merit.

Marilyn Suggs Humphrey Annual Scholarship

Established in 2008 by Dr. J.C. Humphrey, former Public Schools of Robeson County Administrator, in memory of his wife, the late Marilyn Suggs Humphrey, this scholarship provides support to students enrolled in the Business Administration Program who have completed a minimum of 30 semester hours.

Edna Trinity Mazell Hunt Memorial Scholarship

Established in 2015 by Clifton Oxendine, a faculty member at Robeson Community College, in honor of his niece Edna Trinity Mazell Hunt for students in the Early Childhood program who are single parents and present a financial need.

James B. & Evelyn Johnson Kirkland Early Childhood Endowed Scholarship

Mrs. James B. Kirkland established this endowment to honor his wife Evelyn Kirkland for her contribution to early childhood education.

Kiwanis of Robeson - Lumberton/J. Luckey Welsh, Jr. Health Science Annual Scholarship

This scholarship was established by the Kiwanis of Robeson to help the educational needs of Lumberton/Robeson County residents who attend Robeson Community College. In 2005 the scholarship was renamed in honor of Kiwanis' Charter Member J. Luckey Welsh, Jr. It assists students enrolled in Health Science programs.

Emma Lee Locklear Scholarship

This scholarship was established by RCC Trustee Emma Lee Locklear in 2011 to help the educational needs of Robeson Community College students.

Vicki L. Locklear Scholarship

This scholarship was established by Robeson County Register of Deeds, Vicki L. Locklear, in 2010. This scholarship was created to assist with student scholarships and/or RCC Foundation needs.

Lumbee Guaranty Bank Endowed Scholarship

Established in 2008, the Lumbee Guaranty Bank Endowed Scholarship supports eligible students studying Business Administration, Office Administration Technology, or Computer Technology.

Lumbee River Electric Membership Corporation Endowed Scholarship

Established in 1999 by Lumbee River Electric Membership Corporation General Manager Ronnie Hunt, who was also a former RCC Foundation Board Member, this scholarship is awarded to a student in the Electrical Systems Technology curriculum program.

Lumberton Rotary Club Memorial Annual Scholarship

Established by the Lumberton Rotary Club to help the educational needs of Robeson Community College students, this scholarship assists graduates of Lumberton High School enrolled in a health related program that will lead to an associate degree.

Lumberton Tourism Development Authority DBA Lumberton Visitor's Bureau Annual Scholarship

This scholarship was established to support students enrolled in the Office Systems Technology or Business Administration Curriculum who are Lumberton residents and who plan to work in Lumberton after graduation.

M&M Annual Scholarship

Lisa O. Hunt and Brenda K. Jacobs, Robeson Community College employees, established this scholarship in 2012 in memory of their mothers, Mary Jane Locklear Scott and Margie J. Oxendine.

Minority Male Achievement Program Annual Scholarship

Established in 2015 by the MMAP for members of the MMAP who maintain a 2.5 GPA with financial need.

Henry A. & Martha B. McKinnon Endowed Scholarship

The Henry A. & Martha B. McKinnon Endowed Scholarship was established in January 2012 by an estate gift. Students must have a minimum of 15 semester hours in a curriculum program, be enrolled in 9 or more credit hours in the current semester, have a 2.5 or higher GPA, have financial need and must be a legal resident of Robeson County.

John Luther & Isabelle Gray McLean Endowed Scholarship

Established in January 1997 by the McLean family, this scholarship supports students with a minimum of 30 credit hours in a curriculum program.

John "Taylor" McMillan Endowed Scholarship

The John "Taylor" McMillan Endowed Scholarship was established in 2013 by the administrators of Parkton Presbyterian Church and Parkton Methodist Church. To qualify for this scholarship, students must be Robeson County residents, have a financial need, be a full-time student and have a 2.5 or higher GPA.

Pat "Tickie" McNeill Art Endowed Scholarship

Family and friends of longtime RCC art instructor Pat "Tickie" McNeill established this scholarship in her memory in 2004. The scholarship will provide assistance for students who have an appreciation for art.

Metzger Early Childhood Education Endowed Scholarship

This scholarship was established in 2007 by Donald E. Metzger and his wife Linda in order to support Early Childhood Education students who do not receive federal Pell Grant support.

Dr. J. Irvin and Anne Moss-Biggs Endowed Scholarship

Established through a gift of stock by former RCC Foundation Board Member, Anne Moss-Biggs, in June 2001 in memory of her husband, Dr. J. Irvin Biggs, this scholarship supports Robeson County students with a minimum of 30 credit hours in a curriculum program.

Dr. J. Irvin & Anne Moss-Biggs Culinary Endowed Scholarship

Established in 2005 by former RCC Foundation Board Member, Anne Moss-Biggs, in 2005 in memory of her husband, Dr. J. Irvin Biggs, this scholarship provides support to students who are enrolled in the Culinary Program.

Raymond & Shirley Pennington Endowed Scholarship

Established in February 2008 by Ray & Shirley Pennington, this scholarship supports students pursuing an Associate's Degree in Early Childhood Education.

PIKA Boys-Chapel Hill Annual Scholarship

The PIKA Boys Scholarship was established through the generous donation of the PIKA Boys-Chapel Hill during the Foundation's 29th Annual Clifford Bullard Memorial Golf Tournament.

Julian T. Pierce Memorial Fund Endowed Scholarship

This scholarship was established in 2013 through the partial proceeds of the 1st Annual Julian T. Pierce Memorial Art Dinner in honor of Julian T. Pierce. Pierce was a civil rights activist and founder of Lumbee River Legal Services in Pembroke, which is now the North Carolina Legal Aid. The Pierce Scholarship goes to an outstanding student from Robeson County with a financial need.

Bullard Restaurant Group-Drew & Clif Bullard Endowed Scholarship

This scholarship was created through the generous donation of the Bullard family. Student must be enrolled in the Culinary Arts program or Business Administration program, be enrolled in 12 credit hours or more, and have a 2.5 or higher GPA.

Dr. J. Graham Pittman Endowed Scholarship

Dr. Hal Pittman and his wife, Dr. Timona Pittman, established this endowment in 2000 in memory of their brother and brother-in-law, Dr. J. Graham Pittman of Fairmont, NC. Preference is given to students who are enrolled in the College Transfer curriculum.

Gary N. Powers Endowed Scholarship

This scholarship was established in 2007 in memory of Mr. Gary N. Powers by his family and is designed to assist curriculum program students who are residents of Robeson County.

Evelyn M. Price Endowed Scholarship

Established in December 2005 by Robeson Community College Foundation Board member and retired Fashion Bar owner, Evelyn Price, this scholarship supports students who are enrolled in 9 or more credit hours.

Lillie "Marcella" Rachels Endowed Scholarship

Established in 2008 by Ms. Rachel's daughter, Mary Proctor, and the Rachels family, this scholarship supports students enrolled in a Nursing/Health Science curriculum or Nurse Aide program. Students must maintain a minimum 2.5 grade point average to receive this scholarship.

Ray V. and Ann Revels Endowed Scholarship

This scholarship was established in 1999 by former faculty and RCC Trustee Board member, Ann Revels, in memory of her husband. Mr. Revels was a charter member of the RCC Foundation Board of Directors. Mrs. Revels was the first faculty member hired to teach at Robeson Community College. This scholarship supports students with a minimum of 30 credit hours in a curriculum program.

Robeson Community College Association of Educational Office Professionals Student Scholarship

Established by members of the Robeson Community College Association of Educational Office Professionals Chapter. This scholarship is designated to second year business students who have declared a course of study in a RCC business technology related curriculum program, is enrolled at least half-time, and has an overall 3.0 or higher GPA .

Robeson Community College Foundation High School Scholarship

Provided there are adequate funds, the RCC Foundation Board of Directors awards scholarships to a graduating senior from each high school in Robeson County including the adult high school on our campus. Students apply at their respective high schools, are selected by their principal or committee and awards are provided upon successful enrollment at the College.

John & Vista Robertson Endowed Scholarship

Established in 2015 by Johnny Robertson, Foundation Board Member, and his brother Jeff to honor the life and contributions of their parents. The scholarship is for students in a health related field with a career interest in palliative care.

Robeson County Home Builders Association Endowed Scholarship

Established in 2011 by the Robeson County Homebuilders Association and its members, this scholarship will be awarded to qualifying students enrolled in Business Technology, Industrial Technology, or a College Transfer program.

Dr. & Mrs. A.J. Robinson Nursing Scholarship

This scholarship honors the memory of Dr. Arthur J. Robinson and was established by the medical community in Lumberton in 1999 for students enrolled in the Associate Degree Nursing Program. Dr. Robinson earned a Bachelor of Science degree in Chemistry and Biology from Lincoln University in Pennsylvania and his medical degree at Howard University Medical School. After his internship he moved his family to Lumberton where he established his medical practice, treated prisoners, served as medical director for recreation and education programs, served as director of the Cancer Institute and was a member of the medical staff at Southeastern Regional Medical Center.

Florence G. Rogers Charitable Trust Annual Scholarship

Established in February 2000 by administrators of the Florence Rogers Charitable Trust, this scholarship provides assistance to Health Science students who demonstrate financial need with first preference to students from Cumberland County.

Florence G. Rogers Charitable Trust Book Fund Annual Scholarship

Established in April, 2005 by administrators of the Florence Rogers Charitable Trust, this scholarship provides textbook assistance to Health Science Students who demonstrate financial need with first preference to students from Cumberland County.

Clyde and Charlotte Sessoms Endowed Scholarship

A General Scholarship for first or second year students, this scholarship was established in 1996 by former RCC Foundation Board member Clyde Sessoms and his wife.

Lee Sessoms Endowed Scholarship

This scholarship was established in 2012 by the friends and family of Mr. Leroy Sessoms who was a long-time employee of Robeson Community College. This scholarship supports Lumberton High School graduates who are in financial need and have a minimum GPA of 3.0.

Tupac Amaru Shakur Foundation's Rosa Belle Williams Endowed Scholarship

Established in 2003 by Ms. Afeni Shakur-Davis, CEO and President of the Tupac Amaru Shakur Foundation, this scholarship was endowed in memory of Ms. Shakur- Davis' mother, and her late son's grandmother, Ms. Rosa Belle Williams. Ms. Williams was born in Lumberton, NC. This scholarship supports Lumberton resident students in curriculum programs.

Lucy B. Simmons Business Administration Endowed Scholarship

This scholarship was established in 2009 in honor of Mrs. Lucy B. Simmons, a former English instructor at Robeson Community College and former educator for Lumberton City Schools and the Public Schools of Robeson County.

Smithfield Learners to Leaders Endowed Scholarship

Established in 2008 by the Smithfield Foods Learners to Leaders Program, this endowment provides scholarships to students who have participated in the high school Learners to Leaders Program and enroll at Robeson Community College. Each student will receive a scholarship for tuition, fees and expenses along with an allowance for books.

St. Albans Masonic Lodge #114 Endowed Scholarship

This scholarship was established in 2006 by members of St. Albans Masonic Lodge number 114 in Lumberton and supports Robeson County students who are enrolled in the College Transfer curriculum.

The Staffing Alliance Workforce Development Scholarship

The Staffing Alliance Workforce Development Scholarship is designated to assist students taking continuing education courses through the Workforce Development Center. This scholarship was created through the generous donation of The Staffing Alliance during the Foundation's 28th Annual Clifford Bullard Memorial Golf Tournament.

Commissioner Jerry L. Stephens, Sr. EMS Endowed Scholarship

Established in 2009 by County Commissioner District I, Jerry L. Stephens in honor of Jerry L. Stephens Sr., this scholarship supports students studying Emergency Medical Services.

Trinity Episcopal Church Women's Allied Health Annual Scholarship

Established in August 2006 by Trinity Episcopal Church Women's Group, this scholarship is designated to assist students in the Health Science field.

Bill & Mayme Tubbs Presidential Endowed Scholarship

Established in 2010 by Bill & Mayme Tubbs, this scholarship supports students pursuing an Associate's Degree. Criteria for this scholarship is chosen by the College president.

James Turner BLET Annual Scholarship

The James Turner BLET annual scholarship was established by the Red Springs Rotary club scholarship board. The scholarship was created to honor Mr. James Turner who was an avid police department volunteer.

Lumberton Lions Club Workforce Development Scholarship

The Lumberton Lions Club Workforce Development scholarship was established by the Lumberton Lions Club in 2016. The scholarship supports students in the Workforce Development programs, and the student must be a Robeson County resident.

RCC Alumni Annual Scholarship

The RCC Alumni annual scholarship was established by the RCC Alumni Executive Committee. Funding is acquired through fundraising efforts and Alumni membership dues. First preference is given to Active RCC Alumni who wish to further their education.

Ronald "Ron" G. Turbeville Nursing Endowed Scholarship

Established in February 2006 by Ron's sister, Lynda Turbeville, this memorial scholarship provides assistance to first or second year Health Science students who demonstrate financial need. Preference is given to middle-aged students in the Associate Degree Nursing curriculum.

Two Hawk Employment Services Annual Scholarship

This scholarship was created through the generous donation of Two Hawk Employment Services during the Foundation's Annual Clifford Bullard Memorial Golf Tournament. This scholarship is designated to assist students taking continuing education courses through the Workforce Development Center.

Rendal and Mary Lynn Walters Endowed Scholarship

This scholarship was established in 1997 by former RCC Foundation Board member and Vice president of Contemporaria Fabrics, Inc., Mr. Rendal Walters and his wife. This scholarship supports students in a curriculum program.

Evelyn P. Warwick Endowed Scholarship

This scholarship was established in November 1999 by Charles Warwick in honor of his wife Evelyn and assists student heads of household with minor children.

Karen Weinstein Endowed Scholarship

Established in 2008 by former North Carolina Senator David F. Weinstein in memory of his wife Karen, this scholarship supports students enrolled in the Cosmetology Program. It was also established in honor of Hilda McNeill and Cathy Fipps.

Wellington Mathematics Education Endowed Scholarship

Established by former Foundation Board Member and former RCC Board of Trustees Member Tommy Wellington and his wife, Joyce, this scholarship is designated to first or second year students who are pursuing a degree in Mathematics Education.

Bill & Sue Wester Endowed Scholarship

Established in May 2006 by RCC Board of Trustees Member, Sue Wester and her husband Bill, this scholarship supports students in Diploma Programs.

Bruce Williams Endowed Scholarship

This scholarship was established in 1990 by Southern National Bank employees in honor of Bruce Williams, President and Chief Operations Officer of Southern National Bank of North Carolina, and former RCC Foundation Board Member. This scholarship supports students in a curriculum program.

Eliza and Fred G. Williams, Jr. Endowed Scholarship

Established by RCC's second president, Fred Williams, and his wife Eliza Williams, in 1999 to reflect their belief the value of the institution to our community, this scholarship supports educational needs identified through the College and approved by the Foundation Board of Directors. It also helps to support the President's Academic Scholarships each semester as funding permits.

Millie Ann Wooten-Powers/Rosa P. McLellan-Thomas Endowed Scholarship

Established in 2009 by Dr. Gust D. Davis, Jr. in honor of his wife Afeni Shakur-Davis, grandmother and greatgrandmother, this scholarship supports students pursuing study in Business Administration, Early Childhood Education or Computer Information programs and any future programs in Organic Farming; with preference to single mothers over the age of 40 who are displaced workers.

William M. Espey Memorial Annual Scholarship

This scholarship was established in 2014 by Thomas and Annie Espey in memory of their son, William M. Espey.

Jeremiah M. Goodson Jr. Memorial BLET Scholarship

This scholarship was established in 2016 by Lumberton City Councilman, Burnis Wilkins, in memory of Jeremiah M. Goodson, Jr. This scholarship supports students in the Basic Law Enforcement Training program.

Dr. Mark O. Kinlaw Endowed Scholarship

This scholarship was established by faculty and staff at Robeson Community College to honor long-time employee, Dr. Mark O. Kinlaw.

Robeson Technical Works Endowed Scholarship

This scholarship was established in 2016 to assist students enrolled in the Electrical Systems Technology program and the Industrial Systems Technology program. Robeson Technical Works is a partnership comprised of area industrial employers, business leaders, Southeastern Human Resources Association members, educators and several other groups and individuals.

Drs. Joseph & Annette Burke Endowed Scholarship

The Drs. Joseph & Annette Burke Endowed Scholarship was established in 2015 by Dr. Joseph Burke and Dr. Annette Burke.

BlueScope Annual Scholarship

The BlueScope Annual Scholarship was established by BlueScope Steel in 2014 to assist pursuing degrees in Industrial Systems Technology or certificates in the Welding program.

Business-Accounting Faculty Annual Scholarship

The Business-Accounting Faculty Annual Scholarship was established by the RCC Business & Accounting faculty to assist students in the Accounting and Business Programs.

Patricia M. Terrell Book 'Em NC Scholarship

This scholarship was established in honor of Patricia M. Terrell. Recipients of this scholarship are required to complete community service by working with the Book 'Em NC event that is held on the campus of RCC.

Marilyn H. Threewitts Endowed Scholarship

Al Threewitts established this scholarship in memory of his wife, Marilyn H. Threewitts.

Linda B. Hammond Scholarship

This scholarship, established in honor of Linda B. Hammond by Charles and Jessica Hammond, helps a female student who present a financial need and plans to transfer to a 4-year institution.

Vicky and Bill Hunt Annual Scholarship

This scholarship, established in 2016 by Lorisa Strong, a Robeson CC Graduate, is for fully admitted nursing students. Ms. Strong was a Foundation scholarship recipient and chose to give back to the college to assist others with books and tuition.