

General Catalog

Robeson Community College



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Notes

ROBESON COMMUNITY COLLEGE

5160 Fayetteville Road
Post Office Box 1420
Lumberton, North Carolina 28359
Phone: (910) 272-3700 • Fax No.: (910) 272-3328
Web Address: www.robeson.edu

General Catalog 2008-2009 Volume XXXIX

Robeson Community College is a tax-assisted, two-year public institution. The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone Number 404-679-4500) to award the associate degree. Most programs offered by the College have been approved for the enrollment of eligible veterans. RCC is also accredited by the North Carolina Board of Nursing, Commission on Accreditation of Allied Health Education Programs, Joint Committee for Respiratory Therapy Education, Accreditation Review Committee on Education in Surgical Technology, and the North Carolina Board of Cosmetic Arts and Redken Laboratories in New York, New York.

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

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

GREETINGS

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

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

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

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



Charles V. Chrestman, Ed.D.
President

DIRECTORY OF CORRESPONDENCE

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

For Information About:

Write To:

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

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

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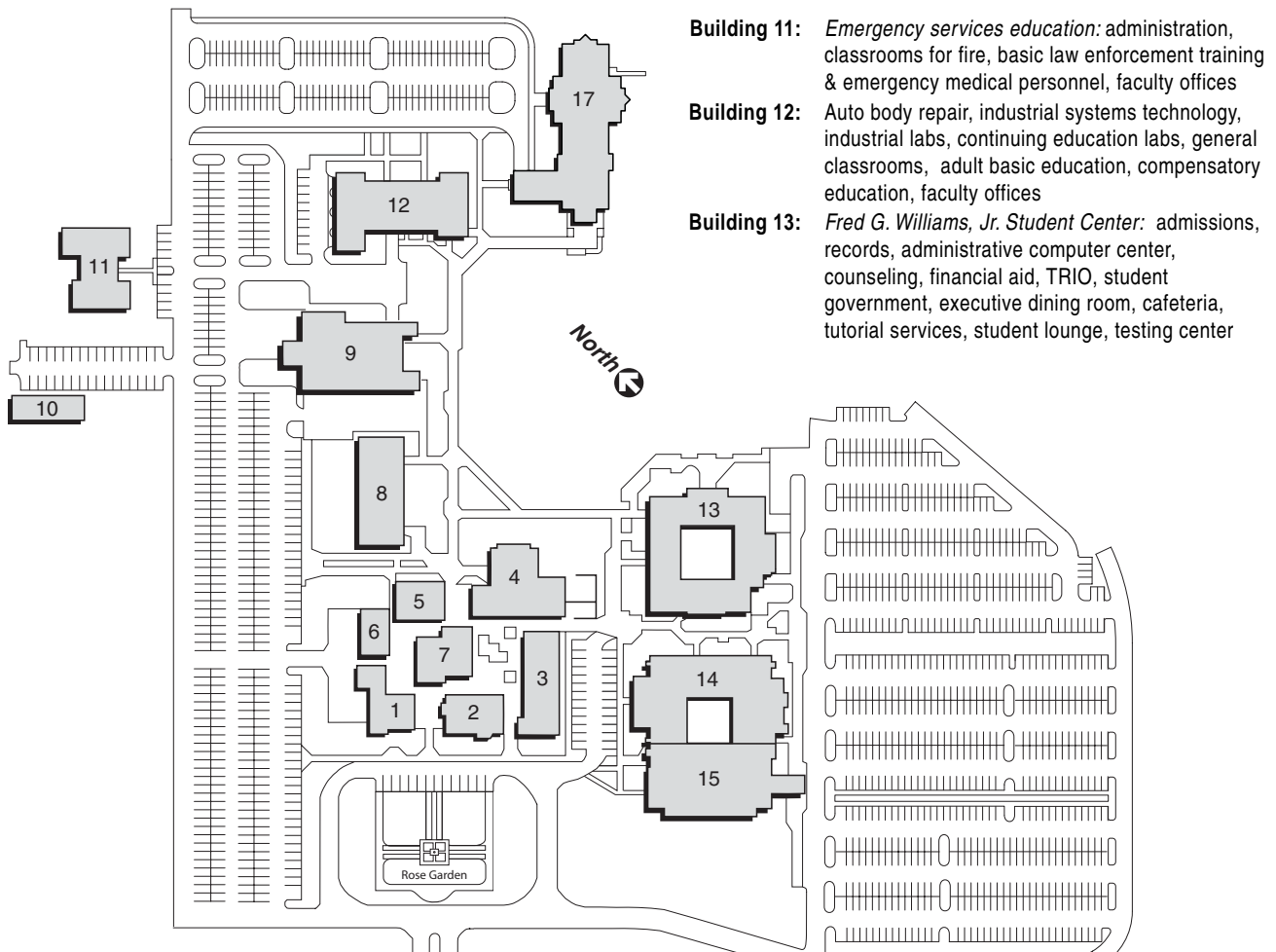
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- Building 11:** *Emergency services education:* administration, classrooms for fire, basic law enforcement training & emergency medical personnel, faculty offices
- Building 12:** Auto body repair, industrial systems technology, industrial labs, continuing education labs, general classrooms, adult basic education, compensatory education, faculty offices
- Building 13:** *Fred G. Williams, Jr. Student Center:* admissions, records, administrative computer center, counseling, financial aid, TRIO, student government, executive dining room, cafeteria, tutorial services, student lounge, testing center

Campus Map
Robeson Community College
 5160 Fayetteville Road
 Lumberton, North Carolina 28359

RCC Exit off I-95: #22

← St. Pauls

Lumberton/Interstate 95 →

- Building 1:** Bioworks, welding, faculty offices
- Building 2:** Administration, business office, receptionist
- Building 3:** Adult & continuing education, literacy education, cosmetology, faculty offices
- Building 4:** Library, faculty offices
- Building 5:** Curriculum administration, faculty offices
- Building 6:** Custodial & maintenance department
- Building 7:** Science labs, general classrooms
- Building 8:** Early childhood, early childhood lab, general classrooms, faculty offices, early college liaison office
- Building 9:** Electrical/electronics, ac/heating & refrigeration, HRD, adult high school, bookstore, classrooms, faculty offices, tiered lecture/demo room
- Building 10:** Institutional storage facility
- Building 14:** **First floor:** business education programs, culinary technology, pottery, foundation & public relations, print shop, media center, information highway room, faculty offices
Second floor: business education programs, small business center, general classrooms, faculty offices, learning lab
- Building 15:** A.D. Lewis Auditorium, board room
- Building 17:** **First floor:** Radiography, respiratory therapy, conference room, open computer lab, lecture room, classrooms, faculty offices
Second floor: Nursing, nursing assistant, surgical technology, emergency medical science, classrooms, faculty offices
- Note:** Visitor parking located in front of buildings 1 & 2, between buildings 3 & 14, in front of building 17

GENERAL POLICIES

General

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

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

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

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

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

Nondiscrimination Policy

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

Drugs and Alcohol Policy

The use and abuse of drugs and alcohol are subjects of immediate concerns in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users and/or abusers of drugs or alcohol may impair the well-being of all employees, students, and the public at large, and may result in property damage to the College. Therefore, in compliance with the Federal Drug-Free Workplace and Drug-Free Schools and Campuses Regulations, it is the policy of Robeson Community College that the unlawful use, possession, distribution, manufacture, or dispensation of a

controlled substance or alcohol, is prohibited while on College premises, the College workplace, or as part of any College sponsored activity. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referred for prosecution. The specifics of this policy may be found in the RCC Student Handbook, RCC Library, and Counseling and Career Center.

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awareness prevention program for all students and employees. Counseling, information and referral services are provided by professionally trained counselors. Counselors are available to talk with anyone concerning drug/alcohol use. Counselors may be contacted directly or indirectly. Persons requesting anonymity may telephone the Counseling and Career Center for information without disclosing their names (272-3335). Referrals to external agencies may be appropriate in some situations. Counselors are knowledgeable concerning treatment, length of residential stay, costs, etc. of local outside agencies.

Statement on AIDS

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

Internet and Computer Network Acceptable Use Policy

Robeson Community College provides campus network and computing facilities including Internet access for the use of faculty, staff, students, and other authorized individuals in support of the research, educational, and administrative purposes of the College.

The College has extensive information technology resources and systems available for both instruction and administrative applications. Faculty, staff, and students are encouraged to become familiar with College technology resources and systems and to use them on a regular basis.

Users are expected to exercise responsible, ethical behavior when using these resources and to adhere to the following guidelines:

- Users may not create, display, transmit, or make accessible threatening, racist, sexist, obscene, offensive, annoying, or harassing language and/or material, such as broadcasting unsolicited messages or sending unwanted mail.
- Use of campus computer resources for commercial gain or profit is not allowed.

- The Internet and associated resources contain a wide variety of material. Information available on the Internet is not generated or selected by Robeson Community College. Therefore, the College is not responsible for the accuracy or quality of the information obtained through or stored on the campus network.
- Users are responsible for complying with laws protecting software or other accessed information. Downloading programs and files may violate United States copyright laws that protect information and software. Although the Internet provides easy access to software distributed by companies on a trial basis, this does not mean that the software is free or that it may be distributed freely. All files downloaded from a source external to the campus must be scanned for viruses.
- Computer users must not deliberately attempt to modify or degrade the performance of college-owned systems. The college computer systems must not be used to intercept data, monitor user accounts, gain unauthorized access, or for any purpose that violates federal, state or local regulations. Individuals are not allowed to engage in activities to damage or disrupt hardware or communication, such as creating and propagating viruses, wasting system resources, and overloading computers with excessive data.
- Security refers to the protection of all equipment resources from any kind of damage and the protection of data from (1) disclosure to any unauthorized person, (2) unauthorized modification, or (3) destruction. While disclosure or damage may occur accidentally or intentionally, the results are the same. The security system implemented in these procedures will, if used properly, prevent the previously mentioned occurrences from happening.
 - Basic access to the College's administrative computer system is controlled through User ID and password protection. Each faculty and staff member has a User ID that must not be shared. The College reserves the right to authorize Computer Services personnel to override user accounts and computer systems if sufficient evidence of inappropriate usage exists.
 - Users should not leave their computer systems unattended. If a user must leave the immediate area of his/her workstation for an extended period of time, he/she should log off the system. Sensitive information should not be left unattended or sent to printers that are located in areas open to the public.
 - Physical access to main academic and administrative systems must be carefully protected.
- Freedom of expression is a constitutional right afforded to individuals. However, computer users are held accountable for their actions and will respect the rights of individuals who may be offended by the services and images retrieved on the Internet.
- The College will implement appropriate measures to provide security, operability and integrity to the College's network including e-mail, Internet, and other related resources. The College will not guarantee that electronic media stored on microcomputers and transmitted on the network will remain confidential and secure. Additionally, computer related files and data created or stored on College computer systems are considered open records and are subject to discovery and subpoena during disciplinary and legal actions. The College reserves the right to view, monitor, and disclose the contents of e-mail and data created, transmitted, received, and stored on College owned microcomputers in the following circumstances:
 - Investigations that reveal evidence of misconduct and misuse of computing resources.
 - Protection of the general welfare of the college employees and students.
 - Interferences with the mission of the college.
 - Illegal activity that violates federal, state, or local regulations.

Penalties for violators of the computer usage policies and procedures previously stated may include one or more of the following penalties; warning, temporary or permanent suspension of computer access privileges, or dismissal from the College. The College reserves the right to notify appropriate law enforcement agencies of alleged violations of local, state, and/or federal regulations/laws.

Violations of this policy by faculty/staff will be reported to the person's immediate supervisor for appropriate action. Violations by students in curriculum programs will be reported to the appropriate Assistant Vice President for Educational Services. If warranted by the violation students may be referred to the Assistant Vice President for Student Services for further action. Violations by students in Continuing Education programs will be referred to the area supervisor for appropriate action.

ACADEMIC CALENDAR

2008-2009

FALL SEMESTER 2008

Monday, July 7-
Friday, August 1 Fall Semester Registration

Tuesday, August 12-
Wednesday, August 13 Drop/Add/Late Registration

Monday, August 18 Classes Begin
First Mini Semester Begins

Monday, August 18-
Tuesday, August 19 Section Changes

Monday, September 1 Labor Day Holiday

Friday, September 26 Last Day to Drop a Class
Without Penalty for the First Mini Semester

Monday, September 29 Deadline to Finish Summer
Session Incompletes

Friday, October 10
Monday, October 13-
Tuesday, October 14 Fall Break and/or Make-up Days
(Evening Classes Will Meet on October 9)

Thursday, October 16 Classes End, First Mini Semester

Friday, October 17 Classes Begin For Second
Mini Semester

Monday, October 27 Last Day to Drop a Class Without
Penalty for Fall Semester

Monday, October 27-
Wednesday, November 26 Academic Advising
Spring Semester 2009

Friday, November 14 Last Day to Drop a Class Without
Penalty for the Second Mini Semester

Thursday, November 27-
Friday, November 28 Thanksgiving Holidays
(Classes end at 3 p.m. on November 26)

Monday, December 1 Classes Resume

Monday, December 1-
Friday, December 12 Spring Semester Early Registration
Payment Period

Tuesday, December 9 Day and Evening Classes End

Wednesday, December 10-
Thursday, December 11 Final Examinations
Day and Evening Classes

SPRING SEMESTER 2009

Monday, October 27-
Wednesday, November 26, 2008 Spring Semester Registration

Wednesday, January 7 Drop/Add/Late Registration

Monday, January 12 Classes Begin
First Mini Semester Begins

Monday, January 12-
Tuesday, January 13 Section Changes

Monday, January 19 Martin Luther King, Jr. Holiday

Friday, February 20 Last Day to Drop a Class Without
Penalty for the First Mini Semester

Monday, February 23 Last Day to Complete Fall Semester

Friday, March 6 Classes End, First Mini Semester

Monday, March 9 Classes Begin For Second
Mini Semester

Friday, March 13-
Tuesday, March 17 Spring Break and/or Make Up Days
(Evening Classes Will Meet on Thursday, March 12)

Wednesday, March 18- Classes Resume

Friday, March 27 Last Day to Drop a Class Without
Penalty for Spring Semester

Monday, April 13-
Tuesday, April 14 Easter Holidays

Monday, March 30-
Friday, May 1 Academic Advising for
Fall and Summer Semester

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

Monday, April 27-
Friday, May 1 Summer Semester Early Payment Period

Friday, May 8 Day and Evening Classes End

Monday, May 11-
Thursday, May 14 Final Examinations
Day and Evening Classes

Thursday, May 21 Rehearsal

Thursday, May 21 Commencement
(A.D. Lewis Auditorium)

SUMMER SESSION 2009

Monday, May 25 Memorial Day Holiday

Tuesday, May 26 Registration/Drop/Add Begins

Wednesday, May 27 Classes Begin (Regular Session and
First Mini Session Begins)

Monday, June 15 Last Day to Drop a Class Without
Penalty for the First Mini Session

Wednesday, June 24 First Mini Session Ends

Friday, June 26 Second Mini Session Begins

Friday, July 3- Independence Day Holiday
(All Classes Will Meet as Scheduled on July 2)

Wednesday, July 8 Last Day to Drop a Class Without
Penalty for Regular Session

Wednesday, July 8 Last Day to Complete Spring
Semester Incompletes

Monday, July 20 Last Day to Drop a Class Without
Penalty for the Second Mini Session

Tuesday, July 28 Day and Evening Classes End
(Regular Session)

Tuesday, July 28 Second Mini Session Ends

Wednesday, July 29-
Thursday, July 30 Final Examinations
Day and Evening Classes

BOARD OF TRUSTEES

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

Appointed by Robeson County Board of Commissioners

	Expiration of Term
James D. McEachin	June 30, 2008
Noah Woods	June 30, 2009
Lucille Evans	June 30, 2010
Sammy Cox	June 30, 2011

Appointed by Robeson County Board of Education

Emma L. Locklear	June 30, 2008
Shirley H. Stockton	June 30, 2009
Willie J. Goodyear	June 30, 2010
George D. Regan	June 30, 2011

Appointed by Governor of North Carolina

Sue C. Wester	June 30, 2008
Robert Lee Strickland	June 30, 2009
Willie E. Spruill	June 30, 2010
Tommy Wellington	June 30, 2011

ADMINISTRATION AND STAFF

President

Dr. Charles V. Chrestman

President's Staff

Rose Avant Executive Assistant
Lisa O. Hunt Public Information Officer
Ericka A. Jones Director, Foundation
Dena Jones Secretary to the Director of Foundation
Lynda W. Parlett..... Director of Grants & Sponsored Programs

Business Services Staff

Tami B. George Vice President
Donna Powers Patterson Executive Assistant
Mary Estelle Wiggins Accounts Receivable/Equipment Officer
Cathy J. Hunt Purchasing Specialist
Ibreta Lewis Cashier & Accounts Payable Officer
Tammy J. Flowers Accounts Receivable & Payroll Officer
Shawn Chavis Office Clerk
Drucella Strickland Receptionist/Switchboard
Vanessa Singletary Accountant
Lettie Navarrete Accountant
Valissa Lowery Grants Accountant
Patricia Bullard Personnel Services Specialist
Connie Ivey Assistant Vice President-IT
Tabitha Locklear Systems Administrator

Vinston McMillan Computer Technician
..... Computer Technician
Jamey Strickland Computer Technician
Cyd Burgwyn Network Administrator/Webmaster

Institutional Services

Alphonzo McRae, Jr. Vice President
Patricia B. Clark Executive Assistant
Angela Howard Director, Planning and Research
Glenda T. Jackson Secretary
Stanley Freeman Coordinator of Facilities
Pauline Oxendine Shipping/Receiving Clerk

Instruction & Support Services Staff

Dr. Mark O. Kinlaw Vice President
Sybil Boone Executive Assistant
Sheila Regan NSF Principal Investigator
Lisa O. Hunt NSF Academy Coordinator
Melissa Oxendine Distance Learning Coordinator
Dr. Barbara M. Walters Assistant Vice President/
College Transfer and Allied Health Programs
Robin Blue Secretary
Regina Ransome Secretary
Felecia Oxendine Secretary
Melba Hester Secretary
William Locklear Assistant Vice President/Business, Public
Service, and Applied Technology Programs
Dr. Bruce Walters Education Stipend Coordinator
Tina Morton Secretary
Sherita Stanley Secretary
Barbara Sampson Secretary
Bill Mauney Assistant Vice President/Student Services
Patricia Locklear Recruiting Specialist
Judith A. Revels Director of Admissions
Ronnie Locklear Assistant Director of Admissions
and Enrollment Services
Linda G. Lowry Admissions Specialist
Ruby Mitchell Admissions Clerk
Sherry Barnes Admissions Secretary
Danford Groves Director of Counseling & Career Services
Dionne Hall Counselor
Bonita Bell Counselor
Kim Jacobs Counseling & Career Secretary
Cynthia Quintero Disabilities Services Specialist/
Tutorial Coordinator
Beth Carmical Director of Records and Registrar
Betty D. McIntyre Assistant Registrar
Carla Locklear Records Secretary
..... Director of Financial Aid Services
Tela Lambert Financial Aid Specialist

Kevin Hunt Financial Aid Specialist
 LaVerna Emanuel Financial Aid Specialist
 Denise Howard Financial Aid Secretary
 Jennifer B. McLean Director of Student Support Services
 Susan Mangum Moore Counselor
 Kimberly Conyers Tutorial Coordinator
 Regina L. Branch Student Support Secretary
 Marilyn S. Locklear-Hunt Director of Learning Resource
 Services
 Elizabeth McIntyre Evening Librarian
 Margaret A. Honeycutt Library Technical Assistant
 Glenda Durden Secretary
 Clifton Oxendine Library Technical Assistant/Secretary
 Robin White Audiovisual Technician
 Jimmy L. Reese Graphic Arts Coordinator
 Michelle Oxendine Secretary

Adult & Continuing Education Faculty and Staff

D. Justin Oliver Vice President/Adult and
 Continuing Education
 Debra Brooks Executive Assistant
 Jo Ann Oxendine Director/Industry Services
 Karen LeSane Secretary to Director of Small
 Business Center/Industry Services
 Jennifer Lowery Director/Occupational
 Extension/Community Services
 Lisa Jones Secretary/Occupational
 Extension/Community Services/HRD
 Mark Clark Comtech Coordinator/Instructor
 Robert Moore Director/Small Business Center
 Angela Locklear Coordinator/HRD
 Audria Cummings Secretary/Career Start
 Nancy Blue Instructor/HRD
 Lee Sessoms III Instructor/Pathways HRD Employment
 Jeffrey McPherson Instructor/Horticulture
 Jeannette Freeman Compliance Officer/Law Enforcement
 Barbara Sampson Secretary/Law Enforcement
 Flora Lowry-Williams Coordinator/Instructor
 Emergency Services
 Melba Hester Secretary/Emergency Services
 Johnny Baker Regional Fire Director
 Tammy Bozeman Secretary/Emergency
 Services Training Center
 Leslie Jones Manager/BioAg
 Jennifer Hickman Administrative Assistant/BioAg
 Edward Hunt Coordinator/BioAg
 Vickie Tate Assistant Vice President/Basic Skills
 Lynn Davis Secretary/Basic Skills
 Sandra Strickland Educational Coordinator/AHS/GED

Susan Barton Assistant Assessment/Retention Specialist
 Rocky Peterkin Educational Coordinator/ABE/CED/ESL
 Wendy Hardwick Assistant Basic Skills
 Assessment Retention
 Bettie Brockington Instructor/CED
 Tammy Chavis Instructor/ABE
 Nancy Freeman Instructor/GED
 Bender Graham Instructor/Family Literacy
 Glenda Jackson WIA Recruiter/Assessment Assistant
 William Mayes Instructor/ABE
 Annie Ray-Fuller WIA Recruiter/Assessment Assistant
 Severeo Kerns Instructor/Learning Center
 Basic Skills Assessment/Recruitment Assistant
 Gloria Locklear Instructor/CED
 Barbara Lowery WIA Coordinator/Academic Advisor
 Dorothy Lowery Instructor/CED
 Lorraine Lowery Instructor/ABE
 Brenda McKinney Instructor/AHS
 Katie Miller Lead Instructor/Learning Center
 Jacqueline Burns Instructor/ABE
 Erica Powell Instructor/GED
 Lori Sellers Basic Skills Assessment/
 Retention Specialist/GED Examiner
 Yakamia Tart Assessment Eligibility Specialist
 Rafael Villalobos Instructor/ESL
 Demetrice Watkins Instructor/AHS
 Banessa Williams Instructor/CED

Maintenance & Custodial Staff

Vickie L. Chavis Custodial
 Samuel Floyd Groundskeeper
 Michael Cromartie Groundskeeper
 Timmy Hill Custodial
 Charles Locklear Custodial
 Chip McNeill Custodial
 Sean P. Evans Custodial
 Reginald Walters Custodial
 Sharon Hayes Custodial
 Levander West Custodial
 Rudolph Locklear Custodial
 Janice Jones Custodial
 Dennis Locklear Custodial
 James Richardson Custodial
 Milton McDowell Custodial
 Michael McLean Custodial

Bookstore

Paula Sampson Manager

Cafeteria Staff

Sandeep Kaul Manager

ACADEMIC PROGRAMS OFFERED

Associate in Arts Degree

University of North Dakota Aviation Articulation
University of North Dakota Air Traffic Control
Articulation
University of Minnesota at Crookston Pre-Criminal
Justice Articulation
Pre-Major Associate in Arts Articulation Agreement:
Business Administration
Pre-Major Associate in Arts Articulation Agreement:
Criminal Justice

Associate in Science Degree

Associate Degree in Applied Science

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

Diploma Programs

Air Conditioning, Heating, and Refrigeration
Technology
Cosmetology
Electrical/Electronics Technology
Industrial Systems Technology
Surgical Technology
Transfer Core Diploma-Arts
Transfer Core Diploma-Science

Certificate Programs

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

Specialized Studies

Developmental Studies

*The following programs are offered as immured
programs.*

Air Conditioning, Heating, and Refrigeration
Technology
Carpentry
Electrical/Electronics Technology

Continuing Education Programs

Adult Basic Education
Adult High School Diploma
Community Services Education
Compensatory Education
Emergency Medical Technician
Emergency Services Education
English as a Second Language
Fire Service Training
Focused Industrial Training
Health Related Training
General Education Development
Human Resources Development
Law Enforcement Training
New and Expanding Industry Training
Occupational Extension
Small Business Center
Workstation Training

GENERAL INFORMATION

The Campus

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

Millions of tourists each year travel I-95, catching more than a glimpse of the attractive landscape that makes up the 127 acre campus. Campus facilities occupy more than 188,662 square feet in classrooms, offices, and laboratories.

Campus Visits

Visitors to Robeson Community College are welcome. Offices are open Monday through Thursday from 8:00 a.m. to 8:00 p.m. and on Friday from 8:00 a.m. to 3:00 p.m. To arrange a guided tour of our campus, please contact the Admissions Office at 910-272-3342.

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 21 curriculum programs, along with a variety of continuing education programs. In the summer of 1995, the construction of the Emergency Services Training Center began. This center is located southeast of Lumberton Highway 72 at the Carolina Power and Light Weatherspoon Power Plant. Dedication for the facility was held on April 13, 1997. It 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 Allied Health 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 189 carefully selected full-time RCC employees who now serve RCC, which represents a figure 30 times as many as when the College first opened its doors in 1965 with six full-time employees. Another 292 part-time personnel teach and provide services to the student body on an annual basis.

The Community College System

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

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

Accreditation

Robeson Community College is a tax-assisted, two-year public institution. It is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone Number 404-679-4500) to award the associate degree. Most programs offered by the College have been approved for the enrollment of eligible veterans. RCC is also accredited by the North Carolina Board of Nursing, Commission on Accreditation

of Allied Health Education Programs and the Joint Committee for Respiratory Therapy Education, Commission on Accreditation Review Committee on Education in Surgical Technology, and the North Carolina Board of Cosmetic Arts and Redken Laboratories in New York, New York.

Statement of Mission

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

Institutional Goals

1. Organization and Administration

The college will make available contemporary, competent management necessary to bring together its various resources and allocate them effectively to accomplish its institutional goals.

2. Fiscal Responsibility

The college will effect fiscal responsibility by maintaining a financial management system that adheres to generally accepted accounting practices, is audited as prescribed by the state and accrediting entities, and provides financial stability necessary to the successful operation of the institution.

3. College Facilities

The college will provide facilities that are safe, clean, accessible, neat and organized in a manner that is appealing to students, supportive of the teaching-learning process, contribute to an atmosphere for effective learning, and easily accessible for business related functions.

4. Educational Programs

The college will strive to offer high quality education programs and services that are directly related to the purpose and goals of the institution, to the ability and preparation of the students admitted, and to the financial and instructional resources of the institution.

5. Educational Support Services

The college will provide a variety of support services that include library; instructional support services; student development services; computer services; and those services that complement the educational, cultural, and social development of the student.

6. Life-Long Learning

The college will strive to offer a variety of programs to support life-long learning in such areas as the adult high school; adult basic education; continuing education; public and community service; workforce development and training; and human resource development.

7. Faculty And Staff

The college will endeavor to recruit, retain and develop high performance faculty and staff needed to achieve the education and training objectives of the institution in a professional and ethical manner.

8. Technology

The college will encourage and support faculty and staff in the effective and efficient use of instructional technology and administrative computing systems.

9. Institutional Advancement

The college will pursue a program of institutional advancement which may include development and fund raising, institutional/public relations, and alumni affairs.

10. Institutional Effectiveness

The college will strive to continually document institutional effectiveness using a system of planning and performance evaluation, institutional research and data analysis.

11. Community Service

The college will serve as a resource to promote the personal, professional, social, and cultural development of people and communities throughout the service area.

Robeson Community College “Critical Success Factors” 2007 Report/Results

“Superior Performance Rating” For The Fifth Time!

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

The 2007 report on Performance Measures/Standards and Accountability was released in June of this year. Robeson Community College achieved in 2007, some of its highest percentage pass rates to be recorded over the past seven year period. Several measures were just fractions of a percentage point from topping out at 100%, and all others managed to exceed the NCCCS required standards. Note: “Success Rate of Developmental Students in Subsequent College Level Courses” scores could not be obtained from the newly implemented College Information System (CIS). Approximately 20 colleges received a rating of “NA” with regards to this measure. All scores are presented in the table that follows. Robeson Community College now holds the title of “Superior Performance Rating” for the fifth time, in the official history of performance funding. The years of superior achievement were as follows; 2001, 2003, 2004, 2006, and here again in 2007. Full data on each RCC score, along with other individual college performance scores can be found in the “2007 Critical Success Factors Report”, which may be viewed at <http://www.ncccs.cc.nc.us>.

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

Source: Memo July 10, 2000

<http://www.ncccs.cc.nc.us/Publications/csf2002.pdf>

Robeson Community College
Performance Measures & Standards
2007 Report Card

North Carolina Community College System "2007 Critical Success Factors Report"			
PERFORMANCE MEASURES	NCCCS STANDARD	RCC'S PERFORMANCE 2007	SI Or Met STANDARD
1 Progress of Basic Skills Students	75%	79%	YES
2 Passing Rates on Licensure/Certification Exams for First-Time Test Takers	Aggregate 80% Min/Exam 70%	Agg = 87% Min/Exam = 0 < 70%	YES
3 Goal Completion for Completers & Non-Completers Standard increased to 95% in 2002 & excludes Non-Completers.	95%	99%	YES
4 Employment of Graduates Standard increased to 95% in 2002 & is adjusted for local unemployment rate.	95% Adjusted	99.61%	YES
5 Performance of College Transfer Students Original Standard of 84% adjusted to reflect UNC native score of 87.1%	87.1% > = 2.0 Adjusted = UNC	94.4%	YES
6 Client Satisfaction with Customized Training Standard increased to 90% for 2002.	90%	99%	YES
7 Passing Rates in Developmental Courses	70%	82%	YES
8 Success Rate of Developmental Students in Subsequent College Level Courses	No Statistically Significant Difference	NA	YES
9 Student Satisfaction of Completers & Non-Completer Standard increased to 90% for 2002.	90%	92%	YES
10 Curriculum Students Retention & Graduation	60%	67%	YES
11 Employer Satisfaction	85%	98%	YES
12 Program Enrollment	Three-Year Average Annual Enrollment of less than 10 Students	0	YES

RCC Performance: 2007 CSF Report

Measures 1-6: Required for Performance Funding, 7-12: are the Remaining Measures of Accountability	NCCCS STANDARD	STANDARDS MET or SI	RATING
Performance Funding Measures met.	Required = 5 6th choice = 1 SI = 1	6	Superior
All six Accountability Measures were met.	Accountability = 5 NA = 1	5	11

ADMISSIONS POLICY

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

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

Office of Admissions

Robeson Community College

Post Office Box 1420

Lumberton, North Carolina 28359

Phone: (910) 272-3342

Website: www.robeson.edu

Application and information on the various educational programs may also be found on the College’s web site: www.robeson.edu.

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

General Admission Requirements

1. High School graduate or the equivalent - Applicants with equivalency certificates must meet minimum requirements set by North Carolina. A high school certificate is not an acceptable substitute for the diploma.
2. Complete an RCC Admissions Application.
3. Transcripts of all previous education - Obtain official transcripts of credits earned from all secondary and post-secondary schools attended. Transfer credits from accredited institutions allowed when applicable. In cases where high school students have not completed their final course work, they shall have their school submit a transcript showing work through the first semester of their senior year as soon as possible after the semester has ended, and a supplementary transcript showing graduation at the close of school.
4. Placement Assessment
Contact Counseling and Career Services about taking the Placement Assessment. Placement assessment does not determine whether or not students can attend College. The purpose of the assessment is to match the academic readiness of the student with the academic requirements of

the curriculum. Persons applying for admission into all diploma or degree programs are required to complete the assessment. The test may be waived in certain circumstances (See Placement Assessment Waiver). Placement scores are used in conjunction with previous transcripts in determining whether students are academically ready to enter a particular curriculum.

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

Placement Assessment Waiver

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

Health Occupations Basic Entrance test (HOBET)

Associate and Diploma Allied Health applicants are required to take the HOBET and meet the minimum requirements composite percentage cut-offs. Additional information about the exam may be obtained in the Counseling and Career Services.

Retest Policy

Since testing is used for placement purposes rather than for entrance, retesting is not recommended for programs unless it is determined that first test scores are invalid.

Transferring Assessment Scores from Other Colleges to RCC

Robeson Community College uses the ASSET and COMPASS by American College Testing and accepts College Board’s Accuplacer. These are national assessments that can be taken at other colleges and transferred to Robeson Community College. Applicants who wish to take the test, or who have taken the test at another college, need to request to have their scores sent to the RCC Counseling and Career Services. To facilitate the process of transferring scores, “Test Score Request” forms are available from the RCC Admissions Office and the Counseling/Testing Services.

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

5. Complete an interview with an admissions representative - The primary objective of the interview will be to focus on the educational goals of the applicant. The results from the ACT ASSET and/or COMPASS will be used in conjunction with the high school/college transcripts to assist the applicant in selecting an appropriate program of study. Applicants not realizing acceptable scores on the ACT ASSET and/or COMPASS may be required to successfully complete course work designed to assist students in preparing for RCC curriculums. The Office of Admissions and/or academic counselor will work with the student in developing a sequence of courses to prepare the student for entry into the approved curriculum.

For individual program admission criteria, application deadlines, and the application process including Allied Health programs, please contact the admissions office.

Allied Health Programs–Essential Functions Needed for Completing Allied Health 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 Allied Health Program (Nursing, Nursing Assistant I, Nursing Assistant II, Radiography, Respiratory and Surgical Technology) must be able to perform for the successful completion of the program. If an applicant believes that he or she cannot meet one or more of the standards without accommodation or modification, the applicant should consult Counseling and Career Services.

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

Example: Students will care for clients assigned regardless of race, religion, or diagnosis.
3. Legal behavior: Allied Health students will provide care within the scope of practice as stated in the NC NURSING PRACTICE ACT or guidelines for respiratory therapy, radiography and surgical technology.

Example: Students in the nursing program will learn to assess the patient's physical and mental health.
4. Interpersonal skills: Allied Health students shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of psychosocial cultural backgrounds.

Example: Students shall establish rapport with clients and health care team members.

5. Communication skills: Allied Health students shall possess communication abilities sufficient for verbal and nonverbal interaction with others.

Example: Students shall be able to explain treatment procedures to clients/family, document client responses, and report to others responses to nursing care.

6. Mobility: Allied Health students shall possess physical abilities sufficient to move from room to room and maneuver in small spaces, stand and walk for extensive periods of time.

Example: Students will be able to move around in client's room, move from room to room, move in small work areas, and administer CPR.

7. Motor skills: Allied Health students shall possess gross and fine motor skills sufficient to provide safe and effective nursing care.

Example: Students shall be able to calibrate equipment, position clients, administer injections, insert catheters.

8. Hearing skills: Allied Health students shall possess auditory ability sufficient to monitor health needs and collect data.

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

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

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

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

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

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

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

Curriculum-Nursing Assistant with Home Care

All applicants for the Nursing Assistant I (NAS 101) and Home Care (NAS 103) courses must complete the General Admission requirements. In lieu of placement assessment guidelines outlined in the General Admission requirements, all applicants must satisfactorily complete the reading comprehension exam administered through Adult and Continuing Education. For scheduling of testing dates, please contact Adult and Continuing Education personnel in Building 3. Applicants should complete entrance testing by August 1 for fall enrollment and December 15 for spring enrollment. Prior

to program approval, applicants must provide results from a recent tuberculin skin test or chest X-ray (within the last six months). All applicants must have completed Healthcare Provider CPR prior to the start of the clinical rotation (Clinical rotation begins within one week after the start of the program).

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

Curriculum-Nursing Assistant II

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

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

B. Must be currently listed in good standing with the Division of Health Service Regulation's Health Personnel Registry Section as a Nurse Aide I or show successful completion of the NNAAP written and skills examination for Nurse Aide I.

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

Admission Procedures For High School Students Dual Enrollment

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

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

Huskins Bill

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

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

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

Learn and Earn Online

Thanks to the leadership of Governor Mike Easley and the NC General Assembly, North Carolina public high school students can earn college credits through a special initiative called Learn & Earn Online. Qualified students in participating public high schools can take a variety of online college-credit courses at no cost to them or to their families. Students earn both high school and college credit for completed courses.

To enroll the student must contact their guidance counselor to complete the required paperwork. Written approval must be granted from both the guidance counselor and school principal. A RCC Application and high school transcript must be submitted with the paperwork from the system designee. Students are required to meet the College's general admission criteria prior to enrolling in a course. College credit will be awarded after successful completion of the course.

Admissions for Students Under 16 Years

1. The student must be identified as intellectually gifted and having the maturity to justify admission to the College.

Note: The student must present aptitude test scores from a System Office approved list of tests taken within three years before the date of admission that include composite or sub-test scores documenting percentile ranges from 92% through 99%, and achievement test scores from a System Office approved list of tests taken within three years before the date of admission that include composite or sub-test scores documenting percentile ranges from 92% through 99%.

2. The student must meet course prerequisites and placement assessment requirements.

3. Major and general education courses numbered 100 and above from the Common Course Library are eligible for the enrollment of intellectually gifted and mature students.

4. The student must present a completed approval form from one of the following: 1) the local board of education for the public school administrative unit in which the student is enrolled; 2) the administrator of the nonpublic school in which the student is enrolled; 3) the person who provides the academic instruction in the home school in which the student is enrolled; or 4) the designee of the board of directors of the charter school in which the student is enrolled.

5. Students enrolled under this section will pay appropriate tuition and fees.

Foreign Student Admissions

Foreign students must meet the same admission requirements as other students. Included with the application should be a transcript from an authorized school or university; an English translation must be provided. All applicants from countries whose native language is not English must demonstrate

proficiency in the English language by scoring no less than 550 on the Test of English as a Foreign Language (TOEFL) or present other acceptable proof of the ability to speak, write, and understand the English language.

Students with other visas will be considered on an individual basis. For additional information concerning international student admissions, contact the Director of Admissions.

Provisional Admissions

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

Special Credit Students

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

Lateral Entry (Certificate)

Applicants for this certificate program must hold at least a Bachelor's degree from a regionally accredited institution. For some specific licensures (such as culinary educators and vocational instructors) an Associate's degree is considered acceptable.

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.

Advantages of a DL Course

An online course is an alternative for the working person whose work schedule does not allow him/her to sit in a traditional face-to-face class, a parent who can only "attend a college class" after the children are put to bed, or military personnel who need to continue their education even while being stationed from home.

Characteristics of a Successful Student

A successful online student exhibits. . .

- Independence/self-motivation
- Self-direction/focus
- Discipline/organizational skills
- Ability to study independently
- Studious nature/above average
- Ability to read and write well
- Ability to think critically and solve problems
- Timeliness in keeping assignments
- Proficiency in computer skills

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).

Attendance is determined weekly by students completing weekly assignments or posting material within a required discussion forum. Therefore, students should check the website four to five times a week.

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.

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).

Special Conditions

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

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

Notification of Acceptance

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

Credit by Examination

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

Credit by Transfer

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

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

The Registrar, in consultation with appropriate faculty, will determine the transfer credit allowable. This evaluation will be made at the time of acceptance and the student will be notified

in writing. Transfer credits will be posted to the student's permanent record once a student is enrolled. In addition, transferring students must complete a minimum of fifty (50) percent of the total number of credit hours required for a diploma or degree program at Robeson Community College.

General Readmission Policies

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

Allied Health Readmission Policy

All inquiries for readmission for Allied Health programs should be directed to the Director of Admissions. Upon receipt of required documentation, all inquiries for readmission will be reviewed by the appropriate Allied Health Director and the Director of Admissions for action. Final approval for readmission will be determined by the appropriate Allied Health Program Director. Applicants must meet current admission requirements. All requests for readmission must adhere to the timelines specified in the Allied Health admissions procedures.

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

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

Student Right-To-Know

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

STUDENT FINANCES

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

Residency Requirements

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

Tuition

Fall, Spring and Summer Semester

Full-Time (12 or more credit hours)

In-State	
12 credit hours	\$504.00
13 credit hours	546.00
14 credit hours	588.00
15 credit hours	630.00
16 credit hours or more	672.00

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

12 credit hours	\$2,799.60
13 credit hours	3,032.90
14 credit hours	3,266.20
15 credit hours	3,499.50
16 credit hours or more	3,732.80

Part-Time (less than 12 credit hours)

In-State	\$42.00 per credit hour
Out-of-State	\$233.30 per credit hour

Tuition rates are subject to change without notice.

Breakage Fee

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

Graduation

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

Laboratory Fees

A \$10.00 lab fee is charged for each physical or biological science course with a laboratory component. The lab fee is nonrefundable.

Late Registration Fee

A late registration fee of \$5.00 may be charged to all students who register after the announced registration time.

Student Activity Fee

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

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

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

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

Technology Fee

A technology fee of \$16.00 is charged fall and spring semesters to support technology services provided by the College. The fee is charged to all enrolled students and is due at the time that tuition is paid each semester. The fee is non-refundable.

Transcript Service

Students needing an official copy of their transcript from Robeson Community College should make application to the Registrar's Office five days before it is needed. Transcripts are normally issued every day (except during registration and drop/add). In order to receive a transcript on the same day as requested, the student must have a written request turned in to the Records and Registration Office by 10 a.m. Transcripts will be mailed directly to the person or organization named on the Transcript Request Form, or an unofficial copy may be issued directly to the student. Robeson Community College is not responsible for transcripts that are not mailed directly to the person or organization named on the Transcript Request Form. A picture I.D. is required to pick up transcripts as well as any other student documentation. Robeson Community College does not fax transcripts. However, it is acceptable to fax a written request for a transcript.

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

Malpractice Insurance

Allied Health, Cosmetology, and Early Childhood (COE III) students must purchase malpractice insurance. Coverage on a group plan is available at an annual rate which may vary from year-to-year. The student will be notified each fall semester of the appropriate rate.

Student Insurance

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

Textbooks

Textbooks may be purchased in the bookstore. Cost of books vary according to the course of study. Normally, the average cost per semester is \$300 for diploma programs and \$500 for degree programs.

Refund Policy

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

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.

Examples to refund when dropping and adding classes:

Drop/Add with no penalty after class(es) has started:

After the class(es) has started, students should complete all drop/add transactions in one process. If a student change(s) or drop(s) class(es), of equal hours during the same computer transaction, no additional cost will be incurred.

Drop/Add with with a 75% refund after class(es) has started:

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

- C. For classes beginning at times other than the first week (seven calendar days) of the semester a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.
 - D. A 100 percent refund shall be made if the student officially withdraws from a contact hour class prior to the first day of class of the academic semester or term or if the college cancels the class. A 75 percent refund shall be made if the student officially withdraws from a contact hour class on or before the tenth calendar day of the class.
2. To comply with applicable federal regulations regarding refunds, federal regulations supersede the state refund regulations stated in this Rule.

3. When a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations of the college the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.
4. For a class(es) which the college collects receipts which are not required to be deposited into the State Treasury account, the college shall adopt local refund policies.

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.

FINANCIAL ASSISTANCE

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

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

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

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

Robeson Community College accepts the Free Application for Federal Student Aid. Application information may be received by writing or visiting the Financial Aid Office. A Free Application

for Federal Student Aid can also be obtained from your high school counselor.

Grants

Federal Pell Grant

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

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

If an applicant has Internet access, he or she can file a FAFSA or a Renewal Application at: (www.fafsa.ed.gov)

Do not submit more than one application per school year.

The Federal Pell Grant Processing Center will mail to the applicant, at the address listed on the form, a document called a "Student Aid Report". This report tells the applicant whether or not he or she is eligible.

For an applicant to receive Federal Pell Grant funds, students must complete all the verification and validation requirements. RCC must be listed as a school the applicant plans to attend. **The college's school code is: 008612.**

Processed forms received by the Financial Aid Office before May 30 will be processed in time for the applicant to complete fall early registration. The applicant must not owe a refund for grants previously received for educational purposes. The applicant must maintain Satisfactory Academic Progress (see Academic Policies and Procedures).

Need more information on Federal Student Aid?

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

Federal Student Aid Information Center

P.O. Box 84
Washington, DC 20044

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

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

North Carolina Student Incentive Grant (NCSIG)

Legal residents of North Carolina accepted for enrollment in an undergraduate program of study may apply. The amount of each grant is based on the individual student's demonstrated financial need in relation to resources and cost of education, but may not exceed \$1,500 per academic year. Applications must be received no later than March 15. Applications received after March 15 will be processed if funds are available. The program is administered through the NC State Education Assistance Authority by College Foundation, Inc. To apply for the NCSIG, a student must complete and submit the Free Application for Federal Student Aid.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Funds for this program are provided by the Federal Government. The awards are made by the Financial Aid Office to a limited number of students with financial need who without the grant would not be able to attend school. Federal SEOG funds are awarded on a first-come, first-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. To apply students must complete and submit the Free Application for Federal Student Aid.

Scholarships

Robeson Community College offers both need base and non-need base scholarships. Students wanting to apply for RCC Scholarships should contact the RCC Financial Aid Office.

Scholarships are provided by the following:

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

RCC Academic Adult High School Scholarships

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

RCC Foundation Scholarships and Grants

Scholarships are established with gifts from donors to the Robeson Community College Foundation and are either endowed or non-endowed. Endowed scholarships are generated through the investment of permanently held principals so that only the income from the principal is used for scholarship awards. This enables the scholarships to exist perpetually. Non-endowed scholarships are those for which all funds are dispersed as scholarships rather than held as long-term investments. These scholarships are commonly referred to as "annual awards."

Criteria for awarding scholarships are specified by the donor in conjunction with Foundation staff. Foundation scholarships are awarded for the Fall and Spring semesters, subject to the availability of funds. Scholarships are subject to change without notice. The College Financial Aid Office administers the awarding of scholarships to RCC students. Students should contact the Financial Aid Office for applications and forms.

RCC Foundation Scholarships for High School Seniors

Each year the RCC Foundation awards a scholarship to one (1) graduating senior from each of the individual high schools of Robeson County and the RCC Adult High School Program. The scholarships are valued at \$1000 per recipient and will be applied to the student's tuition, activity fee, and books at RCC.

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

RCC Foundation Endowed Scholarships/Funds

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

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 Nursing Program. This endowment funds an annual scholarship for students pursuing an Associate Degree in Nursing.

Lumbee River Electric Membership Endowed Scholarship

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

John L. and Isabelle G. McLean Endowed Scholarship

Established in January 1997. The earnings provide a scholarship each year for second-year students with financial need.

Pat “Tickie” McNeill Art Scholarship

Established in 2004 by family and friends in memory of longtime RCC art instructor Pat “Tickie” McNeill. The scholarship will provide assistance for students who have an appreciation for art and who are enrolled in the College Transfer curriculum.

Dr. J. Irvin and Anne Moss-Biggs Culinary Scholarship

Established in 2005 by former RCC Foundation Board member and friend of the College, Anne Moss-Biggs through a generous gift in memory of her late husband, Dr. J. Irvin Biggs. The scholarship is available to culinary students.

Dr. J. Graham Pittman Endowed Scholarship

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

Ray V. and Ann Revels Endowed Scholarship

Established through a gift of stock in July 1999 by former faculty and RCC Trustee Board Member, Ann Revels, in memory of her husband, Ray V. Revels. Mr. Revels was a charter Foundation Board member and was still serving on the Board at the time of his death. Mrs. Revels was the first faculty member hired to teach at Robeson Community College. The earnings provide scholarships each year for second-year students with demonstrated financial need.

Clyde and Charlotte Sessoms Endowed Scholarship

Established by former Foundation Board Member, Clyde Sessoms, and his wife, Charlotte, in November 1996. The earnings provide a scholarship each year for second-year students in need of financial assistance.

Rendal and Mary Lynn Walters Endowed Scholarship

Established in July 1997, by former Foundation Board Member and Vice President of Contempora Fabrics, Inc., Rendal Walters, and his wife, Mary Lynn. The earnings provide scholarships to second-year students with financial need who are doing well academically.

Evelyn P. Warwick Endowed Scholarship

Established in November 1999, by Charles Warwick, in honor of his wife, Evelyn. The earnings provide scholarship assistance to students in the Office Systems Technology, Business Administration or Associate Degree Nursing curriculums who need financial assistance.

Bruce Williams Endowed Scholarship

Established in 1990 by Southern National Bank employees in honor of Bruce Williams, President and Chief Operations Officer of Southern National Bank of North Carolina, and former RCC Foundation Board member. The earnings provide a scholarship each year to a second-year student with financial need.

Eliza and Fred G. Williams Jr. Endowment

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

Henry M. And 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. The earnings provide a scholarship to assist first-year students with the cost of text books.

Tupac Amaru Shakur Foundation’s Rosa Belle Williams Endowed Scholarship

Established in April 2003 by Afeni Shakur, mother of the late artist, Tupac Shakur, and CEO of the Tupac Amaru Shakur Foundation, to honor her mother, Rosa Belle Williams. The earnings from this endowment provide scholarships for second-year students with financial need who are Lumberton residents.

Earl and Joyce Antone Endowed Scholarship

Established in February 2003 through a gift of real estate by Foundation Board Member, Earl Antone, and his late wife, Joyce, who was a retired educator. The earnings are used to provide a scholarship for second-year students with financial need. The recipient must be a Robeson County resident.

Charles F. And Betty C. Edens Endowed Scholarship

Established in February 2003 through a gift of real estate by longtime friends to the College, Betty C. Edens, and her late husband, Charles F. Edens. The earnings provide a scholarship for second-year students who are Robeson County residents.

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. The earnings from the endowment are used to provide scholarships to second-year students with financial need. The recipient must reside in Robeson County.

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 scholarships for students who are enrolled in the Office Systems Technology or Business Administration curriculums with exceptional academic merit (grade point average of 3.0 or better.) Preference is given to female students with strong leadership abilities, and who are displaced workers.

Dr. and Mrs. A. J. Robinson Allied Health Endowed Scholarship

Established in August 2000 by the Minority Health Professional Association of Fayetteville and friends of retired Lumberton physician and his wife, Dr. and Mrs. A. J. Robinson. The earnings from this endowment provide a scholarship to a second-year, minority student in the Allied Health program.

St. Albans Masonic Lodge Endowed Scholarship

Established in January 2006 by members of St. Albans Masonic Lodge #114. The earnings from this endowment are used to fund scholarships for students with financial need and good scholastic standing. The recipient must be enrolled in the College Transfer curriculum.

Evelyn M. Price Endowed Scholarship

Established through a gift of stock in December 2005 by retired business owner and Foundation Director, Evelyn Price. Ms. Price owned and operated the Fashion Bar in downtown Lumberton for 53 years. The earnings provide scholarships to second-year students enrolled in the Business Administration or Associate Degree Nursing programs with demonstrated financial need and are doing well academically.

Sarah M. Britt Endowed Scholarship

Established by former RCC business instructor, Sarah M. Britt, in 2006. The earnings provide a scholarship to first or second year students that demonstrate financial need.

Gary N. Powers Endowed Scholarship

Established in March 2007 by Sally H. Powers, in honor of her late husband, Gary N. Powers. The earnings will provide scholarships for first or second year students who demonstrate financial need.

Wellington Mathematics Education Scholarship

Established by Foundation Board Member and RCC Trustee, Tommy Wellington and wife Joyce. This scholarship is designated to first or second year students pursuing a degree in Mathematics Education.

Dr. & Mrs. Ray Pennington Endowed Scholarship

Established by Foundation Board Chair, Dr. Raymond Pennington. This scholarship is based on financial need and merit.

Don & Linda Metzger Endowed Scholarship

Established by Foundation Board Member, Donald Metzger and wife Linda Metzger. This scholarship is based on financial need and merit.

Ronald "Ron" G. Turbeville Endowed Nursing Scholarship

Established in February 2006 by Ron's sister, Lynda Turbeville. The scholarship provides assistance to first or second year allied health students who demonstrate financial need. Preference given to middle-aged students in the Associate Degree Nursing curriculum.

RCC Foundation Annually-Funded Scholarships

Several businesses, trusts, and private individuals currently sponsor scholarships through the RCC Foundation. Funding for these scholarships are provided on a yearly basis; therefore, the availability of the scholarships are dependent on the continued support of the donor.

Evelyn Hunt Memorial Scholarship

Established in 2004 by family and friends in memory of RCC Cosmetology Chairperson, Evelyn Hunt. Ms. Hunt was employed at RCC for twenty-seven years and served as Cosmetology Chair for twelve years. The scholarship provides awards to cosmetology students.

Dr. Mac-Adolf Montilus Scholarship

Established in 2005 by Lumberton physician, Dr. Mac Montilus. This scholarship is designated for first-year students with demonstrated financial need.

Florence Rogers Charitable Trust Scholarship

Established in February 2000 by administrators of the Florence Rogers Charitable Trust. The scholarship provides assistance to first or second year allied health students who demonstrate financial need. Preference is given to students in the Associate Degree Nursing curriculum. Recipients must maintain high academic marks (grade point average of 3.0 or higher) and perform some type of community service of at least one hour each month for the duration of the scholarship.

Florence Rogers Charitable Book Fund

Established in April 2005 by administrators of the Florence Rogers Charitable Trust. The book fund provides assistance to first or second year allied health students.

James A. Comstock Scholarship

Funded by the James A. Comstock Memorial Trust, which was established by Louise B. Comstock in memory of her husband, James A. Comstock. Mr. Comstock was affiliated with Acme Electric Corporation for nearly fifty years. The scholarship is designated for second-year students in the Electrical/Electronics Technology or Industrial Systems curriculums. Recipients must reside in Robeson County.

Kiwanis of Robeson J. Luckey Welsh, Jr., Allied Health Scholarship

Funded by an annual donation from the Kiwanis of Robeson County. This scholarship is available to recent graduates of Lumberton High School and not older than 22 years of age. Must be approved for entry into an RCC health related program leading to an associate degree. Weighted high school GPA of at least 3.2 and/or a college GPA of 3.0.

Lumberton Rotary I.M. "Murk" Biggs Scholarship

Funded by an annual donation from the Lumberton Rotary Club. This scholarship is available to second-year students in the Allied Health program. Recipients must reside in Robeson County.

Lumberton Area Chamber of Commerce Chairman's Scholarship

Funded by the Lumberton Area Chamber of Commerce. This scholarship is designated for second-year students in the Office Systems Technology or Business Administration curriculums. Recipients must reside in Lumberton.

Progress Energy Scholarship

Established in March 2004 by Progress Energy Carolinas, Inc. The scholarship is designated for Industrial Systems Technology or Electrical/Electronics Technology curriculums with a respectable grade point average and financial need.

Lumberton Pilots Association Scholarship

Established in February 2006 by members of the Lumberton Pilots Association. This scholarship provides funds to a high achieving high school senior from Robeson County pursuing a career in aviation. The recipient is selected by the Lumberton Pilots Association. Contact your high school counselor for more information.

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 Foundation for its General Scholarship Fund, the Hector McLean Program of Public Affairs, Humanities and Cultural Art, or provide a scholarship each year to first or second-year students.

Bill and Sue Wester Endowed Scholarship

Established in May 2006 by RCC Board of Trustees Member, Sue Wester and her husband Bill. The earnings of this scholarship will be awarded to students with demonstrated financial need.

Heavy Equipment Operator Scholarship

Established in December 2006 for the sole purpose of providing scholarships to students enrolled in the Heavy Equipment Operator program.

NAACP Scholarship

Established October 2006 by the Robeson County Chapter of the NAACP for students with demonstrated need.

Ronald G. "Ron" Turbeville Nursing Memorial Scholarship

Established in February 2006 by Ron's sister, Lynda Turbeville. The scholarship provides assistance to first or second-year allied health students who demonstrate financial need. Preference is given to middle-aged students in the Associate Degree Nursing curriculum.

Sarah Britt Endowed Scholarship

Established in December 2006 by former RCC business faculty member, Sarah Britt. The earnings of this scholarship will be awarded to students with demonstrated financial need.

Theresa Ann Jones Scholarship

Established by current Foundation Director, Ericka A. Jones (sister) and Carolyn McNair Jones (mother) Adult Basic Education Teacher's Assistant. This scholarship is based on financial need and merit.

Erich Von Hackney Basic Law Enforcement Training Incentive Scholarship

Established in 2006 by City Councilman Erich Hackney. This annual award is available to students in the BLET program.

M. I. K. E. Scholarship

Established by Congressman Mike McIntyre to further his commitment to supporting the youth of Southeastern North Carolina in their endeavors toward higher education. The scholarship award is designed to honor graduating high school seniors who have excelled in four distinct areas that are represented in the award's title. Students must demonstrate: moral force of character, inspired leadership, knowledge and superior academic performance and exemplary citizenship.

Biotechnology Initiative

Funded by Louis McIntyre, RCC Biology instructor. This annual award is available to students in the Biotechnology field. This award is based on need and merit.

Trinity Episcopal Church Women's Allied Health Scholarship

Established in August 2006 by Trinity Episcopal Church Women's Group. This award is designated to assist students in the Allied Health field.

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 are able to work in a variety of positions on and off campus with their work schedule built around their academic schedule. Students may work up to 20 hours weekly while attending class full-time. Eligibility is determined by enrollment and financial need. For more information contact the Financial Aid Office.

Loans

Nurse Education Scholarship Loan Program (NESLP)

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

Recipients must execute a Promissory Note. Recipient enters into a contract with the State of North Carolina to work full time as a licensed nurse in North Carolina. A minimum of six months consecutive full-time employment with one employer is required to qualify for service cancellation. Loans not repaid through service must be repaid in cash. The interest rate for cash repayment is 10% from the date of disbursement.

For more information: Contact the Financial Aid Office.

Nurse Scholars Program (NSP)

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

Financial need is not a criterion.

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

Southeastern Regional Medical Center Loans

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

Other Programs

Dependents and Survivors Educational Assistance

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

National Guard Tuition Assistance Program

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

North Carolina War Orphan Program

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

Veterans Educational Benefits

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

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

Vocational Rehabilitation for Disabled Veterans

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

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

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

Vocational Rehabilitation

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

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

2. Require Vocational Rehabilitation services to prepare for, enter, engage in, or retain gainful employment.

Application Procedure: For more information on services or eligibility, contact your local Vocational Rehabilitation Office, or write to the NC Division of Vocational Rehabilitation Services, P.O. Box 26053, 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.

STUDENT ACTIVITIES

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

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

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

Student Government

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

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

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

Student Publications

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

Athletics

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

Special Events

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

CAMPUS SERVICES

Academic Advising

Academic advising at Robeson Community College is essential to the total development of the student. The mission of academic advising is to aid students with accurate information

concerning courses of instruction, institutional resources, policies and procedures, career choices, and educational opportunities.

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

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

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

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

Bookstore

The bookstore is located in Building 9. It is maintained for the convenience of students in purchasing necessary textbooks and supplies. Hours of operation are posted at its entrance.

Business Office

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

Bad 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. At this time a \$15 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 receive grades and/or 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 Alphonzo McRae, Jr., Vice-President 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) 272-3335, or persons can come by Counseling and Career Services in the Student Center, Building 13. Conversations are confidential and handled in a professional manner as provided for by the American Counseling Association Ethical Standards, and the laws specifically regulating Counseling in North Carolina.

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

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

Online computerized career exploration systems allow students to assess their career related needs. Students complete a series of self-paced exercises designed to help them in

exploring career possibilities. A personal profile is created to reflect their abilities and aspirations. Needs are assessed in terms of the following dimensions: educational level attained or aspired, work site preferences, level of physical demands sought, temperament factors, level of earnings sought, aptitude factors, interest factors, future outlook, personality factors, fields of work, physical activities sought and to be avoided, hours of work and travel preferences, and environmental conditions desired. The student interacts with the computer to explore for occupations, to obtain specific profiles on occupations of interest, to compare occupations, and to search for occupations that are related.

Job Placement: Counseling and Career Services offer assistance to students currently enrolled in curriculum programs, or alumni who may be seeking full or part-time employment. Placement personnel act as a liaison between students and potential employers. Contact is maintained with employers who are looking for qualified applicants and positions are advertised on campus. Job Fairs are held annually for graduating students.

Job Link is a computerized program that interfaces with Job Service (Employment Security Commission, ESC). Students can access information on jobs that are updated daily by Employment Security Commission. All graduating students who seek assistance with locating employment are asked to 1) complete a placement packet, and 2) provide typed resumes.

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

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

The HOBET (Health Occupation Basic Entrance Test) is required for Allied Health Students. This test measures an individual's ability in mathematics and science reading comprehension. The HOBET provides diagnostic data in seven areas, which include essential math skills, reading comprehension for science textbooks, reading rate, critical thinking appraisal, test-taking skills, stress levels, social interaction profile and learning styles.

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awareness prevention program for all students and employees. Counseling information and referral services are provided by professionally trained counselors. Counselors are available to talk with anyone concerning drug/alcohol use. Counselors may be contacted directly or indirectly. Persons requesting anonymity may telephone Counseling and Career Services for information without disclosing their names (272-3335). Referrals to external agencies may be appropriate in some situations. Counselors are knowledgeable concerning treatment, length of residential stay, and costs of local agencies.

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

Hotline Numbers for Drug/Alcohol Information

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

800 Numbers:

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

Drugs and Alcohol Policy

The use and abuse of drugs and alcohol are subjects of immediate concerns in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users and/or abusers of drugs or alcohol may impair the well-being of all employees, students, and the public at large, and may result in property damage to the College. Therefore, in compliance with the Federal Drug-Free Workplace

and Drug-Free Schools and Campuses Regulation, it is the policy of Robeson Community College that the unlawful use, possession, distribution, manufacture, or dispensation of a controlled substance or alcohol is prohibited while on College premises, the College workplace, or as part of any College sponsored activity. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referred for prosecution. The specifics of this policy may be found in the RCC Student Handbook, RCC Library, and Counseling and Career Services.

Disability Services

Robeson Community College is committed to providing education for all academically qualified students regardless of disabling conditions. The College seeks to enroll students who can complete college level courses with the help of support services and classroom accommodations. A formal program for students with learning or physical disabilities is not offered; all students attend the same classes. Support services may include, but are not limited to, the following auxiliary aids, services, and academic adjustments:

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

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

1. Verification for Disability

Learning Disability: To ensure the provision of reasonable and appropriate services and accommodations, students requesting these must provide current documentation of their disability. This documentation must identify a significant discrepancy between achievement and ability or an intra-cognitive discrepancy not attributable to other disabling conditions or to environmental deprivation. In addition, the

assessment should measure the student's specific strengths and weaknesses and report how the student's disability has interfered with educational achievement. Appropriate services and/or accommodations will be determined from the specific information provided. The complete policy with suggested assessment instruments is located in the Counseling and Career Center.

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

- A. Testing must be comprehensive: More than one assessment device should be administered for the purpose of diagnosis. Testing must address, at the minimum the following domains:
 1. Aptitude (Include sub-test scores)
 2. Achievement (Current levels of functioning)
 3. Information Processing (Specific areas of information processing)
 4. Other Assessment Measures (Non-standard measures and informal assessment procedures)
- B. Testing must be current and reflect the student's present needs and levels of functioning.
- C. Professionals conducting assessment and rendering specific diagnoses must be qualified to do so.

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

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

6. The student is encouraged to contact Counseling & Career Services for assistance with any difficulties or concerns while enrolled at RCC.

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

Division of Resource Services

The Division of Resource Services is committed to providing a wide range of resources and services to carry out the mission of the College. Components are the Library and Media Services. The Robeson Community College Library is conveniently located in the center of the campus. Its attractive surroundings are a pleasant place for research, study, and/or leisure reading. Services include a qualified staff concerned with providing library resources necessary to support Robeson Community College's purpose and programs; and sharing library resources for interest, information, and enlightenment to all people of the community. Staff are on duty during the hours of 7:30 a.m. to 9:00 p.m. Monday through Thursday and 7:30 a.m. to 3 p.m. on Friday to answer reference questions. The collection is well stocked with books, periodicals, and newspapers which have been carefully selected to support the degree, diploma, and enrichment programs offered by the College. Other services include microfilm and microfiche; interlibrary loans from in-state or out-of-state, and an excellent orientation program to educate users to thoroughly utilize the library resources and services.

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

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

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

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

Graphic Arts

The Graphic Arts Department provides a wide assortment of printed materials and services to meet the instructional and institutional requirements of the college, students, faculty and staff. Web-based documents, color printing, digital photocopying, typesetting, maps, artwork, logo designs, forms, brochures, catalogs, certificates, schedules, newspaper advertising, manuscript binding, and various other services are available to aid in the educational process.

Health Services

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

Housing

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

Policy Governing Student Misconduct

Students are expected to display the qualities of courtesy and integrity that characterize the behavior of ladies and gentlemen. To protect the rights and privileges of all students, a policy governing student misconduct has been adopted by the Board of Trustees. The policies and procedures relating to student misconduct are published in the RCC Student Handbook. The policy describes procedures followed in producing a reliable

determination of the issues, while assuring students fairness and due process of law, in any case that may terminate in expulsion.

Student Grievance Procedure

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

Appeals of admission decisions, individual grades, academic probation/suspension, attendance issues, administrative withdrawals, disciplinary sanctions and expulsion from the College shall not be considered under the Student Grievance Policy unless the alleged grievance is based on the legislative acts identified in this section.

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

Student Handbook

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

Student Orientation

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

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

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

Student Services

Robeson Community College provides many personal services designed to make the educational experiences of its students profitable and satisfying. The faculty and administration

recognize that the central purpose of the College is to provide an environment wherein each student may achieve maximum development-intellectually, socially, and physically. The services, organizations, and activities are provided as a means of contribution to the total growth of the individual.

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

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

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

Student Support Services

Student Support Services is a federally funded TRIO program sponsored by the U.S. Department of Education to provide services to eligible college students. Priority is given to those applicants who are low income, first generation, and/or disabled college students.

The office of Student Support Services (SSS) at Robeson Community College is designed to enrich student life academically, culturally, and socially to ensure a supportive

environment for students adjusting to college life. Our staff will provide the 160 students who are accepted into the program with supportive services that include advising, counseling, no-cost tutoring, workshops, educational support plans, career development, financial aid counseling, and cultural enrichment programs. The program also includes an initiative to assist students who want to transfer to a four-year institution. SSS is committed in increasing the retention/graduation rates and in helping students attain academic, social and personal success.

The tutorial component of SSS is available to program participants in all regular curriculum courses. This program is designed to help those students who are having difficulty making satisfactory grades in any particular subject. Students recommended by instructors tutor those students in need of assistance. Students interested in the tutorial program should contact the SSS office or the Tutor Coordinator.

The SSS counselor will provide academic and personal counseling that will not only equal success at RCC, but also when students transfer to another college and/or enter the world of work. The counselor will also provide academic advising, financial aid counseling and conduct workshops for SSS participants.

Those students who are not sure of their status or would like to learn more about our SSS program please contact Jennifer B. McLean, 272-3348. SSS is located in the Student Center (Room 1310).

Tutorial Services

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

The objectives of tutorial services are:

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

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

The services are free. You may obtain tutorial assistance through the tutorial coordinator, a counselor, or your advisor. The tutorial coordinator and the tutorial lab is located in the Student Center, Room 1302.

Veterans Services

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

ACADEMIC POLICIES AND PROCEDURES

Academic Freedom and Responsibility Policy

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

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

Attendance Policy and Procedures

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 principal 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.

1. When the College offers a class, the faculty and staff shall work together to develop an accurate class roster listing all students enrolled in the class. Student names are to be placed on the class roster once they have officially made payment for tuition and fees with the Business office.

2. 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.
3. Inasmuch as the College's students are adults, it is understood that absences may be required for a variety of reasons, but when these occurs, it is the student's responsibility to make up missed class work or assignments.
4. 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.
5. 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.
6. An Administrative Withdrawal shall occur when a student fails to maintain class attendance as described in the instructor's course syllabus or attendance records indicate there is a lack of participation by the students as evidenced by consecutive absences over a period of time to be determined in accordance with class meeting frequency and times as stated below.
8. An instructor may execute an Administrative Withdrawal when a student completes the minimum objectives stated for a class or transfers to another class.
9. Students attending Robeson Community College must attend 75% of the required contact hours for the class in order to receive credit for the class. Once a student has missed 20% of the class time, the instructor should refer the student to the appropriate Assistant Vice President for Educational Services. The assistant vice president may grant a waiver allowing the student to miss an additional 5% of the contact hours. If the waiver is not granted or the student misses hours in excess of the approved waiver, the instructor will drop the student from the course. 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 he student may register late.
10. 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.

Consecutive Absences for a Period Exceeding One Full Week of Classes

- Classes meeting one time a week-drop if not in attendance the second time.
- Classes meeting twice a week-drop if not in attendance the third class.
- Classes meeting three times a week-drop if not in attendance the fourth class.
- Classes meeting four times a week-drop if not in attendance the fifth class.
- Classes meeting five times a week-drop if not in attendance the sixth class.
- Students taking Distance Learning classes must have contact with the instructor each week during the semester or the student will be dropped from the course. The drop will take place the first day of the week following the week without student-instructor contact. The student-instructor contact may be electronic, by telephone, or in person.

Exceptions will be made for bona fide reasons only and must be recommended by the appropriate instructor(s) and approved by the appropriate Assistant Vice President in Educational Services before readmission to class is permitted.

7. 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.

11. Tardy shall be defined as a student entering class after the roll is checked or after instruction has begun, and it shall also be define as a student leaving class early , regardless of the reason. Thus, if a student is in class for 80% of the time but less than 100% f the meeting time, then that student shall be counted tardy.
12. For the purpose of maintaining class attendance, faculty shall count three tardies as one absence.
13. 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.

National Student Clearinghouse

Robeson Community College is a member of the National Student Clearinghouse. The Clearinghouse provides a central repository for information on the enrollment status of Qualifying Program borrowers attending educational institutions. The Clearinghouse is the school's agent for purposes of confirming enrollment status of student financial aid recipients. Robeson Community College reports the enrollment status of students to the Clearinghouse. The Clearinghouse is then responsible for providing status and deferment information, on behalf of the College, to guaranty agencies and lenders. **See www.studentclearinghouse.org. Employers and/or background-screening firms should access www.degreeverify.com.**

Noncontinuous Enrollment

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

Reinstatement Policy

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

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

Tardies

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

Computing Grade Point Average

Course	Credit	Grade	Grade Points Per Credit Hour	Grade Points Earned
ENG 102	3	C	2	6
AHR 134	7	B	3	21
AHR 110	5	A	4	20
PHY 121	4	F	0	0
MEC 288	1	D	1	1
	20			48

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

Credit by Examination

Advance placement is offered to students who because of their demonstrated abilities are qualified to accelerate their studies. To earn advanced placement, a student may take a proficiency examination in most subject areas which he/she can demonstrate a mastery of theory and practical application. A list of courses and/or subject areas which are not suitable nor allowable for proficiency exams may be obtained from the

Records and Registration Office. Under no circumstances will credit be given when the challenge examination grade is less than "C". Total credits earned by examination and/or transfer credit cannot exceed fifty percent of the program requirements or a maximum of thirty-eight (38) credit hours by examination.

The following courses may be taken by proficiency:

AHR 110	AHR 111
AHR 112	AHR 113
AHR 114	AHR 120
AHR 130	AHR 140
AHR 133	AHR 151
BIO 140	BPR 111
BPR 115	BPR 130
CIS 110	CUL 110
CUL 120	CUL 130
CUL 135	CUL 240
CUL 260	DFT 119
ELC 112	ELC 113
ELC 114	ELC 115
ELC 117	ELC 118
ELC 128	ELC 228
ELN 133	ELN 229
ELN 231	ELN 232
ELN 275	ELN 233
HRM 145	HRM 215
HYD 110	ISC 110
MAT 101	MAT 115
MAT 121	MAT 122
MAT 140	MAT 151
MAT 171/ MAT 171A	MAT 172/ MAT 172A
MAT 263	MAT 271
MAT 272	MEC 110
MEC 111	MEC 263
MNT 110	NUT 110
OST 131	PLU 111
PSY 150	SOC 210
WLD 112	WLD 212

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

1. The following persons will not be permitted to take 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, part-time students must pay the Business Office the tuition charge required by the state for each semester hour credit; this fee is not refundable. A registration form must be completed in the Records and Registration Office after approval has been obtained to take a proficiency examination. Fees will be paid in the Business Office. Any exceptions to the above procedures and requirements must be approved by the Assistant Vice President of Student Services. Exceptions will be made only under rare circumstances.

CREDIT BY TRANSFER

New Students

Robeson Community College may accept credits earned from technical institutes/colleges and any other colleges accredited by Southern Association of College and Schools, other regional accrediting associations recognized by the U.S. Department of Education and/or other associations accredited by the American Council on Education. Only course grades of "C" or better will be accepted and such courses must parallel the content of RCC courses. In some cases, courses over five (5) years old will not

be considered. For a complete listing of these courses, please review section titled "Program Completion Requirements".

Transfer credits from institutions outside the United States will be considered if the institution has a college or university in the western regional division, and is accredited from one of the United States regional associations such as SACS. Students seeking transfer credit from 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.

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

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

NON-TRADITIONAL CREDIT

CLEP/AP Credit

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

College Level Examination Program (CLEP)

P.O. Box 6600
Princeton, NJ 08541-6600
Telephone: (609) 771-7865

Advanced Placement Program (AP)

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

Military Credits

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

DANTES

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

AARTS Operation Center

415 McPherson Avenue
Fort Leavenworth, KS 66027-1173
(Fax) (913) 684-2011

Transfer of Credit Within Robeson Community College

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

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

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

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 grade reports and transcripts as "AU" and do not affect earned credits or influence the grade point average for the semester. However, audited courses do not count as successful completions for financial aid purposes. Therefore, students who receive financial aid should consult the financial aid officer before electing to audit a course. To audit a course, a student should state his/her intent to audit no later than the first week of the course. An "AU" will be entered as the student's grade for that course. Audits are not allowed in allied health or distance education courses.

Grade Appeal Process

It is the policy of Robeson Community College that students shall have the right to appeal a grade whether derived from singular course event or the final grade issued for the course. Grades for individual class assignments as well as final grades are to be determined by the course instructor of record in accordance with the grading guidelines distributed in the course syllabus at the beginning of a course.

Individual Course Assignment

1. A student may appeal a grade derived from a singular course event as outlined below:
 - a. Any student who has an issue with a grade resulting from an individual course event (i.e. test, pop quiz, term paper, etc.) must attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within **three working days** from the date the graded process is returned or made known to the student.
 - b. In the event the matter cannot be resolved, the student may appeal the grade following the outline below:
 - i. The student shall present the appeal **in writing** to the Department Chair/Program Director 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 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, 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 Vice President providing administrative supervision for the course within **three working days**.
 - iv. The decision of the Assistant Vice President providing administrative supervision for the course shall be made within **three working days** and the decision shall be considered final.

Final Course Grade

2. Students may appeal a final course grade as outlined below:
 - a. Any student who has an issue with the final course grade should attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within **three working days** from the receipt of the final grade.
 - b. In the event the matter cannot be resolved, the student may appeal the grade following the procedure outlined below:
 - i. The student shall present the grade appeal **in writing** to the Department Chair/Program Director of the area within which the contested grade was awarded.

- ii. The Department Chair/Program Director shall 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 inappropriate, 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 offered by the College regardless of length, credit awarded, method of delivery, time of delivery, or other similar factors.

Grade Reports

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

Grading System

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

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

Grading System-Associate Degree Nursing Program

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

	Grade	Meaning	Grade Points Per Credit Hour
A	93-100	Excellent	4
B	85-92	Good	3
C*	80-84	Average	2

Students are required to have a final grade average of 80 in each nursing course to successfully pass and progress to the next nursing course. Nursing students must score C or higher in all related and general education courses (77-84).

D	70-79	Failing in the ADN Program. (NUR courses)	1
F	Below 70	Failure	0
W		Withdrew (no grade points calculated)	
WF		Withdrew Failing (Computed as failure)	0
I		Incomplete (Incomplete work must be completed in the ADN Program before registering for the next semester. The "I" grade is compute as an "F" until the course requirements are met to the instructor's satisfaction.)	0
AU		Audit (not permitted in the ADN Program-NUR courses)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Grading System-Allied Health Programs (Except Nursing)

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

All Allied Health students must maintain at least "C" in each major course (Allied Health designated courses) each semester. Additionally each student must maintain a 2.0 overall GPA in all related and general education course work. Students failing to meet these requirements or receiving a failing grade in any course will be required to exit the program.

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

Distance Learning Education

The grading system of the host institution will be used. The letter grade, issued by the host institution, will be posted to the student transcript.

Repeating Course Work

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

Waiver of Prerequisites

Before a prerequisite may be waived, the student must document or demonstrate abilities in the subject area. The student

must consult with and have approval from the appropriate Assistant Vice President in Educational Services. The approval must be forwarded to the Vice President of Instruction and Support Services for consideration and approval before waiver is granted. If the prerequisite is waived, the student must make application in the Registrar's Office to take "Credit by Examination" in the course that was waived. This proficiency exam must be taken and passed within the semester for which it is waived or the student must take the course the first succeeding semester the course is offered by the College in order to be permitted to register for any additional courses in the program which are affected by the prerequisite requirement.

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.

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

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

Program Completion Requirements

Students are allowed a maximum of five years to complete a program. If the student does not complete the program within a five year period, he/she will be required to follow the current catalog or state approved curriculum guide (if different from catalog, will appear as an addendum to the catalog) in selection and registering for courses. Any credits over ten years old whether earned at Robeson Community College or other accredited institutions will not be counted toward meeting graduation requirements. Exceptions will be made only for general education component courses when a prospective student has completed an Associate or higher level degree and the courses are equivalent to courses in the curriculum applied for at Robeson Community College. The following list of courses will not be counted towards graduation requirements if they are over five

years old: ACC 129, CIS 165, CTS 125, CTS 130, DBA 110, NET 110, NOS 110, NOS 130, NOS 230.

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

REGISTRATION PROCEDURES/ POLICIES

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

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

Class Schedule

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

Change of Name, Address and/or Social Security Number

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

Contact Hours

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

Credit Hours

Semester hours of credit are awarded as follows: one semester hour of credit for each hour per week of class work; one semester hour of credit for each two hours per week of lab

work; one semester hour of credit for every three hours of shop work; and one semester of credit for every ten hours of cooperative work experience. A student may take up to a maximum of 25 credit hours per semester.

Drop/Add Procedures and Withdrawal

A student may drop or add a course at any time within the scheduled drop/add period under the following provisions:

1. The student must have authorization from his instructor and/or advisor to drop/add a course or courses.
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.

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

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

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

Financial Obligations

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

Semester System

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

Noncontinuous Enrollment

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

Transfer From Day to Evening/From Evening to Day

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

When a section change is granted by an Assistant Vice President of Educational Services, he or she will complete a form outlining the decision and why the section change was warranted. A copy of that form will be kept by the Assistant Vice President in Educational Services, by the instructor(s) involved and a copy will be provided to the Registrar's Office.

Transfer Agreements

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

Transfer to Other Colleges

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

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

Standards of Acceptable Academic Progress

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

Financial Aid Satisfactory Academic Progress

A student must maintain at least a 2.0 cumulative grade point average. Academic records will be reviewed at the end of each semester. A student must earn at least a 2.0 grade point average by the end of their first semester, and must maintain a 2.0 grade point average thereafter. A student failing to attain the required grade point average will be placed on financial aid probation. During the probationary period, students can continue to receive financial aid provided they are otherwise eligible. The student may receive aid for the next semester, but must complete the semester with a cumulative grade point average of at least 2.0. If a student placed on financial aid probation does not earn the required grade point average at the end of the “probationary period”, they are considered to be making unsatisfactory academic progress, and all financial aid will be terminated. Financial Aid may be reinstated when the student meets the required 2.0 cumulative grade point average.

Students whose financial aid has been terminated may request an appeal based on extenuating circumstances to include medical illness, death of a relative or other special circumstances. Forms to request an appeal can be obtained by contacting the Financial Aid Office.

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

Academic Probation

Students whose cumulative grade point average falls below 2.0 will be placed on academic probation. The student will be required to consult with his faculty advisor and counselor to review academic progress and plan a strategy for improving academic progress.

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

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

Academic Suspension

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

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

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

Criteria for Graduating with Honors

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

Graduation Requirements

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

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

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

Diplomas

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

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

Marshals

Marshals will consist of six students from the Ambassador Program with the highest academic average at the end of fall semester. Ambassadors must also be registered for the spring semester. The chief marshal shall be the ambassador with the highest academic average. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

Honors

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

Criteria for President's List

DEGREE: All full-time students enrolled in the two year associate degree programs achieving a grade point average of 4.0 for the semester.

DIPLOMA: All full-time students enrolled in one year diploma programs achieving a grade point average of 4.0 for the semester.

Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status. Hours earned by taking proficiency tests will not be included in determining honors.

Criteria for Honor's List

DEGREE: All full-time students enrolled in two year associate degree programs achieving a grade point average of 3.5 and above with no grade lower than "C" for the semester.

DIPLOMA: All full-time students enrolled in one year diploma programs achieving a grade point average of 3.5 and above with no grade lower than "C" for the semester.

Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status. Hours earned by taking proficiency tests will not be included in determining honors.

Criteria for Phi Theta Kappa Honor Society

Students eligible for membership in the Honor Society must be enrolled in a two-year program of study and must have completed 12 semester hours at Robeson Community College

and have a grade point average of 3.5 or higher. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

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 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.

No more than 20 percent of the active students in any major, program, degree, diploma or certificate track shall be eligible for membership. If more than 20 percent of the enrolled students (as defined herein) could qualify for membership, then the eligibility and nominations will be selected from the top 20 percent of that group. In the event of a further tie, the department chair or program director should select the candidate(s).

EDUCATIONAL PROGRAMS

General Education Competencies

Each academic program at Robeson Community College includes a core of courses that outline the content, skills and learning outcomes that students have in common, regardless of their major or degree program. The core is the general intellectual skills, such as critical thinking, writing, speaking and listening, problem solving, quantitative reasoning or analysis, and information competency. The core satisfies the General Education component of degree programs.

For associate in applied science degree programs, the core encompasses 15 semester hours in the following areas: English, humanities/fine arts, social/behavioral sciences, natural science/mathematics (SACS CR 2.7.3). For the Associate of Arts and Associate of Science programs, the core encompasses 44 semester hours.

Upon completion of the core, students must demonstrate competencies in communication skills, critical thinking, computation/information skills, quantitative/analytical reasoning skills, and historical/social awareness. These competencies are assessed in the core courses. The General Education Outcomes have the following definitions.

Communication

Graduates will be able to communicate effectively in written, verbal, and nonverbal forms.

Critical Thinking

Graduates will be able to demonstrate analytical and problem-solving skills that can be applied to real world situations.

Computational/Information Skills

Graduates will be able to use printed materials, personal communication, observation, and technological applications for academic and personal purposes.

Quantitative/Analytical Reasoning

Graduates will be able to use quantitative reasoning processes to collect, analyze, solve, and interpret data.

Historical/Social Awareness

Graduates will be able to demonstrate an awareness of social/behavioral sciences.

Curriculum major courses also teach these skills in content specific to the program. The general education core, however, is the means by which students experience the connections between academic disciplines.

COLLEGE TRANSFER

College Transfer: General Information and Articulation Agreements

Effective in Fall 2006

Six (6) course units in language, including

- Four (4) units in English emphasizing grammar, composition, and literature, and
- Two (2) units of a language other than English

Four (4) course units of mathematics, in any of the following combinations:

- Algebra I and II, Geometry, and one unit beyond Algebra II,
- Algebra I and II, and two units beyond Algebra II, or
- Integrated Math I, II, and III, and one unit beyond Integrated Math III

(The fourth unit of math affects applicants to all institutions except the North Carolina School of Arts.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three (3) course units in science, including

- At least one unit in life or biological science (for example, biology)
- At least one unit in physical science (for example, physical science, chemistry, physics), and
- At least one laboratory course

Two (2) course units in social studies, including one unit in U.S. History. (An applicant who does not have the unit in U.S. History may be admitted on the condition that at least three

semester hours in that subject will be passed by the end of the sophomore year).

“Course units” as defined in these requirements may include those high school-level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student. For some transfer students and students who graduated from high school prior to 1990, special considerations have been made by individual institutions.

If a student has not met all the above requirements, the student is considered deficient in MCR. To remove an MCR deficiency and enroll in the UNC System, a student may choose one of the following options:

- 1) Earn an Associate of Arts Degree or an Associate of Science Degree
- 2) Complete the following:
 - Six (6) semester hours of freshman composition.
 - Six (6) semester hours of a foreign language sequence.
 - Six (6) semester hours of college-level mathematics (must have an MAT prefix).
 - Six (6) semester hours of natural sciences.
 - Six (6) semester hours of social and behavioral sciences.

It is the student's responsibility to check with the Admissions Office of the receiving institution for the most current transfer information. The UNC institutions may waive some of the minimum requirements for applicants who require special consideration.

The North Carolina Comprehensive Articulation Agreement (Date of Implementation: Fall of 1997)

To facilitate the transfer of students between the North Carolina Community College System and the constituent institutions of the University of North Carolina System, the North Carolina General Assembly mandated the Comprehensive Articulation Agreement (CAA). The CAA applies to students who are pursuing an Associate in Arts or an Associate in Science degree and provides guidance to those who are pursuing an Associate in Fine Arts degree. The main difference between the Associate in Arts and the Associate in Sciences degrees is that the Associate in Science degree requires a stronger background in math and science. Both degrees consist of a general education core of at least 44 semester hours and 20-21 semester hours of electives. The core provides opportunities for students to know the philosophy, literature, institutions, and art of their own culture and other cultures; to understand math and science; to communicate with others and develop a sense of community. The core also helps students achieve competencies in the following: reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers (SACS

Criteria 4.2.2). The electives provide opportunities for students to explore other areas of interest.

While general education courses may be used as electives, electives may not be used to fulfill general education requirements. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, before or after transfer to the senior institution. Only 64 semester hours are guaranteed to transfer.

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 their general education core (44 semester hours) provided that they have earned a "C" in each CAA course, earned an overall grade-point average of a "C," and obtained acceptance.

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

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

COLLEGE/UNIVERSITY TRANSFER PROGRAMS

Associate in Arts & Associate in Science

Degree Programs

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

The Associate in Arts Program concentrates heavily on the humanities and social sciences and is recommended for those

who plan to continue a Bachelor of Arts degree program. Students in the AA program are required to take the general education core courses in English composition, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. In addition to this core, students must take additional college transfer courses based on their specialized interests and needs for a total of 64 semester hour credits.

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

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

Diploma Programs

The College/University Transfer Diploma program is designed for the student who desires transfer to a four-year institution, but does not intend to complete the AA (64 credit hours) or AS (65 credit hours.) degree program. The diploma program consists of 44 hours of general education courses that include: English composition, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. The general education core is transferable to all UNC institutions as a **block**, whether or not the student has completed the AA or AS degree, provided the student has earned a grade of "C" or better in all the courses. The transcripts of students who transfer **before completing the general education core** will be evaluated on a course-by-course basis by the receiving institution.

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

ASSOCIATE IN ARTS DEGREE A10100

College Transfer

Curriculum Description

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
	(OR)					
+MAT 171/171A	Precalculus Algebra and Precalculus Algebra Lab	3	2	0	0	4
+CIS 110	Introduction to Computers	2	2	0	0	3
BIO 111	General Biology I	3	3	0	0	4
	Humanities Elective	3	0	0	0	3
ACA 122	College Transfer Success	1	0	0	0	1
		15	7	0	0	17 or 18
Second Semester (Spring)						
ENG 112	Argument-Based Research	3	0	0	0	3
BIO 140	Environmental Biology	3	0	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	0	1
	(OR)					
BIO 112	General Biology II	3	3	0	0	4
+HIS 131	American History I	3	0	0	0	3
	(OR)					
+HIS 121	Western Civilization I	3	0	0	0	3
	Humanities Elective	3	0	0	0	3
+	Social/Behavioral Science Elective	3	0	0	0	3
		18	6	0	0	16
Third Semester (Fall)						
	Literature Elective	3	0	0	0	3
+Social/Behavioral	Science Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
	Physical Education Elective	0	2	0	0	1
		15	2	0	0	16
Fourth Semester (Spring)						
+Social/Behavioral	Science Elective	3	0	0	0	3
	Humanities Elective	3	0	0	0	3
	Physical Education Elective	0	2	0	0	1
	General Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
		15	2	0	0	16
	Total					65 or 66

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

++Students must meet the receiving universities foreign and/or health and physical education requirements, if applicable prior to or after senior institution.

ELECTIVES CAN BE TAKEN FROM THE FOLLOWING LIST:

Humanities:

Three (3) courses required from at least three (3) of the following discipline areas: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion.

Course	Title	Credit Hrs.
ART 111	Art Appreciation	3
HUM 110	Technology and Society	3
HUM 130	Myth in Human Culture	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
REL 211	Introduction to the Old Testament	3
REL 212	Introduction to the New Testament	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3

Literature:

Course	Title	Credit Hrs.
ENG 131	Introduction to Literature	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 261	World Literature I	3
ENG 272	Southern Literature	3
ENG 273	African American Literature	3
ENG 274	Literature by Women	3
ENG 275	Science Fiction	3

Social/Behavioral Sciences:

Three (3) courses required from at least three (3) of the following discipline areas: anthropology, economics, geography, history, political science, psychology and sociology.

Course	Title	Credit Hrs.
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
HIS 122	Western Civilization II	3
HIS 132	American History II	3
HIS 226	The Civil War	3
HIS 228	History of the South	3
HIS 236	North Carolina History	3
POL 120	American Government	3
PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3

Natural Sciences and Mathematics:

Course	Title	Credit Hrs.
BIO 163	Basic Anatomy & Physiology	5
BIO 168	Human Anatomy and Physiology I	4
BIO 169	Human Anatomy and Physiology II	4
BIO 175	General Microbiology	3
BIO 275	Microbiology	4
BIO 280	Biotechnology	3
BIO 285	Research and Measurements	4
CHM 132	Organic and Biochemistry	4
CHM 151	General Chemistry I	4

CHM 152	General Chemistry II	4
PHY 151	College Physics I	4
PHY 152	College Physics II	4
+MAT 151	Statistics I	3
+MAT 171	Precalculus Algebra	3
MAT 171A	Precalculus Algebra Lab	1
MAT 172	Precalculus Trigonometry	3
MAT 172A	Precalculus Trigonometry Lab	1
MAT 263	Brief Calculus	3
MAT 271	Calculus I	4
MAT 272	Calculus II	4

Business:

Course	Title	Credit Hrs.
ACC 120	Accounting I	4
ACC 121	Accounting II	4
BUS 110	Introduction to Business	3
BUS 115	Business Law	3
BUS 228	Business Statistics	3

Criminal Justice:

Course	Title	Credit Hrs.
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3

Computer Science:

Course	Title	Credit Hrs.
CIS 115	Intro to Programming and Logic	3

Other Major Hours:

Course	Title	Credit Hrs.
ACA 115	Success and Study Skills	1
ACA 122	College Transfer Success	1
HEA 112	First Aid & CPR	2

TRANSFER CORE DIPLOMA (Arts- D10100)

General Education Core Requirements

44 Semester Hours

English Composition (6 semester hrs / 2 courses)

ENG 111 and ENG 112

Humanities/Fine Arts (12 semester hrs / 4 courses)

Select four courses from at least three of the following discipline areas. At least one course must be a literature course.

- Art (ART 111)
- Foreign Language (SPA 111, 112)
- Literature (ENG 131, 231, 232, 241, 242 and 261)
- Music (MUS 110)
- Religion (REL 211 and 212)

Social/Behavioral Sciences (12 semester hrs / 4 courses)

Select four courses from at least three of the following discipline areas. At least one course must be a history course.

- Economics (ECO 251 and 252)
- History (HIS 121, 122, 131, 132)
- Political Science (POL 120)
- Psychology (PSY 150 and 241)
- Sociology (210, 213 and 220)

Natural Science / Mathematics

Natural Science (8 semester hrs / 2 courses)

Select two courses, including accompanying laboratory work, from the biological and physical sciences.

- Biology (BIO 111 and 112 or 140/140A)
- Chemistry (CHM 151 and 152)
- Physics (PHY 151 and 152)

Mathematics (6 semester hrs / 2 courses)

Select at least one course in introductory mathematics; the other course may be selected from among other quantitative subjects, such as computer science.

- Mathematics (MAT 140 or MAT 171/171A, 271)
- Other Quantitative Subjects (Computer Science – +CIS 110, 115)

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

ASSOCIATE IN ARTS DEGREE A10100
University of North Dakota Aviation Articulation

Curriculum Description

This Associate in Arts program is designed for those students who intend to transfer to the University of North Dakota (UND) Bachelor of Science in Commercial Aviation Program. Students in this program are responsible for examining the requirements of UND to ensure they meet the requirements to transfer to the Bachelor of Science program. Counselors and advisors are available to assist students in planning their program.

The course work in the program includes courses in communication, literature, humanities, mathematics, and physical sciences. The Associate of Arts program concentrates heavily on aviation courses required for those who wish to complete the UND Commercial Aviation Bachelor of Science degree program.

College transfer courses may be offered either day, evening or online depending on the needs of the students and the institution to allow students to pursue their goals. **Aviation courses may only be taken by students accepted in this program or by special permission from the site manager.**

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
+HIS 121	Western Civilization I	3	0	0	0	3
+	Social Behavioral Science Elective	3	0	0	0	3
AER 150	Private Pilot Flight Theory	2	2	0	0	3
AER 151	Flight - Private Pilot	0	3	0	0	1
		11	5	0	0	13

*Allows for developmental coursework/MAT 080, as needed.

Second Semester (Spring)

ENG 114	Professional Research and Report Writing	3	0	0	0	3
+MAT 171	Precalculus Algebra	3	0	0	0	3
+MAT 171A	Precalculus Algebra Lab	0	2	0	0	1
ENG 131	Introduction to Literature	3	0	0	0	3
AER 152	Fundamentals of Flight	3	2	0	0	4
AER 170	Commercial Flight Theory	3	0	0	0	3
		—	—	—	—	—
		15	4	0	0	17

Third Semester (Fall)

SPA 111	Elementary Spanish I	3	0	0	0	3
PHY 151	College Physics I	3	2	0	0	4
AER 160	Instrument Flight Theory	2	2	0	0	3
AER 161	Flight - Instrument Pilot	0	6	0	0	2
AER 210	Flight Dynamics	3	0	0	0	3
MAT 263	Brief Calculus	3	0	0	0	3
		—	—	—	—	—
		14	10	0	4	18

Fourth Semester (Spring)

SPA 112	Elementary Spanish II	3	0	0	0	3
+ECO 251	Principles of Microeconomics	3	0	0	0	3
PHY 152	College Physics II	3	2	0	0	4
	Social Behavioral Elective	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
		—	—	—	—	—
		15	2	0	0	16

Total 64

ELECTIVES CAN BE TAKEN FROM THE FOLLOWING LIST:

Humanities:

Select one (1) course from the following list:

Course	Title	Credit Hrs.
ART 111	Art Appreciation	3
HUM 110	Technology and Society	3
HUM 130	Myth in Human Culture	3
HUM 160	Introduction to Film	3
REL 211	Introduction to the Old Testament	3
REL 212	Introduction to the New Testament	3

Social/Behavioral Sciences:

Select two (2) courses from the following list:

Course	Title	Credit Hrs.
+ECO 252	Principles of Macroeconomics	3
+POL 120	American Government	3
+PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
+SOC 210	Introduction to Sociology	3
SOC 213	Sociology and the Family	3
SOC 220	Social Problems	3

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

++ Students must meet the receiving university's foreign and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

ASSOCIATE IN ARTS DEGREE A10100

University of North Dakota Air Traffic

Control Articulation

Curriculum Description

This Associate in Arts program is designed for those students who intend to transfer to a University of North Dakota Bachelor of Science in Air Traffic Control Program. Students in this program are responsible for examining the requirements of UND to ensure they meet the requirements to transfer to the Bachelor of Science program. Counselors and advisors are available to assist students in planning their program.

The course work in the program includes courses in communication, literature, humanities, mathematics, and physical sciences. This Associate of Arts program concentrates on allowing the completion of the first year courses required for those who wish to complete the UND Air Traffic Controller Bachelors degree program.

College transfer courses may be offered either day, evening or on line depending on the needs of the student and the institution to allow students to pursue their goals. **Aviation courses may only be taken by students accepted in this program or by special permission from the site manager.**

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
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First Semester (Fall)

+ENG 111	Expository Writing	3	0	0	0	3
+MAT 263	Brief Calculus	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
AER 150	Private Pilot Flight Theory	2	2	0	0	3
AER 151	Flight - Private Pilot	0	3	0	0	13
		—	—	—	—	—
		10	7	0	0	13

Second Semester (Spring)

ENG 114	Professional Research & Reporting	3	0	0	0	3
PHY 151	College Physics I	3	2	0	0	4
ENG 131	Introduction to Literature	3	0	0	0	3
+HIS 121	Western Civilization I	3	0	0	0	3
+	Social Science Elective	3	0	0	0	3
		—	—	—	—	—
		15	2	0	0	16

Total 29

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

ELECTIVES CAN BE TAKEN FROM THE FOLLOWING LIST:

Social/Behavioral Sciences:

Select two (2) courses from the following list:

Course	Title	Credit Hrs.
+ECO 252	Principles of Macroeconomics	3
+POL 120	American Government	3
+PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
+SOC 210	Introduction to Sociology	3
SOC 213	Sociology and the Family	3
SOC 220	Social Problems	3

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

**PRE-MAJOR ASSOCIATE IN ARTS
ARTICULATION AGREEMENT:
BUSINESS ADMINISTRATION A1010B**

This template has been developed by university and community college faculty as a blueprint for guiding community colleges in developing programs for students who intend to major in Business Administration, Accounting, Economics, Finance or Marketing. Students who successfully complete this course of study and who meet the requirements for admission to the university may be eligible to apply for admission to the major with junior standing.

All colleges will not offer all pre-major programs and course selections may vary. Check college catalogs for course and program offerings.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
ACC 120	Principles of Financial Accounting	3	2	0	0	4
+CIS 110	Introduction to Computers	2	2	0	0	3
+	History Elective	3	0	0	0	3
+	Social/Behavioral Science Elective	3	0	0	0	3
		—	—	—	—	—
		14	4	0	0	16
Second Semester (Spring)						
ENG 112	Argument-Based Research	3	0	0	0	3
ACC 121	Principles of Managerial Accounting	3	2	0	0	4
+MAT 171	Precalculus Algebra	3	0	0	0	3
+MAT 171A	Precalculus Algebra Lab	0	2	0	0	1
	Social/Behavioral Science	3	0	0	0	3
	Literature Elective	3	0	0	0	3
		—	—	—	—	—
		15	4	0	0	17

Third Semester (Fall)

	Humanities /Fine Arts Elective	3	0	0	0	3
	Natural Science Elective	3	3	0	0	4
+ECO 252	Macroeconomics	3	0	0	0	3
MAT 263	Brief Calculus	3	0	0	0	3
	Humanities /Fine Arts Elective	3	0	0	0	3
		—	—	—	—	—
		15	3	0	0	16

Fourth Semester (Spring)

+ECO 251	Microeconomics	3	0	0	0	3
	Natural Science Elective	3	3	0	0	4
BUS 228	Business Statistics	3	0	0	0	3
	Humanities /Fine Arts Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
		—	—	—	—	—
		15	3	0	0	16
Total						65

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

NOTE: Refer to electives listed on page 43.

**PRE-MAJOR ASSOCIATE IN ARTS:
CRIMINAL JUSTICE LAW ENFORCEMENT
AVIATION ARTICULATION A1010D
University of Minnesota, Crookston Concentration
Curriculum Description**

This Associate in Arts program is designed for those students who intend to transfer to the University of Minnesota-Crookston (UMC) Bachelor of Science in Law Enforcement Aviation Program. Students in this program are responsible for examining the requirements of UMC to ensure they meet the requirements to transfer to the Bachelor of Science program. Counselors and advisors are available to assist students in planning their program.

The course work in the program includes courses in communication, literature, social sciences, mathematics and sciences. The Associate in Arts program contains classes in aviation for those who wish to complete the UMC Bachelor of Science in Law Enforcement Aviation program.

College transfer courses may be offered either day, evening or on-line depending on the needs of the students and the institution to allow students to pursue their goals. **Aviation courses may only be taken by students accepted in this program or by special permission from the site manager.**

All colleges will not offer all pre-major programs and course selections may vary. Check college catalogs for course and program offerings.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 171	Pre-Calculus Algebra	3	0	0	0	3
+MAT 171A	Pre-Calculus Algebra Lab	0	2	0	0	1
CJC 111	Introduction to Criminal Justice	3	0	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
		14	4	0	0	16
Second Semester (Spring)						
ENG 112	Argument-Based Research	3	0	0	0	3
HIS 131	American History I	3	0	0	0	3
MAT 151	Statistics I	3	0	0	0	3
PHY 151	Physics I	3	2	0	0	4
ENG 131	Introduction to Literature	3	0	0	0	3
		15	2	0	0	16
Third Semester (Fall)						
CJC 141	Corrections	3	0	0	0	3
+POL 120	American Government	3	0	0	0	3
+PSY 150	General Psychology	3	0	0	0	3
SPA 111	Elementary Spanish	3	0	0	0	3
AER 150	Private Pilot Flight Theory	0	2	0	0	1
AER 151	Flight-Private Pilot PE Elective	0	2/3	0	0	1
		14	6/7	0	0	17
Third Semester (Summer)						
CJC 141	Corrections	3	0	0	0	3
+POL 120	American Government	3	0	0	0	3
+PSY 150	General Psychology	3	0	0	0	3
+	History Elective	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
	PE Elective	0	3	0	0	1
		15	3	0	0	16
Fourth Semester (Spring)						
+SOC 210	Introduction to Sociology	3	0	0	0	3
SPA 112	Elementary Spanish II	3	0	0	0	3
AER 170	Commercial Flight Theory	3	0	0	0	3
AER 152	Fundamentals of Flight	3	2	0	0	4
PHY 152	Physics II	3	2	0	0	4
	Humanities/Fine Arts Elective	3	0	0	0	3
		18	4	0	0	20
	Total					69

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

PRE-MAJOR ASSOCIATE IN ARTS: CRIMINAL JUSTICE A1010D

This template has been developed by university and community college faculty as a blueprint for guiding community colleges in developing programs for students who intend to major in Business Administration, Accounting, Economics, Finance or Marketing. Students who successfully complete this course of study and who meet the requirements for admission to the university may be eligible to apply for admission to the major with junior standing.

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

NOTE: Refer to electives listed on page 43.

ASSOCIATE IN SCIENCE DEGREE A10400

College Transfer Curriculum Description

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 171	Precalculus Algebra	3	0	0	0	3
+MAT 171A	Precalculus Algebra Lab	0	2	0	0	1
+CIS 110	Introduction to Computers	2	2	0	0	3
BIO 111	General Biology I (OR)	3	3	0	0	4
CHM 151	General Chemistry I (OR)	3	3	0	0	4
PHY 151	College Physics I	3	2	0	0	4
	Humanities Elective	3	0	0	0	3
ACA 122	College Transfer Success	1	0	0	0	1
		<u>15</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>18</u>
Second Semester (Spring)						
ENG 112	Argument-Based Research	3	0	0	0	3
BIO 112	General Biology II (OR)	3	3	0	0	4
CHM 152	General Chemistry II (OR)					
PHY 152	College Physics II					
+HIS 131	American History I (OR)	3	0	0	0	3
+HIS 121	Western Civilization I	3	0	0	0	3
MAT 172	Precalculus Trigonometry	3	0	0	0	3
MAT 172A	Trigonometry Lab	0	2	0	0	1
	Social/Behavioral Science Elective	3	0	0	0	3
		<u>15</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>17</u>
Third Semester (Fall)						
	Literature Elective	3	0	0	0	3
+Social/Behavioral Science Elective		3	0	0	0	3
	Mathematics/Natural Science Elective	3	3	0	0	4
	Mathematics/Natural Science/Computer Science Elective	3	2	0	0	4
	Physical Education Elective	3	0	0	0	1
		<u>15</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>15</u>
Fourth Semester (Spring)						
	Humanities Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
	Mathematics/Natural Science/Computer Science Elective	3	3	0	0	4
	Mathematics/Natural Science/Computer Science Elective	3	2	0	0	4
	Physical Education Elective	2	0	0	0	1
		<u>14</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>15</u>
				Total		65

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

++ Students must meet the receiving universities foreign and/or health and physical education requirements, if applicable prior to or after senior institution.

ELECTIVES CAN BE TAKEN FROM THE FOLLOWING LIST:

Humanities:

Two (2) courses required from at least two (2) of the following discipline areas: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion.

Course	Title	Credit Hrs.
ART 111	Art Appreciation	3
HUM 110	Technology and Society	3
HUM 130	Myth in Human Culture	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
REL 211	Introduction to the Old Testament	3
REL 212	Introduction to the New Testament	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3

Literature:

Course	Title	Credit Hrs.
ENG 131	Introduction to Literature	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 261	World Literature I	3
ENG 272	Southern Literature	3
ENG 273	African American Literature	3
ENG 274	Literature by Women	3
ENG 275	Science Fiction	3

Social/Behavioral Sciences:

Two (2) courses required from at least two (2) of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology.

Course	Title	Credit Hrs.
+ECO 251	Principles of Microeconomics	3
+ECO 252	Principles of Macroeconomics	3
+HIS 122	Western Civilization II	3
+HIS 132	American History II	3
+HIS 226	The Civil War	3
+HIS 228	History of the South	3
+HIS 236	North Carolina History	3
+POL 120	American Government	3
+PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
+SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3

Mathematics, Natural Sciences, and Computer Science:

Of the other 20-21 SHC required, a minimum of 14 SHC is required in mathematics, natural sciences, or computer science.

Course	Title	Credit Hrs.
BIO 163	Basic Anatomy & Physiology	5
BIO 168	Human Anatomy & Physiology I	4
BIO 169	Human Anatomy & Physiology II	4

BIO 275	Microbiology	4
BIO 280	Biotechnology	4
BIO 285	Research & Measurement	4
CHM 132	Organic and Biochemistry	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
PHY 151	College Physics I	4
PHY 152	College Physics II	4
+MAT 151	Statistics I	3
+MAT 263	Brief Calculus	3
+MAT 271	Calculus I	4
MAT 272	Calculus II	4
CIS 115	Intro to Programming and Logic	3

Business:

Course	Title	Credit Hrs.
ACC 120	Accounting I	4
ACC 121	Accounting II	4
BUS 110	Introduction to Business	3
BUS 115	Business Law	3
BUS 228	Business Statistics	3

Criminal Justice:

Course	Title	Credit Hrs.
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3

Other Major Hours:

Course	Title	Credit Hrs.
ACA 115	Success and Study Skills	1
ACA 122	College Transfer Success	1
HEA 112	First Aid & CPR	2

TRANSFER CORE DIPLOMA (Science-D10400)

General Education Core Requirements

44 Semester Hours

English Composition (6 semester hrs / 2 courses)

+ENG 111 and ENG 112

Humanities/Fine Arts (9 semester hrs / 3 courses)

Select three courses from at least three of the following discipline areas.
At least one course must be a literature course.

- Art (ART 111)
- Foreign Language (SPA 111, 112)
- Literature (ENG 131, 231, 232, 241, 242 and 261)
- Music (MUS 110)
- Religion (REL 211 and 212)

Social/Behavioral Sciences (9 semester hrs / 3 courses)

Select three courses from at least three of the following discipline areas.
At least one course must be a history course.

- Economics (ECO 251 and 252)
- History (HIS 121, 122, 131, 132)
- Political Science (POL 120)
- Psychology (PSY 150 and 241)
- Sociology (210, 213 and 220)

Natural Science / Mathematics

Natural Science (8 semester hrs / 2 courses)

Select two courses, including accompanying laboratory work, from the biological and physical sciences.

- Biology (BIO 111 and 112)
- Chemistry (CHM 151 and 152)
- Physics (PHY 151 and 152)

Mathematics (6 semester hrs / 2 courses)

Select at least one course in introductory mathematics (college algebra, trigonometry, calculus, etc.); the other unit may be selected from among other quantitative subjects, such as computer science.

- Mathematics (MAT 171/171A or 271)
- Other Quantitative Subjects (Computer Science – CIS 110, 115)

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

ASSOCIATE DEGREE NURSING A45120

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
NUR 115	Fund of Nursing	2	3	6	0	5
NUR 117	Pharmacology	1	3	0	0	2
+ENG 111	Expository Writing	3	0	0	0	3
+PSY 150	General Psychology	3	0	0	0	3
		—	—	—	—	—
		12	9	6	0	17
Second Semester (Spring)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
NUR 133	Nursing Assessment	2	3	0	0	3
NUR 135	Adult Nursing I	5	3	9	0	9
		—	—	—	—	—
		10	9	9	0	16

Third Semester (Summer)								
ENG 114	Professional Research & Reporting	3	0	0	0	3		
NUR 125	Maternal Child Nursing	5	3	6	0	8		
		8	3	6	0	11		
Fourth Semester (Fall)								
NUR 235	Adult Nursing II	4	3	15	0	10		
BIO 175	Microbiology	2	2	0	0	3		
PSY 241	Developmental Psychology	3	0	0	0	3		
		9	5	15	0	16		
Fifth Semester (Spring)								
ENG 131	Intro to Literature	3	0	0	0	3		
NUR 116	Nursing Older Adults	2	3	3	0	4		
NUR 185	Mental Health	3	0	6	0	5		
+CIS 110	Intro to Computers	2	2	0	0	3		
		10	5	9	0	15		
Total							75	

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

++ Students entering the Nursing Program in Fall 2008 must be certified as a CNA I upon entrance to the program.

+++ Advanced placement applicants, in addition to meeting all admissions requirements, must complete the Nursing Transition Orientation. A prerequisite for the Nursing Transition Orientation is a current, unencumbered North Carolina license to practice as an LPN and one year experience as a LPN.

BUSINESS ADMINISTRATION A25120

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+CIS 110	Introduction to Computers	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
ACC 120	Prin. of Financial Acct	3	2	0	0	4
BUS 121	Business Math	2	2	0	0	3
BUS 115	Business Law I	3	0	0	0	3
		13	6	0	0	16
Second Semester (Spring)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
ACC 121	Prin. of Managerial Acct	3	2	0	0	4
OST 136	Word Processing	1	2	0	0	2
MKT 120	Marketing	3	0	0	0	3
		15	6	0	0	18
Third Semester (Fall)						
+	Social Science Elective	3	0	0	0	3
ENG 114	Professional Research/Reporting	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
ACC 150	Acct. Software Appl.	1	2	0	0	2
BUS 125	Personal Finance	3	0	0	0	3
CTS 125	Presentation Graphics	2	2	0	0	3
		15	4	0	0	17
Fourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
DBA 110	Database Conc. & Applications	2	2	0	0	3
ACC 129	Individual Income Taxes	2	2	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
		16	4	0	0	18
Total						69

Social Science Electives

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

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

COMPUTER INFORMATION TECHNOLOGY A25260

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BUS 110	Introduction to Business	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
NET 110	Networking Concepts	2	2	0	0	3
+	Social Science Elective	3	0	0	0	3
		16	4	0	0	18
Second Semester (Spring)						
CTS 130	Spreadsheet	2	2	0	0	3
NOS 110	Operating Systems	2	3	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
CIS 115	Intro to Programming and Logic	2	3	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
		13	13	0	0	18
Third Semester (Fall)						
NOS 120	Linux/Unix Single User	2	2	0	0	3
CTS 120	Hardware/Software Support	2	3	0	0	3
NOS 130	Windows Single User	2	2	0	0	3
DBA 115	Database Applications	2	2	0	0	3
CTS 285	Systems Analysis & Design	3	0	0	0	3
SEC 110	Security Concepts	3	0	0	0	3
		14	9	0	0	18

Fourth Semester (Spring)

CTS 220	Advanced Hardware/Software Spt.	2	3	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
CTS 289	System Support Project	1	4	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
BUS 270	Professional Development	3	0	0	0	3
CTS 250	User Support and Software Evaluation	2	2	0	0	3
		13	11	0	0	18
	Total					72

Social Science Electives

Course	Title	Credit Hrs.
+PSY 150	General Psychology	3
+SOC 210	Introduction to Sociology	3
+ECO 251	Principles of Microeconomics	3
+ECO 252	Principles of Macroeconomics	3

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

CRIMINAL JUSTICE TECHNOLOGY A55180

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
CJC 111	Intro to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
+SOC 210	Introduction to Sociology	3	0	0	0	3
		17	2	0	0	18

Second Semester (Spring)

CJC 113	Juvenile Justice	3	0	0	0	3
CJC 122	Community Policing	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CJC 132	Court Procedure & Evidence	3	0	0	0	3
+PSY 150	General Psychology	3	0	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
		—	—	—	—	—
		18	0	0	0	18

Third Semester (Fall)

CJC 212	Ethics & Community Relations	3	0	0	0	3
CJC 215	Organization and Administration	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 233	Correctional Law	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
		—	—	—	—	—
		18	2	0	0	19

Fourth Semester (Spring)

CJC 222	Criminalistics	3	0	0	0	3
CJC 223	Organized Crime	3	0	0	0	3
CJC 231	Constitutional Law	3	0	0	0	3
CJC 232	Civil Liability	3	0	0	0	3
BIO 111	General Biology	3	3	0	0	4
ENG 131	Introduction to Literature	3	0	0	0	3
		—	—	—	—	—
		18	3	0	0	19

Total 74

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

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

CULINARY TECHNOLOGY A55200

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
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First Semester (Fall)

CUL 140	Basic Culinary Skills	2	6	0	0	5
HRM 110	Introduction to Hospitality	2	0	0	0	2
CUL 110	Sanitation and Safety	2	0	0	0	2
CUL 110A	Sanitation and Safety Lab	0	2	0	0	1
+MAT 115	Mathematical Models	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
		—	—	—	—	—
		11	10	0	0	16

Second Semester (Spring)

+CIS 110	Introduction to Computers	2	2	0	0	3
CUL 240	Advanced Culinary Skills	1	8	0	0	5
CUL 150	Food Science	1	2	0	0	2
CUL 120	Purchasing	2	0	0	0	2
CUL 120A	Purchasing Lab	0	2	0	0	1
ENG 114	Professional Research & Reporting	3	0	0	0	3
		—	—	—	—	—
		9	14	0	0	16

Summer Session

CUL 160	Baking I	1	4	0	0	3
CUL 135	Food & Beverage Service	2	0	0	0	2
CUL 135A	Food & Beverage Ser. Lab	0	2	0	0	1
CUL 130	Menu Design	2	0	0	0	2
		—	—	—	—	—
		5	6	0	0	8

Third Semester (Fall)

CUL 260	Baking II	1	4	0	0	3
HRM 215	Restaurant Management	3	0	0	0	3
NUT 110	Nutrition	3	0	0	0	3
	Humanities Electives	3	0	0	0	3
		—	—	—	—	—
		10	4	0	0	12

Fourth Semester (Spring)

CUL 180	International & Am. Reg. Cuisine	1	8	0	0	5
CUL 220	Food Service for Spec. Ops.	1	8	0	0	5
HRM 145	Hospitality Supervision	3	0	0	0	3
+	Social Science Electives	3	0	0	0	3
		—	—	—	—	—
		8	16	0	0	16

Total 68

Humanities

Course	Title	Credit Hrs.
ART 111	Art Appreciation	3
+REL 211	Introduction to the Old Testament	3
+REL 212	Introduction to the New Testament	3

Social Science

Course	Title	Credit Hrs.
+HIS 122	Western Civilization II	3
+HIS 132	American History II	3
+POL 120	American Government	3
+PSY 150	General Psychology	3
+SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3

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

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

EARLY CHILDHOOD ASSOCIATE A55220

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+CIS 110	Introduction to Computers	2	2	0	0	3
EDU 119	Intro to Early Childhood Ed.	4	0	0	0	4
EDU 271	Educational Technology	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
+PSY 150	General Psychology	3	0	0	0	3
		—	—	—	—	—
		14	4	0	0	16
Second Semester (Spring)						
EDU 153	Health, Safety, and Nutrition	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 151A	Creative Activities Lab	0	2	0	0	1
ENG 114	Professional Research & Reporting	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
PSY 244	Child Development I	3	0	0	0	3
		—	—	—	—	—
		18	2	0	0	19

Third Semester (Fall)

HEA 112	First Aid & CPR	1	2	0	0	2
EDU 157	Active Play	2	2	0	0	3
EDU 261	Early Childhood Administration I	3	0	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
+SOC 210	Introduction to Sociology	3	0	0	0	3
EDU 131	Child, Family and Community	3	0	0	0	3
PSY 245	Child Development II	3	0	0	0	3
		—	—	—	—	—
		18	4	0	0	20

Fourth Semester (Spring)

COE 111	Co-op Work Experience I	0	0	0	10	1
EDU 241	Adult-Child Relationships	2	0	0	0	2
SOC 213	Sociology of the Family	3	0	0	0	3
EDU 262	Early Childhood Administration II	3	0	0	0	3
EDU 280	Language & Literacy	3	0	0	0	3
EDU 280A	Literacy Exp. Lab	0	2	0	0	1
EDU 221	Children with Exceptionalities	3	0	0	0	3
		—	—	—	—	—
		14	2	0	10	16

Total 71

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

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

NOTE: The Early Childhood program has an established articulation agreement with the University of North Carolina at Pembroke.

ELECTRICAL/ELECTRONICS TECHNOLOGY A35220

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+MAT 121	Algebra/Trigonometry I	2	2	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
ELC 118	National Electrical Code	1	2	0	0	2
ELC 112	DC/AC Electrical	3	6	0	0	5
ELC 113	Basic Wiring I	2	6	0	0	4
		—	—	—	—	—
		10	18	0	0	17
Second Semester (Spring)						
+ENG 111	Expository Writing	3	0	0	0	3
MAT 122	Algebra/Trigonometry II	2	2	0	0	3
ELN 229	Industrial Electronics	3	3	0	0	4
ELC 115	Industrial Wiring	2	6	0	0	4
(OR)						
ELC 114	Basic Wiring II	2	6	0	0	4
ELC 117	Motors & Controls	2	6	0	0	4
		—	—	—	—	—
		12	17	0	0	18
Summer Session						
ELN 133	Digital Electronics	3	3	0	0	4
ELC 128	Introduction to PLC	2	3	0	0	3
DFT 119	Basic-CAD	1	2	0	0	2
		—	—	—	—	—
		6	8	0	0	9
Third Semester (Fall)						
ELC 228	PLC Applications	2	6	0	0	4
PHY 121	Applied Physics I	3	2	0	0	4
ELN 231	Industrial Controls	2	3	0	0	3
ELN 232	Intro. to Microprocessors	3	3	0	0	4
ENG 114	Professional Research & Reporting	3	0	0	0	3
		—	—	—	—	—
		13	14	0	0	18
Fourth Semester (Spring)						
+SOC 210	Introduction to Sociology	3	0	0	0	3
ELN 275	Troubleshooting	1	2	0	0	2
ELN 233	Microprocessor Systems	3	3	0	0	4
ENG 131	Introduction to Literature	3	0	0	0	3
ELC 229	Applications Project	1	3	0	0	2
		—	—	—	—	—
		11	8	0	0	14
Total						76

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

INDUSTRIAL SYSTEMS TECHNOLOGY A50240

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
WLD 112	Basic Welding Processes	1	3	0	0	2
ELC 112	DC/AC Electricity	3	6	0	0	5
+MAT 121	Algebra/Trigonometry I	2	2	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
BPR 111	Blue Print Reading	1	2	0	0	2
MNT 110	Intro. to Maintenance Procedures	1	3	0	0	2
		—	—	—	—	—
		10	18	0	0	17
Second Semester (Spring)						
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
MAT 122	Algebra/Trigonometry II	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
ELN 229	Industrial Electronics	3	3	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
		—	—	—	—	—
		12	14	0	0	17
Summer Session						
MEC 110	Introduction to CAD/CAM	1	2	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
ELC 128	Introduction to PLC	2	3	0	0	3
ISC 110	Work Place Safety	1	0	0	0	1
		—	—	—	—	—
		5	9	0	0	9
Third Semester (Fall)						
BPR 115	ELC/Fluid Power Diagrams	1	2	0	0	2
PHY 121	Applied Physics I	3	2	0	0	4
ENG 114	Professional Research/Reporting	3	0	0	0	3
ELC 228	PLC Applications	2	6	0	0	4
AHR 120	HVACR Maintenance	1	3	0	0	2
WLD 212	Inert Gas Welding	1	3	0	0	2
		—	—	—	—	—
		11	16	0	0	17

Fourth Semester (Spring)

+SOC 210	Introduction to Sociology	3	0	0	0	3
PLU 111	Intro. to Basic Plumbing	1	3	0	0	2
MNT 263	Electro-Pneu Components	2	4	0	0	4
MEC 288	Mfg. Eng. R & D Project	0	2	0	0	1
ENG 131	Introduction to Literature	3	0	0	0	3
		—	—	—	—	—
		9	9	0	0	13

Total 73

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

MEDICAL OFFICE ADMINISTRATION A25310**Associate of Applied Science Degree***Curriculum Description*

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
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First Semester (Fall)

+ENG 111	Expository Writing	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
+OST 131	Keyboarding	1	2	0	0	2
OST 136	Word Processing	1	2	0	0	2
OST 141	Medical Terminology	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
		—	—	—	—	—
		13	6	0	0	16

Second Semester (Spring)

ENG 114	Professional Research & Reporting	3	0	0	0	3
+MAT 115	Mathematical Models	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
DBA 110	Database Concepts & Applications	2	3	0	0	3
OST 134	Text Entry & Formatting	2	2	0	0	3
OST 142	Medical Terminology II	3	0	0	0	3
		—	—	—	—	—
		15	5	0	0	18

Third Semester (Fall)

ACC 120	Principles of Financial Accounting	3	2	0	0	4
CTS 125	Presentation Graphics	2	2	0	0	3
OST 148	Medical Coding, Billing & Insurance	3	0	0	0	3
OST 164	Text Editing & Applications	3	0	0	0	3
OST 184	Records Management	1	2	0	0	2
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
		—	—	—	—	—
		14	8	0	0	18

Fourth Semester (Spring)

ACC 150	Accounting Software & Applications	1	2	0	0	2
BUS 135	Principles of Supervision	3	0	0	0	3
BUS 270	Professional Development	3	0	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
+	Social/Behavioral Science Elective	3	0	0	0	3
+	Social/Behavioral Science Elective	3	0	0	0	3
		—	—	—	—	—
		16	2	0	0	17

Total 69**Social Science Electives**

Course	Title	Credit Hrs.
+PSY 150	General Psychology	3
+SOC 210	Introduction to Sociology	3
+ECO 251	Principles of Microeconomics	3
+ECO 252	Principles of Macroeconomics	3

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

OFFICE SYSTEMS TECHNOLOGY A25360**Associate of Applied Science Degree***Curriculum Description*

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+OST 131	Keyboarding	1	2	0	0	2
+CIS 110	Introduction to Computers	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
BUS 121	Business Math	2	2	0	0	3
ACC 120	Prin. of Financial Acct	3	2	0	0	4
OST 162	Executive Terminology	3	0	0	0	3
		—	—	—	—	—
		14	8	0	0	18
Second Semester (Spring)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
OST 136	Word Processing	1	2	0	0	2
OST 164	Text Editing Applications	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
OST 132	Keyboard Skill Building	1	2	0	0	2
		—	—	—	—	—
		13	6	0	0	16
Third Semester (Fall)						
CIS 165	Desktop Publishing	2	2	0	0	3
ACC 150	Acct. Software Appl.	1	2	0	0	2
OST 236	Adv. Word Processing	2	2	0	0	3
OST 134	Text Entry & Formatting	2	2	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
OST 184	Records Management	1	2	0	0	2
		—	—	—	—	—
		11	10	0	0	16
Fourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
OST 223	Machine Transcription I	1	2	0	0	2
OST 224	Machine Transcription II	1	2	0	0	2
OST 289	Office Systems Management	2	2	0	0	3
DBA 110	Database Concepts & Applications	2	3	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
+	Social Science Elective	3	0	0	0	3
		—	—	—	—	—
		15	9	0	0	19
					Total	69

Social Science Electives

Course	Title	Credit Hrs.
+PSY 150	General Psychology	3
+SOC 210	Introduction to Sociology	3
+ECO 251	Principles of Microeconomics	3
+ECO 252	Principles of Macroeconomics	3

OST 223 & OST 224 will be taught as a split course.

OST 223 First 8 Weeks

OST 224 Second 8 Weeks

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

RADIOGRAPHY A45700

Associate of Applied Science Degree

Curriculum Description

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body.

Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
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First Semester (Fall)

BIO 168	Anatomy and Physiology I	3	3	0	0	4
+ENG 111	Expository Writing	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
RAD 110	RAD Introduction & Patient Care	2	3	0	0	3
RAD 111	RAD Procedures I	3	3	0	0	4
RAD 151	RAD Clinical Education I	0	0	6	0	2
		—	—	—	—	—
		13	11	6	0	19

Second Semester (Spring)

BIO 169	Anatomy and Physiology II	3	3	0	0	4
ENG 114	Professional Research & Reporting	3	0	0	0	3
RAD 112	RAD Procedures II	3	3	0	0	4
RAD 121	Radiographic Imaging I	2	3	0	0	3
RAD 161	RAD Clinical Education II	0	0	15	0	5
		—	—	—	—	—
		11	9	15	0	19

Third Semester (Summer)

RAD 122	Radiographic Imaging II	1	3	0	0	2
RAD 131	Radiographic Physics I	1	3	0	0	2
RAD 171	RAD Clinical Education III	0	0	12	0	4
		—	—	—	—	—
		2	6	12	0	8

Fourth Semester (Fall)

+PSY 150	General Psychology	3	0	0	0	3
RAD 211	RAD Procedures III	2	3	0	0	3
RAD 231	Radiographic Physics II	1	3	0	0	2
RAD 241	Radiation Protection	2	0	0	0	2
RAD 251	RAD Clinical Education IV	0	0	21	0	7
		—	—	—	—	—
		8	6	21	0	17

Fifth Semester (Spring)

RAD 245	Radiographic Analysis	1	3	0	0	2
RAD 261	RAD Clinical Education V	0	0	21	0	7
RAD 271	Radiography Capstone	0	3	0	0	1
	Humanities/Fine Arts Elective	3	0	0	0	3
		—	—	—	—	—
		4	6	21	0	13

Total 76

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

NOTE: Refer to electives listed on page 44 and 45.

RESPIRATORY THERAPY A45720

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 163	Anatomy and Physiology	4	2	0	0	5
+MAT 115	Mathematical Models	2	2	0	0	3
RCP 110	Introduction to Respiratory	3	3	0	0	4
+ENG 111	Expository Writing	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
		—	—	—	—	—
		14	9	0	0	18

Second Semester (Spring)

BIO 175	General Microbiology	2	2	0	0	3
RCP 111	Therapeutics/Diagnostics	4	3	0	0	5
ENG 114	Professional Research & Reporting	3	0	0	0	3
RCP 114	C-P Anatomy & Physiology	3	0	0	0	3
RCP 133	Clinical Practice I	0	0	9	0	3
		—	—	—	—	—
		12	5	9	0	17

Summer Session

RCP 210	Critical Care Concepts	3	3	0	0	4
RCP 115	Pathophysiology	2	0	0	0	2
RCP 132	Clinical Practice I	0	0	6	0	2
RCP 122	Special Practice Lab	0	2	0	0	1
		—	—	—	—	—
		5	5	6	0	9

Third Semester (Fall)

RCP 143	Clinical Practice II	0	0	9	0	3
RCP 155	Clinical Practice III	0	0	15	0	5
RCP 213	Neonatal Concepts	2	0	0	0	2
RCP 211	Advanced Monitoring	3	3	0	0	4
RCP 123	Special Practice Lab	0	3	0	0	1
	Humanities Elective	3	0	0	0	3
		—	—	—	—	—
		8	6	24	0	18

Fourth Semester (Spring)

RCP 234	Clinical Practice IV	0	0	12	0	4
RCP 245	Clinical Practice V	0	0	15	0	5
RCP 215	Career Prep Advanced	0	3	0	0	1
+	Social Behavioral Science Elective	3	0	0	0	3
		—	—	—	—	—
		3	3	27	0	13

Total 75

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

NOTE: Refer to electives listed on page 44 and 45.

ASSOCIATE IN GENERAL EDUCATION A10300

Curriculum Description

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

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

GENERAL OCCUPATIONAL TECHNOLOGY A55280

Curriculum Description

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

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

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

COSMETOLOGY (Evening) D55140

Evening program requires successful completion of the A portion of the course before entering the B portion.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
COS 111A	Cosmetology Concepts I	2	0	0	0	2
COS 112A	Salon I	0	12	0	0	4
+ENG 102	Applied Communications	3	0	0	0	3
		5	12	0	0	9
Second Semester (Spring)						
COS 111B	Cosmetology Concepts I	2	0	0	0	2
COS 112B	Salon I	0	12	0	0	4
PSY 118	Interpersonal Psychology	3	0	0	0	3
		5	12	0	0	9
Summer Session						
COS 113A	Cosmetology Concepts II	1	0	0	0	1
COS 114A	Salon II	0	10	0	0	3
		1	10	0	0	4
Third Semester (Fall)						
COS 113B	Cosmetology Concepts II	3	0	0	0	3
COS 114B	Salon II	0	14	0	0	5
		3	14	0	0	8
Fifth Semester (Spring)						
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
		4	12	0	0	8
	Total					38
OPTIONAL - To complete State Board Requirements for 1500 hours.						
Summer Session						
COS 117A	Cosmetology Concepts IV	1	0	0	0	1
COS 118A	Salon IV	0	10	0	0	3
		1	10	0	0	4
Fifth Semester (Fall)						
COS 117B	Cosmetology Concepts IV	1	0	0	0	1
COS 118B	Salon IV	0	11	0	0	4
		1	11	0	0	5
	Total					47

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

ELECTRICAL/ELECTRONICS TECHNOLOGY D35220

Diploma Program Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+CIS 110	Introduction to Computers	2	2	0	0	3
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Basic Wiring I	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
+MAT 101	Applied Mathematics I	2	2	0	0	3
		10	18	0	0	17
Second Semester (Spring)						
ELC 114	Basic Wiring II	2	6	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
+ENG 102	Applied Communications II	3	0	0	0	3
ELC 115	Industrial Wiring	2	6	0	0	4
		9	18	0	0	15
Summer Session						
ELC 128	Introduction to PLC	2	3	0	0	3
DFT 119	Basic-CAD	1	2	0	0	2
		3	5	0	0	5
	Total					37

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

INDUSTRIAL SYSTEMS TECHNOLOGY D50240

Diploma Program Curriculum Description

Industrial Systems Technology curriculum is designed to prepare or 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.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+CIS 110	Introduction to Computers	2	2	0	0	3
ELC 112	DC/AC Electricity	3	6	0	0	5
BPR 111	Blue Print Reading	1	2	0	0	2
MNT 110	Intro. to Maintenance Procedures	1	3	0	0	2
WLD 112	Basic Welding Processes	1	3	0	0	2
+MAT 101	Applied Mathematics I	2	2	0	0	3
		—	—	—	—	—
		10	18	0	0	17
Second Semester (Spring)						
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
ELC 117	Motors and Controls	2	6	0	0	4
ELN 229	Industrial Electronics	2	4	0	0	4
+ENG 102	Applied Communications II	3	0	0	0	3
		—	—	—	—	—
		9	13	0	0	14
Summer Session						
ELC 128	Introduction to PLC	2	3	0	0	3
MEC 111	Machine Shop Processes	1	4	0	0	3
MEC 110	CAD/CAM (CNC)	1	2	0	0	2
ISC 110	Work Place Safety	1	0	0	0	1
		—	—	—	—	—
		5	9	0	0	9
		Total				40

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

SURGICAL TECHNOLOGY D45740

Diploma Program Curriculum Description

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

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

Graduates of this program will be eligible to apply to take the Liaison Council's Certification Examination for Surgical Technologists. Employment opportunities include labor/delivery/emergency departments, inpatient/out-patient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
BIO 163	Basic Anatomy & Physiology	4	2	0	0	5
SUR 110	Intro. to Surgical Tech	3	0	0	0	3
SUR 111	Periop Patient Care	5	6	0	0	7
		—	—	—	—	—
		15	8	0	0	18
Second Semester (Spring)						
BIO 175	General Microbiology	2	2	0	0	3
SUR 122	Surgical Procedures I	5	3	0	0	6
SUR 123	Surgical Clinical I	0	0	21	0	7
+CIS 110	Introduction to Computers	2	2	0	0	3
		—	—	—	—	—
		9	7	21	0	19
Summer						
SUR 134	Surgical Procedures II	5	0	0	0	5
SUR 135	Surgical Clinical II	0	0	12	0	4
SUR 137	Professional Success Prep	1	0	0	0	1
		—	—	—	—	—
		6	0	12	0	10
		Total				47

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

AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY C35100

Immured Program Curriculum Description

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 112	Heating Technology	2	4	0	0	4
AHR 113	ComfortCooling	2	4	0	0	4
AHR 111	HVACR Electricity	2	2	0	0	3
BPR 130	Blue Print Reading/Const.	1	2	0	0	2
		—	—	—	—	—
		9	18	0	0	18
Total						18

AIR CONDITIONING INSTALLATION AND MAINTENANCE C35100

Certificate Curriculum Description

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

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

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

BASIC LAW ENFORCEMENT TRAINING C55120

Certificate Curriculum Description

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

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

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

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

CARPENTRY C35180

Immured Program Curriculum Description

The Carpentry curriculum is designated to train students to construct residential structures using standard building materials and hand and power tools. Carpentry skills and a general knowledge or residential construction will also be taught.

Course work includes framing, interior and exterior trim, cabinetry, blueprint reading, residential planning and estimating, and other related topics. Students will develop skills through hands-on participation.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CAR 111	Carpentry I	3	15	0	0	8
CAR 113	Carpentry III	3	9	0	0	6
		—	—	—	—	—
		6	24	0	0	14
Total						14

ELECTRICAL/ELECTRONICS TECHNOLOGY C35220

Electrical Contractor Preparation

Certificate

Curriculum Description

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Basic Wiring I	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
ELC 114	Basic Wiring II	2	6	0	0	4
		—	—	—	—	—
		8	20	0	0	15
Total						15

INDUSTRIAL SYSTEMS TECHNOLOGY C50240

Machine Shop-CNC Operator

Certificate

Curriculum Description

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.

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

ELECTRICAL/ELECTRONICS TECHNOLOGY C35220

Immured Program

Curriculum Description

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Basic Wiring I	2	6	0	0	4
ELC 117	Motors & Controls	2	6	0	0	4
		—	—	—	—	—
		7	18	0	0	13
Total						13

LATERAL ENTRY TEACHER CERTIFICATE

Certificate

Curriculum Description

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

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

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

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

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

Literacy/Reading Methods	3	SHC	
Instructional Methods	3	SHC	
Meeting Special Learning Needs, Exceptionalities, and Diversity	3	SHC	
	Total	27	

NURSING ASSISTANT C45480

Certificate

Curriculum Description

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

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

Graduates of this curriculum may be eligible to be listed on the registry as a Nursing Assistant I and Nursing Assistant II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctor's offices. Graduates must pass the National Nurse Aid Assessment Program (NNAAP) examination in order to be licensed.

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

DEVELOPMENTAL STUDIES COURSES

Curriculum Description

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

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

Developmental Course(s) Completion and Exit Criteria

Students' grades must be "C" or better in the following courses to advance to the next developmental course and/or first curriculum course in English, reading, math, keyboarding and/or computer information technology:

ENG 080	Writing Foundations
ENG 090	Composition Strategies
ENG 090A	Composition Strategies Lab
RED 080	Introduction to College Reading
RED 090	Improved College Reading
MAT 060	Essential Mathematics
MAT 070	Introductory Algebra
MAT 080	Intermediate Algebra
OST 080	Keyboarding Literacy

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

*Follow Diploma Course Placement Criteria

ENG 102	Applied Communications II	(ENG 080 and RED 080)
ENG 111	Expository Writing	(ENG 090 and RED 090)
MAT 101	Applied Mathematics I	(MAT 060)
MAT 115	Mathematical Models	(MAT 070 and RED 080)
MAT 121	Algebra/Trigonometry I	(MAT 070 and RED 080)
MAT 140	Survey of Mathematics	(MAT 070 and RED 080)

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
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ENGLISH

ENG 080	Writing Foundations	3	2	0	0	4
ENG 090	Composition Strategies	3	0	0	0	3
ENG 090A	Composition Strategies Lab	0	2	0	0	1

MATHEMATICS

MAT 060	Essential Mathematics	3	2	0	0	4
MAT 070	Introductory Algebra	3	2	0	0	4
MAT 080	Intermediate Algebra	3	2	0	0	4

READING

RED 080	Intro. to College Reading	3	2	0	0	4
RED 090	Improved College Reading	3	2	0	0	4

BASED ON ADVISOR'S RECOMMENDATION

ACA 115	Success & Study Skills	0	2	0	0	1
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KEYBOARDING

OST 080	Keyboarding Literacy	1	2	0	0	2
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COURSE DESCRIPTIONS

Course Prefix and Number	Course Title	Class	Lab/Clinical	Work Exp.	Credit
ELC 115	Industrial Wiring	2	6	0	4
Prerequisites: ELC 113 — Prerequisite(s)					
Corequisites: None — Corequisite(s)					
<p>This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.</p>					

ACA 115 Success and Study Skills 2 0 0 1

Prerequisites: None

Corequisites: None

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACA 122 College Transfer Success 1 0 0 1

Prerequisites: None

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 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.

ACC 120 Prin Of Financial Acct 3 2 0 4

Prerequisites: None

Corequisites: None

This course introduces business decision-making 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

ACC 121 Principles of Managerial Accounting 3 2 0 4

Prerequisites: ACC 120

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

ACC 129 Individual Income Taxes 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms. *This course is also available through the Virtual Learning Community (VLC).*

ACC 150 ACC Software Applications 1 2 0 2

Prerequisites: ACC 115 or ACC 120

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. *This course is also available through the Virtual Learning Community (VLC).*

AER 150 Private Pilot Flight Theory 2 2 0 3

Prerequisites: None

Corequisites: None

This course covers the aeronautical knowledge required to meet the Federal Aviation Administration regulations for private pilot certification. Topics include the principles of flight, the flight environment, basic aircraft systems and performance, basic meteorology and weather data interpretation, and FAA regulations. Upon completion, students should be able to demonstrate the competencies required for the FAA written examination for a private pilot certificate.

AER 151 Flight-Private Pilot 0 3 0 1

Prerequisites: None

Corequisites: None

This course provides the hands-on training needed to qualify for a Federal Aviation Administration private pilot certificate. Topics include flight maneuvers (ground procedures, take-offs, climbs, level flight, turns, glides, stalls, slow flight, descents, slips, landings, emergency procedures) and cross-country planning and navigation. Upon completion, students should be able to demonstrate the competencies required for the flight test practical exam for the private pilot certificate.

AER 152 Fundamentals of Flight 3 2 0 4

Prerequisites: None

Corequisites: None

This course covers fundamental aeronautical knowledge of piloting aircraft. Topics include the principles of flight, basic aircraft systems and performance, basic meteorology, pilotage and dead reckoning, radio navigation, and FAA regulations. Upon completion, students should be able to interpret aeronautical charts and apply navigational principles and understand basic aviation concepts.

AER 160 Instrument Flight Theory 2 2 0 3

Prerequisites: None

Corequisites: None

This course covers the required aeronautical knowledge of the Federal Aviation Administration Regulation Instrument Ground School. Topics include a study of instruments, systems, instrument flight charts, instrument flight planning, approach procedures, and the IFR regulations. Upon completion, students should be able to demonstrate the competencies required to complete the FAA written examination for an instrument rating.

AER 161 Flight-Instrument Pilot 0 6 0 2

Prerequisites: AER 151

Corequisites: None

This course covers instruction and training in instrument flight planning including IFR navigation, VOR, ILS, ADF, and compliance with ATC procedures. Emphasis is placed on approach and navigation procedures, including holding and missed approaches, and development of skill in executing en route and approach procedures. Upon completion, students should be able to plan and execute an IFR flight and demonstrate competencies required for the FAA instrument pilot flight exam.

AER 170 Commercial Flight Theory 3 0 0 3

Prerequisites: AER 150 and AER 151

Corequisites: AER 152

This course covers advanced aircraft control, crosscountry operations, and other topics required for the FAA commercial pilot written exam. Emphasis is placed on the principles of aircraft performance and operation, take-off performance, cruise performance, descent and landing performance, and weight and balance computations. Upon completion, students should be able to demonstrate commercial pilot skills and competence in the materials required for the FAA written commercial pilot examination. The student shall also demonstrate that he/she understands the subject areas: airframe, engine, and altitude systems related to commercial airplane, and commercial regulations.

AER 210 Flight Dynamics 3 0 0 3

Prerequisites: AER 152 and AER 170

Corequisites: AER 160 and AER 161

This course covers basic and advanced principles of aerodynamic phenomena and fluid flow. Topics include airflow phenomena; lift/weight/thrust/drag; aircraft configuration characteristics, stability, and control; subsonic, transonic, and supersonic flight; critical Mach numbers; and the V-g Diagram. Upon completion, students should be able to explain the elements of applied aerodynamics and aeronautical engineering which relate directly to the problems of flight operations. The student will also be able to demonstrate flight competencies required by the flight lab syllabus that meets or exceeds standards outlined in the Commercial Pilot SEL Practical Test Standards.

AER 285 Flight-Multi-Engine 0 3 0 1

Prerequisites: AER 160, AER 161 and AER 210

Corequisites: None

This course provides the flight training required to obtain a multi-engine rating. Topics include multi-engine safety procedures, single-engine operations and performance, V_{mc}, instrument approaches (single-and multi-engine), and emergency procedures. Upon completion, students should be able to demonstrate the competencies required for the flight test practical examination for a multi-engine rating. The student shall also demonstrate that he/she has the required aeronautical knowledge for multi-engine aircraft as outlined in the appropriate FAA Practical Test Standards and Federal Aviation Regulations which is to include the following subject areas: multi-engine systems, aerodynamics, performance and control, commercial regulations related to certification and common carriage "LOFT" scenarios.

AHR 110 Intro to Refrigeration 2 6 0 5

Prerequisites: None

Corequisites: None

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

AHR 111 HVACR Electricity 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

AHR 112 Heating Technology 2 4 0 4

Prerequisites: None

Corequisites: None

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

AHR 113 Comfort Cooling 2 4 0 4

Prerequisites: None

Corequisites: None

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

AHR 114 Heat Pump Technology 2 4 0 4

Prerequisites: AHR 110 or AHR 113

Corequisites: None

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

AHR 120 HVACR Maintenance 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

AHR 130 HVAC Controls 2 2 0 3

Prerequisites: AHR 111 or ELC 111

Corequisites: None

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

AHR 133 HVAC Servicing 2 6 0 4

Prerequisites: None

Corequisites: AHR 112 or AHR 113

The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

AHR 140 All-Weather Systems 1 3 0 2

Prerequisites: AHR 112 or AHR 113

Corequisites: None

This course covers the principles of combination heating and cooling systems including gas-electric, all-electric, and oil-electric systems. Topics include PTAC's and package and split-system units. Upon completion, students should be able to understand systems performance and perform routine maintenance procedures.

AHR 151 HVAC Duct Systems I 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces the techniques used to lay out and fabricate duct work commonly found in HVAC systems. Emphasis is placed on the skills required to fabricate duct work. Upon completion, students should be able to lay out and fabricate simple duct work.

ART 111 Art Appreciation 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including but not limited to, sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

BIO 111 General Biology I 3 3 0 4

Prerequisites: None

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

BIO 112 General Biology II 3 3 0 4

Prerequisites: BIO 111

Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

BIO 140 Environmental Biology 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

BIO 140A Environmental Biology Lab 0 3 0 1

Prerequisites: None

Corequisites: BIO 140

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

BIO 163 Basic Anat & Physiology 4 2 0 5

Prerequisites: None

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BIO 168 Anatomy and Physiology I 3 3 0 4

Prerequisites: None

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, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BIO 169 Anatomy and Physiology II 3 3 0 4

Prerequisites: BIO 168

Corequisites: None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BIO 175 General Microbiology 2 2 0 3

Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165, BIO 168

Corequisites: None

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BIO 275 Microbiology 3 3 0 4

Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168

Corequisites: None

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BIO 280 Biotechnology 2 3 0 3

Prerequisites: BIO 111 or CHM 151

Corequisites: None

This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify laboratory techniques and instrumentation in basic biotechnology. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BIO 285 Research & Measurement 2 4 0 4

Prerequisites: BIO 112 and CHM 132

Corequisites: None

This course provides an intensive laboratory experience with an investigative approach. Emphasis is placed on the use of various laboratory equipment and field techniques to enhance research and measurement competencies in ecology, natural resources, and other related topics. Upon completion, students should be able to demonstrate competencies with laboratory equipment and prepare a presentation of a selected research topic. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BPR 111 Blueprint Reading 1 2 0 2

Prerequisites: None

Corequisites: None

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BPR 115 ELC/Fluid Power Diagrams 1 2 0 2

Prerequisites: None

Corequisites: None

This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate an understanding of, and draw sketches and schematics commonly used in industry.

BPR 130 Blueprint Reading/Construction 1 2 0 2

Prerequisites: None

Corequisites: None

This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

BUS 110 Introduction to Business 3 0 0 3

Prerequisites: None

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

BUS 115 Business Law I 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

BUS 121 Business Math 2 2 0 3

Prerequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

BUS 125 Personal Finance 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

BUS 135 Personal Finance 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher-level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the work place. *This course is also available through the Virtual Learning Community (VLC).*

BUS 137 Principles of Management 3 0 0 3

Prerequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

BUS 228 Business Statistics 2 2 0 3

Prerequisites: MAT 115, MAT 140, or MAT 161

Corequisites: None

This course introduces the use of statistical methods and tools in evaluating research data for business applications. Emphasis is placed on basic probability, measures of spread and dispersion, central tendency, sampling, regression analysis, and inductive inference. Upon completion, students should be able to apply statistical problem solving to business. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BUS 230 Small Business Management 3 0 0 3

Prerequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

BUS 270 Professional Development 3 0 0 3

Prerequisites: None

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.

CHM 132 Organic and Biochemistry 3 3 0 4

Prerequisites: CHM 131 and CHM 131A or CHM 151

Corequisites: None

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

CHM 151 General Chemistry I 3 3 0 4

Prerequisites: None

Corequisites: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

CHM 152 General Chemistry II 3 3 0 4

Prerequisites: CHM 151

Corequisites: None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

CIS 110 Introduction to Computers 2 2 0 3

Prerequisites: OST 080

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).*

CIS 115 Intro to Prog & Logic 2 3 0 3

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175

Corequisites: None

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).*

CIS 165 Desktop Publishing I 2 2 0 3

Prerequisites: None

Corequisites: None

This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications. *This course is also available through the Virtual Learning Community (VLC).*

CJC 100 Basic Law Enforcement 9 30 0 19
Training

Prerequisites: None

Corequisites: None

This course covers the skills and knowledge needed for the entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. This is a certificate level course.

CJC 111 Intro to Criminal Justice 3 0 0 3

Prerequisites: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. *This course is also available through the Virtual Learning Community (VLC).*

CJC 112 Criminology 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 121 Law Enforcement Operations 3 0 0 3

Prerequisites: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. *This course is also available through the Virtual Learning Community (VLC).*

CJC 122 Community Policing 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing.

CJC 131 Criminal Law 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132 Court Procedure & Evidence 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections 3 0 0 3

Prerequisites: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. *This course is also available through the Virtual Learning Community (VLC).*

CJC 212 Ethics & Comm Relations 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 215 Organization & Administration 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

CJC 221 Investigative Principles 3 2 0 4

Prerequisites: None

Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222 Criminalistics 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 223 Organized Crime 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system.

CJC 231 Constitutional Law 3 0 0 3

Prerequisites: None

Corequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

CJC 232 Civil Liability 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

CJC 233 Correctional Law 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel

COE 111 Co-op Work Experience I 0 0 10 1

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. *This course is also available through the Virtual Learning Community (VLC).*

COS 111 Cosmetology Concepts I 4 0 0 4 DAY

Prerequisites: None

Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 111A Cosmetology Concepts I 2 0 0 2 EVENING

Prerequisites: None

Corequisites: COS 112A

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 111B Cosmetology Concepts I 2 0 0 2
EVENING

Prerequisites: COS 111A
Corequisites: COS 112B

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112 Salon I 0 24 0 8
DAY

Prerequisites: None
Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 112A Salon I 0 12 0 4
EVENING

Prerequisites: None
Corequisites: COS 111A

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 112B Salon I 0 12 0 4
EVENING

Prerequisites: COS 112A
Corequisites: COS 111B

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 Cosmetology Concepts II 4 0 0 4
DAY

Prerequisites: COS 111
Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 113A Cosmetology Concepts II 2 0 0 2
EVENING

Prerequisites: COS 111A, COS 111B
Corequisites: COS 114A

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 113B Cosmetology Concepts II 2 0 0 2
EVENING

Prerequisites: COS 111A, COS 111B, COS 113A
Corequisites: COS 114B

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 Salon II 0 24 0 8
DAY

Prerequisites: COS 112
Corequisites: COS 113

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

COS 114A Salon II 0 12 0 4
EVENING

Prerequisites: COS 112A, COS 112B
Corequisites: COS 113A

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

COS 114B Salon II 0 12 0 4
EVENING

Prerequisites: COS 112A, COS 112B, COS 114A
Corequisites: COS 113B

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

COS 115 **Cosmetology Concepts III** 4 0 0 4
DAY

Prerequisites: COS 111

Corequisites: COS 116

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

COS 115A **Cosmetology Concepts III** 4 0 0 4
EVENING

Prerequisites: None

Corequisites: COS 116

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

COS 116 **Salon III** 0 12 0 4
DAY

Prerequisites: None

Corequisites: COS 115

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

COS 116A **Salon III** 0 12 0 4
EVENING

Prerequisites: COS 112A, COS 112B, COS 114A, COS 114B

Corequisites: COS 115

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

COS 117 **Cosmetology Concepts IV** 2 0 0 2
DAY

Prerequisites: COS 111, COS 113, COS 115

Corequisites: COS 118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 117A **Cosmetology Concepts IV** 1 0 0 1
EVENING

Prerequisites: COS 111A, COS 111B, COS 113A, COS 113B, COS 115

Corequisites: COS 118A

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 117B **Cosmetology Concepts IV** 1 0 0 1
EVENING

Prerequisites: COS 111A, COS 111B, COS 113A, COS 113B, COS 115, COS 117A

Corequisites: COS 118B

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118 **Salon IV** 0 21 0 7
DAY

Prerequisites: COS 112, COS 114, COS 116

Corequisites: COS 117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

COS 118A Salon IV 0 10 0 3
EVENING

Prerequisites: COS 112A, COS 112B, COS 114A, COS114B,
COS 116,

Corequisites: COS 117A

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.

COS 118B Salon IV 0 11 0 4
EVENING

Prerequisites: COS 112A, COS 112B, COS 114A, COS114B,
COS 116, COS 118A

Corequisites: COS 117B

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.

CTS 120 Hardware/Software Support 2 3 0 3

Prerequisites: CIS 110 or CIS 111

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.

CTS 125 Presentation Graphics 2 2 0 3

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text, graphics, audio and video. Upon completion, students should be able to design and demonstrate an effective presentation.

CTS 130 Spreadsheet 2 2 0 3

Prerequisites: CIS 110 or CIS 111 or OST 137

Corequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS 220 Adv Hard/Software Support 2 3 0 3

Prerequisites: CTS 120

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.

CTS 250 User Support & Software Eval 2 2 0 3

Prerequisites: CTS 120 and NOS 130

Corequisites: None

This course provides an opportunity to evaluate software and hardware and make recommendations to meet end-user needs. Emphasis is placed on software and hardware evaluation, installation, training, and support. Upon completion, students should be able to present proposals and make hardware and software recommendations based on their evaluations.

CTS 285 Systems Analysis & Design 3 0 0 3

Prerequisites: CIS 115

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.

CTS 289 System Support Project 1 4 0 3

Prerequisites: CTS 285

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.

CUL 110 Sanitation & Safety 2 0 0 2

Prerequisites: None

Corequisites: None

This course introduces the basic principles of sanitation and safety and their relationship to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of sanitation and safety procedures in the hospitality industry.

CUL 110A Sanitation & Safety Lab 0 2 0 1

Prerequisites: None

Corequisites: CUL 110

This course is a laboratory to accompany CUL 110. Emphasis is placed on practical experiences that enhance the materials presented in CUL 110. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry.

CUL 120 Purchasing 2 0 0 2

Prerequisites: None

Corequisites: None

This course covers purchasing for hotels and restaurants. Emphasis is placed on procurement, yield tests, inventory control, specification, planning, forecasting, market trends, terminology, cost controls, pricing, and food service ethics. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

CUL 120A Purchasing Lab 0 2 0 1

Prerequisites: None

Corequisites: CUL 120

This course is a laboratory to accompany CUL 120. Emphasis is placed on practical experiences that enhance the materials presented in CUL 120. Upon completion, students should be able to demonstrate practical applications of purchasing within the hospitality industry.

CUL 130 Menu Design 2 0 0 2

Prerequisites: None

Corequisites: None

This course introduces menu design. Topics include development of standardized recipes, layout, nutritional concerns, product utilization, demographics, and customer needs. Upon completion, students should be able to write, lay out, and produce effective menus for a variety of hospitality settings.

CUL 135 Food & Beverage Service 2 0 0 2

Prerequisites: None

Corequisites: None

This course covers the practical skills and knowledge for effective food and beverage service in a variety of settings. Topics include reservations, greeting and service of guests, styles of service, handling complaints, and sales and merchandising. Upon completion, students should be able to demonstrate competence in human relations and technical skills required in the service of foods and beverages.

CUL 135A Food & Beverage Serv Lab 0 2 0 1

Prerequisites: None

Corequisites: CUL 135

This course is a laboratory to accompany CUL 135. Emphasis is placed on practical experiences that enhance the materials presented in CUL 135. Upon completion, students should be able to demonstrate practical applications of skills required in the service of foods and beverages.

CUL 140 Basic Culinary Skills 2 6 0 5

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks/sauces/soups, and other related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the food service industry.

CUL 150 Food Science 1 2 0 2

Prerequisites: None

Corequisites: None

This course covers the chemical and physical changes in foods that occur with cooking, handling, and processing. Topics include heat transfer and its effect on color, flavor, and texture; and emulsification, protein coagulation, leavening agents, viscosity, and gel formation. Upon completion, students should be able to demonstrate an understanding of the principles covered as they apply to food preparation in an experimental setting.

CUL 160 Baking I 1 4 0 3

Prerequisites: None

Corequisites: None

This course covers basic ingredients, weights and measures, baking terminology, and formula calculations. Topics include yeast-raised products, quick breads, pastry dough, various cakes and cookies, and appropriate filling and finishing techniques. Upon completion, students should be able to prepare and evaluate baked products.

**CUL 180 International & American Reg 1 8 0 5
Cuisine**

Prerequisites: CUL 140

Corequisites: None

This course provides practical experience in the planning, preparation, and service of representative foods from different countries and regions of America. Emphasis is placed on eating habits, indigenous foods and customs, nutritional concerns, and traditional equipment. Upon completion, students should be able to research and execute international and domestic menus.

CUL 220 Food Service for Spec Ops 1 8 0 5

Prerequisites: None

Corequisites: None

This course covers menu planning principles, food preparation, food procurement, and food management skills needed to provide appealing and profitable food service in special operations. Topics include fast-food cookery, convenience-store food service, supermarkets, delicatessens, and take-out venue. Upon completion, students should be able to plan, organize, and prepare food service items for special operations.

CUL 240 Adv Culinary Skills 1 8 0 5

Prerequisites: CUL 140

Corequisites: None

This course is a continuation of CUL 140. Emphasis is placed on meat fabrication and butchery; vegetable, starch, and protein cookery; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

CUL 260 Baking II 1 4 0 3

Prerequisites: CUL 160

Corequisites: None

This course is a continuation of CUL 160. Topics include specialty breads, understanding, development and maintaining of natural sourdough, classical desserts, laminated pastry dough, cake and torte decorating and dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation and plating, specialty sourdough production, cake decorating, and dessert buffet production skills.

DBA 110 Database Concepts 2 3 0 3

Prerequisites: None

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.

DBA 115 Database Applications 2 2 0 3

Prerequisites: DBA 110

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.

DFT 119 Basic CAD 1 2 0 2

Prerequisites: None

Corequisites: None

This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

ECO 251 Principles of Microeconomics 3 0 0 3

Prerequisites: MAT 070, RED 090

Corequisites: None

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 252 Principles of Macroeconomics 3 0 0 3

Prerequisites: MAT 070, RED 090

Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

EDU 119 Intro to Early Childhood Education 4 0 0 4

Prerequisites: None

Corequisites: None

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities. *This course is also available through the Virtual Learning Community (VLC).*

EDU 131 Child, Family, & Community 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the development of partnerships between families, inclusive programs for children/schools that serve young children with and without disabilities, and the community. Emphasis is placed on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful collaborative relationships between today's diverse families, centers/schools, and community resources. Upon completion, students should be able to describe appropriate relationships with parents/caretakers, center/school colleagues, and community agencies that enhance the educational experiences/well-being of all children. *This course is also available through the Virtual Learning Community (VLC).*

EDU 146 Child Guidance 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces practical principles and techniques for providing developmentally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children. *This course is also available through the Virtual Learning Community (VLC).*

EDU 151 Creative Activities 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to create, manage, adapt and evaluate developmentally supportive learning materials, experiences and environments. *This course is also available through the Virtual Learning Community (VLC).*

EDU 151A Creative Activities Lab 0 2 0 1

Prerequisites: None

Corequisites: EDU 151

This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

EDU 153 Health, Safety, & Nutrition 3 0 0 3

Prerequisites: None

Corequisites: None

This course focuses on promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, implement safe learning environments, and adhere to state regulations. *This course is also available through the Virtual Learning Community (VLC).*

EDU 157 Active Play 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

EDU 163 Classroom Mgt & Instruct 3 0 0 3

Prerequisites: None

Corequisites: None

This course examines management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.

EDU 221 Children with Exceptionalities 3 0 0 3

Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245

Corequisites: None

This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, collaborate with families and professionals to plan, implement, and evaluate inclusion strategies. *This course is also available through the Virtual Learning Community (VLC).*

EDU 241 Adult-Child Relations 2 0 0 2

Prerequisites: None

Corequisites: None

This course covers self-concept and effective and active listening skills in positive one-to-one interactions with individuals and groups of children. Emphasis is placed on self-concept development and effective communication techniques used with children. Upon completion, students should be able to identify principles underlying self-concept and demonstrate effective listening and communication skills used by adults with children.

EDU 243 Learning Theory 3 0 0 3

Prerequisites: None

Corequisites: None

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

EDU 244 Human Growth/Development 3 0 0 3

Prerequisites: None

Corequisites: None

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

EDU 245 Policies and Procedures 3 0 0 3

Prerequisites: None

Corequisites: None

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

EDU 261 Early Childhood Admin I 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a NC Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision. *This course is also available through the Virtual Learning Community (VLC).*

EDU 262 Early Childhood Admin II 3 0 0 3

Prerequisites: EDU 261

Corequisites: None

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans. *This course is also available through the Virtual Learning Community (VLC).*

EDU 271 Educational Technology 2 2 0 3

Prerequisites: None

Corequisites: None

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

EDU 280 Language & Literacy Experience 3 0 0 3

Prerequisites: None

Corequisites: None

This course explores the continuum of children's communication development, including verbal and written language acquisition and other forms of communication. Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences. *This course is also available through the Virtual Learning Community (VLC).*

EDU 280A Literacy Experience Lab 0 2 0 1

Prerequisites: None

Corequisites: EDU 280

This course provides a laboratory component to complement EDU 280. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate early literacy experiences.

ELC 112 DC/AC Electricity 3 6 0 5

Prerequisites: None

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.

ELC 113 Basic Wiring I 2 6 0 4

Prerequisites: None

Corequisites: None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 114 Basic Wiring II 2 6 0 4

Prerequisites: ELC 113

Corequisites: None

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

ELC 115 Industrial Wiring 2 6 0 4

Prerequisites: ELC 113

Corequisites: None

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

ELC 117 Motors and Controls 2 6 0 4

Prerequisites: ELC 112 or ELC 131

Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 118 National Electrical Code 1 2 0 2

Prerequisites: None

Corequisites: None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

ELC 128 Intro to PLC 2 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

ELC 228 PLC Applications 2 6 0 4

Prerequisites: ELC 128

Corequisites: None

This course 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.

ELC 229 Applications Project 1 3 0 2

Prerequisites: ELC 112, ELC 113, or ELC 140

Corequisites: None

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

ELN 133 Digital Electronics 3 3 0 4

Prerequisites: None

Corequisites: None

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

ELN 229 Industrial Electronics 3 3 0 4

Prerequisites: ELC 112, ELC 131, or ELC 140

Corequisites: None

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

ELN 231 Industrial Controls 2 3 0 3

Prerequisites: ELC 112, ELC 131, or ELC 140

Corequisites: None

This course introduces the fundamental concepts of 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.

ELN 232 Intro to Microprocessors 3 3 0 4

Prerequisites: ELN 133

Corequisites: None

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

ELN 233 Microprocessor Systems 3 3 0 4

Prerequisites: ELN 232

Corequisites: None

This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment.

ELN 275 Troubleshooting 1 3 0 2

Prerequisites: None

Corequisites: ELN 133 or ELN 141

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

ENG 080 Writing Foundations 3 2 0 4

Prerequisites: ENG 070 or ENG 075

Corequisites: None

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 090 Composition Strategies 3 0 0 3

Prerequisites: ENG 080 or ENG 085

Corequisites: None

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. *This course satisfies the developmental writing requirement for ENG 111 and ENG 111A.*

ENG 090A Composition Strategies Lab 0 2 0 1

Prerequisites: ENG 080 or ENG 085

Corequisites: ENG 090

This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

ENG 102 Applied Communications II 3 0 0 3

Prerequisites: RED 080 and ENG 080

Corequisites: None

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

ENG 111 Expository Writing 3 0 0 3

Prerequisites: ENG 090 and RED 090; or ENG 095

Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

ENG 112 Argument-Based Research 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

ENG 114 Prof Research & Reporting 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

ENG 131 Introduction to Literature 3 0 0 3

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

ENG 231 American Literature I 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

ENG 232 American Literature II 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

ENG 241 British Literature I 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

ENG 242 British Literature II 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

ENG 261 World Literature I 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

ENG 272 Southern Literature 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ENG 273 African-American Literature 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. *This course is also available through the Virtual Learning Community (VLC).*

ENG 274 Literature by Women 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

ENG 275 Science Fiction 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114.

Corequisites: None

This course covers the relationships between science and literature through analysis of short stories and novels. Emphasis is placed on scientific discoveries that shaped Western culture and our changing view of the universe as reflected in science fiction literature. Upon completion, students should be able to trace major themes and ideas and illustrate relationships between science, worldview, and science fiction literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HEA 112 First Aid & CPR 1 2 0 2

Prerequisites: None

Corequisites: None

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. *This course had been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 121 Western Civilization I 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

HIS 122 Western Civilization II 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

HIS 131 American History I 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 132 American History II 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 226 The Civil War 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 228 History of the South 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course covers the origin and development of the South as a distinct region of the United States. Emphasis is placed on Southern identity and its basis in cultural, social, economic, and political developments during the 19th and 20th centuries. Upon completion, students should be able to identify and analyze the major cultural, social, economic, and political developments in the South. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 236 North Carolina History 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HRM 110 Intro to Hospitality 2 0 0 2

Prerequisites: None

Corequisites: None

This course covers the growth and progress of the hospitality industry. Topics include financing, hotels, restaurants, and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist in the hospitality industry.

HRM 145 Hospitality Supervision 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers principles of supervision as they apply to the hospitality industry. Topics include recruitment, selection, orientation, training, evaluation, and leadership skills. Upon completion, students should be able to understand and apply basic supervisory skills unique to the hospitality and service industry.

HRM 215 Restaurant Management 3 0 0 3

Prerequisites: CUL 135

Corequisites: None

This course provides an overview of the various challenges and responsibilities encountered in managing a food and beverage operation. Topics include planning, administration, organization, accounting, marketing, and human resources from an integrated managerial viewpoint. Upon completion, students should be able to demonstrate an understanding of the operation of a restaurant.

HUM 110 Technology and Society 3 0 0 3

Prerequisites: None

Corequisites: None

This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

HUM 130 Myth in Human Culture 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 160 Introduction to Film 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

HYD 110 Hydraulics/Pneumatics I 2 3 0 3

Prerequisites: None

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.

ISC 110 Workplace Safety 1 0 0 1

Prerequisites: None

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.

MAT 060 Essential Mathematics 3 2 0 4

Prerequisites: MAT 050

Corequisites: None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

MAT 070 Introductory Algebra 3 2 0 4

Prerequisites: MAT 060

Corequisites: RED 080 or ENG 085

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 080 Intermediate Algebra 3 2 0 4

Prerequisites: MAT 070

Corequisites: RED 080 or ENG 085

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 101 Applied Mathematics I 2 2 0 3

Prerequisites: MAT 060, MAT 070, MAT 080, MAT 090, or MAT 095

Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. *This course is intended for diploma programs.*

MAT 115 Mathematical Models 2 2 0 3

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175

Corequisites: None

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, function notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. *This course is also available through the Virtual Learning Community (VLC).*

MAT 121 Algebra/Trigonometry I 2 2 0 3

Prerequisites: MAT 070, MAT 080, MAT 090, or MAT 095

Corequisites: None

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

MAT 122 Algebra/Trigonometry II 2 2 0 3

Prerequisites: MAT 121, MAT 161, MAT 171, or MAT 175

Corequisites: None

This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

MAT 140 Survey of Mathematics 3 0 0 3

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095
MAT 120, MAT 121, MAT 161, MAT 171,
or MAT 175

Corequisites: None

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

MAT 151 Statistics I 3 0 0 3

Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120,
MAT 121, MAT 140, MAT 161, MAT 171,
or MAT 175

Corequisites: None

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).*

MAT 171 Precalculus Algebra 3 0 0 3

Prerequisites: MAT 080, MAT 090, MAT 095, or MAT 161

Corequisites: None

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 171A Precalculus Algebra Lab 0 2 0 1

Prerequisites: MAT 080, MAT 090, MAT 095, or MAT 161

Corequisites: MAT 171

This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

MAT 172 Precalculus Trigonometry 3 0 0 3

Prerequisites: MAT 171

Corequisites: None

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 172A Precalculus Trig Lab 0 2 0 1

Prerequisites: MAT 171

Corequisites: MAT 172

This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

MAT 263 Brief Calculus 3 0 0 3

Prerequisites: MAT 161, MAT 171, or MAT 175

Corequisites: None

This course is designed for students needing only one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 271 **Calculus I** 3 2 0 4

Prerequisites: MAT 172 or MAT 175

Corequisites: None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 272 **Calculus II** 3 2 0 4

Prerequisites: MAT 271

Corequisites: None

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

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

Prerequisites: None

Corequisites: None

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

MEC 111 **Machine Processes I** 1 4 0 3

Prerequisites: None

Corequisites: None

This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

MEC 288 **Mfg Eng R&D Project** 0 2 0 1

Prerequisites: None

Corequisites: None

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

MKT 120 **Principles of Marketing** 3 0 0 3

Prerequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

MNT 110 **Intro to Maint Procedures** 1 3 0 2

Prerequisites: None

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.

MNT 263 **Electro-Pneu Components** 2 4 0 4

Prerequisites: None

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.

MUS 110 **Music Appreciation** 3 0 0 3

Prerequisites: None

Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

MUS 131 **Chorus I** 0 2 0 1

Prerequisites: None

Corequisites: None

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

MUS 132 Chorus II 0 2 0 1
Prerequisites: MUS 131
Corequisites: None
 This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

NAS 101 Nursing Assistant I 3 4 3 6
Prerequisites: High School Diploma or GED
Corequisites: None
 This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. This is a certificate-level course.

NAS 102 Nursing Assistant II 3 2 6 6
Prerequisites: High School Diploma or GED and currently listed as NA I with the State of North Carolina and NAS 103
Corequisites: None
 This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate-level course.

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

NET 110 Networking Concepts 2 2 0 3
Prerequisites: None
Corequisites: None
 This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols. *This course is also available through the Virtual Learning Community (VLC).*

NOS 110 Operating System Concepts 2 3 0 3
Prerequisites: None
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.

NOS 120 Linux/UNIX Single User 2 2 0 3
Prerequisites: NOS 110
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.

NOS 130 Windows Single User 2 2 0 3
Prerequisites: NOS 110
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.

NOS 230 Windows Admin I 2 2 0 3
Prerequisites: NOS 130
Corequisites: None
 This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.

NUR 115 Fundamentals of Nursing 2 3 6 5

Prerequisites: None

Corequisites: None

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health.

NUR 116 Nursing of Older Adults 2 3 3 4

Prerequisites: None

Corequisites: None

This course provides an opportunity to utilize the provider of care and manager of care roles to meet nursing needs of older adults in a variety of settings. Emphasis is placed on the aging process as it applies to normal developmental changes and alterations in health commonly occurring in the older adult. Upon completion, students should be able to apply the nursing process in caring for the older adult.

NUR 117 Pharmacology 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

NUR 125 Maternal-Child Nursing 5 3 6 8

Prerequisites: NUR 115

Corequisites: None

This course introduces nursing concepts related to the delivery of nursing care for the expanding family. Emphasis is placed on utilizing the nursing process as a framework for managing/providing nursing care to individuals and families along the wellness-illness continuum. Upon completion, students should be able to utilize the nursing process to deliver nursing care to mothers, infants, children, and families.

NUR 133 Nursing Assessment 2 3 0 3

Prerequisites: None

Corequisites: None

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 noninvasive physical assessment.

NUR 135 Adult Nursing I 5 3 9 9

Prerequisites: NUR 115

Corequisites: None

This course introduces concepts related to the nursing care of individuals experiencing acute and chronic alterations in health. Emphasis is placed on utilizing the nursing process as a framework for providing and managing nursing care to individuals along the wellness-illness continuum. Upon completion, students should be able to apply the nursing process to individuals experiencing acute and chronic alterations in health.

NUR 185 Mental Health Nursing 3 0 6 5

Prerequisites: NUR 115

Corequisites: None

This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Emphasis is placed on utilizing the nursing process to provide and manage nursing care for individuals with common psychiatric disorders or mental health needs. Upon completion, students should be able to apply psychosocial theories in the nursing care of individuals with psychiatric/mental health needs.

NUR 235 Adult Nursing II 4 3 15 10

Prerequisites: NUR 135

Corequisites: None

This course provides expanded concepts related to nursing care for individuals experiencing common complex alterations in health. Emphasis is placed on the nurse's role as a member of a multidisciplinary team and as a manager of care for a group of individuals. Upon completion, students should be able to provide comprehensive nursing care for groups of individuals with common complex alterations in health.

NUT 110 Nutrition 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers basic principles of nutrition and their relationship to human health. Topics include meeting nutritional needs of healthy people, menu modification based on special dietary needs, food habits, and contemporary problems associated with food selection. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

OST 080 Keyboarding Literacy 1 2 0 2

Prerequisites: None

Corequisites: None

This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.

OST 184 Records Management 1 2 0 2

Prerequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

OST 223 Machine Transcription I 1 2 0 2

Prerequisites: OST 134, OST 136, and OST 164

Corequisites: None

This course covers the use of transcribing machines to produce mailable documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe documents into mailable copy.

OST 224 Machine Transcription II 1 2 0 2

Prerequisites: OST 223

Corequisites: None

This course provides advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents into mailable copy with minimal assistance.

OST 236 Adv Word/Information Proc 2 2 0 3

Prerequisites: OST 135 or OST 136

Corequisites: None

This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents. *This course is also available through the Virtual Learning Community (VLC).*

OST 289 Office Systems Management 2 2 0 3

Prerequisites: OST 164 and either OST 134 or OST 136

Corequisites: None

This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment.

PED 120 Walking for Fitness 0 3 0 1

Prerequisites: None

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 143 Volleyball-Beginning 0 2 0 1

Prerequisites: None

Corequisites: None

This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PHY 121 Applied Physics I 3 2 0 4

Prerequisites: None

Corequisites: None

This algebra-based course introduces fundamental physical concepts as applied to industrial and service technology fields. Topics include systems of units, problem-solving methods, graphical analyses, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to demonstrate an understanding of the principles studied as applied in industrial and service fields.

PHY 151 College Physics I 3 2 0 4

Prerequisites: MAT 161, MAT 171, or MAT 175

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PHY 152 College Physics II 3 2 0 4

Prerequisites: PHY 151

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PLU 111 Intro to Basic Plumbing 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

POL 120 American Government 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

PSY 118 Interpersonal Psychology 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150 General Psychology 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

PSY 241 Developmental Psych 3 0 0 3

Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

PSY 244 Child Development I 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides an introduction to the study of child development and examines the growth and development of children from conception through early childhood. Topics include historical and theoretical perspectives, terminology, research and observation techniques as well as physical, cognitive, and psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of the early stages of child development.

PSY 245 Child Development II 3 0 0 3

Prerequisites: None

Corequisites: None

This course examines the growth and development of children during early and middle childhood. Emphasis is placed on factors influencing physical, cognitive, and psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of early and middle child development.

RAD 110 RAD Intro & Patient Care 2 3 0 3

Prerequisites: Admission into the Radiography Program

Corequisites: RAD 111 and RAD 151

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.

RAD 111 RAD Procedures I 3 3 0 4

Prerequisites: Admission into the Radiography Program

Corequisites: RAD 110 and RAD 151

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.

RAD 112 RAD Procedures II 3 3 0 4

Prerequisites: RAD 110, RAD 111, and RAD 151

Corequisites: None

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

RAD 121 Radiographic Imaging I 2 3 0 3

Prerequisites: RAD 110, RAD 111, and RAD 151

Corequisites: None

This course covers factors of image quality and methods of exposure control. Topics include density, contrast, recorded detail, distortion, technique charts, manual and automatic exposure control, and tube rating charts. Upon completion, students should be able to demonstrate an understanding of exposure control and the effects of exposure factors on image quality.

RAD 122 Radiographic Imaging II 1 3 0 2

Prerequisites: RAD 112, RAD 121, and RAD 161

Corequisites: RAD 131 and RAD 171

This course covers image receptor systems and processing principles. Topics include film, film storage, processing, intensifying screens, grids, and beam limitation. Upon completion, students should be able to demonstrate the principles of selection and usage of imaging accessories to produce quality images.

RAD 131 Radiographic Physics I 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces the fundamental principles of physics that underlie diagnostic X-ray production and radiography. Topics include electromagnetic waves, electricity and magnetism, electrical energy, and power and circuits as they relate to radiography. Upon completion, students should be able to demonstrate an understanding of basic principles of physics as they relate to the operation of radiographic equipment.

RAD 151 RAD Clinical ED I 0 0 6 2

Prerequisites: None

Corequisites: RAD 110 and RAD 111

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.

RAD 161 RAD Clinical ED II 0 0 15 5

Prerequisites: RAD 110, RAD 111, and RAD 151

Corequisites: RAD 112 and RAD 121

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.

RAD 171 RAD Clinical ED III 0 0 12 4

Prerequisites: RAD 112, RAD 121, and RAD 161

Corequisites: RAD 122 and RAD 131

This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 211 RAD Procedures III 2 3 0 3

Prerequisites: RAD 122

Corequisites: RAD 231, RAD 241, 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, pathology, and advanced imaging. Upon completion, students should be able to demonstrate competence in these areas.

RAD 231 Radiographic Physics II 1 3 0 2

Prerequisites: RAD 171 or RAD 131

Corequisites: None

This course continues the study of physics that underlie diagnostic X-ray production and radiographic and fluoroscopic equipment. Topics include X-ray production, electromagnetic interactions with matter, X-ray devices, and equipment circuitry. Upon completion, students should be able to demonstrate an understanding of the application of physical concepts as related to image production.

RAD 241 Radiobiology/Protection 2 0 0 2

Prerequisites: RAD 122, RAD 131, and RAD 171

Corequisites: RAD 211, RAD 231, and RAD 251

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.

RAD 245 RAD Quality Management 1 3 0 2

Prerequisites: RAD 211, RAD 231, RAD 241 and RAD 251

Corequisites: RAD 261

This course provides an overview of imaging concepts and introduces methods of quality assurance. Topics include a systematic approach for image evaluation and analysis of imaging service and quality assurance. Upon completion, students should be able to establish and administer a quality assurance program and conduct a critical review of images.

RAD 251 RAD Clinical Ed IV 0 0 21 7

Prerequisites: RAD 122, RAD 131, and RAD 171

Corequisites: RAD 211, RAD 231, and RAD 241

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.

RAD 261 RAD Clinical Ed V 0 0 21 7

Prerequisites: RAD 251

Corequisites: RAD 245

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.

RAD 271 Radiography Capstone 0 3 0 1

Prerequisites: RAD 211, RAD 231, RAD 241, RAD 251

Corequisites: RAD 245, 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 any entry-level radiographer.

RCP 110 Intro to Respiratory Therapy 3 3 0 4

Prerequisites: Enrollment in the Respiratory Therapy program

Corequisites: None

This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 111 Therapeutics/Diagnostics 4 3 0 5

Prerequisites: RCP 110

Corequisites: None

This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 114 C-P Anatomy & Physiology 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.

RCP 115 C-P Pathophysiology 2 0 0 2

Prerequisites: None

Corequisites: None

This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.

RCP 122 Special Practice Lab 0 2 0 1

Prerequisites: None

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.

RCP 123 Special Practice Lab 0 3 0 1

Prerequisites: None

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.

RCP 132 RCP Clinical Practice I 0 0 6 2

Prerequisites: None

Corequisites: RCP 110

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 133 RCP Clinical Practice I 0 0 9 3

Prerequisites: None

Corequisites: RCP 110

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 143 RCP Clinical Practice II 0 0 9 3

Prerequisites: RCP 110

Corequisites: RCP 111

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 155 RCP Clinical Practice III 0 0 15 5

Prerequisites: RCP 111

Corequisites: None

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 210 Critical Care Concepts 3 3 0 4

Prerequisites: Successful completion of three semesters of the Respiratory Therapy program

Corequisites: None

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 211 Adv Monitoring/Procedures 3 3 0 4

Prerequisites: RCP 210

Corequisites: None

This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations.

RCP 213 Neonatal/Ped's Concepts 2 0 0 2

Prerequisites: RCP 111

Corequisites: None

This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.

RCP 215 Career Prep-Adv Level 0 3 0 1

Prerequisites: None

Corequisites: None

This course provides preparation for employment and the advanced level practitioner credentialing exam. Emphasis is placed on review of the NBRC Advanced-Level Practitioner Exam and supervision and management. Upon completion, students should be able to successfully complete the appropriate self-assessment examinations and meet the requirements for employment.

RCP 234 RCP Clinical Practice IV 0 0 12 4

Prerequisites: RCP 111

Corequisites: RCP 210

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 245 RCP Clinical Practice V 0 0 15 5

Prerequisites: RCP 210

Corequisites: RCP 211

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RED 080 Intro to College Reading 3 2 0 4

Prerequisites: RED 070 or ENG 075

Corequisites: None

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

RED 090 Improved College Reading 3 2 0 4

Prerequisites: RED 080 or ENG 085

Corequisites: None

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. *This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A*

REL 211 Intro to Old Testament 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 212 Intro to New Testament 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SEC 110 Security Concepts 3 0 0 3

Prerequisites: None

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.

SOC 210 Introduction to Sociology 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

SOC 213 Sociology of the Family 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

SOC 220 Social Problems 3 0 0 3

Prerequisites: RED 090

Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

SPA 111 Elementary Spanish I 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

SPA 112 Elementary Spanish II 3 0 0 3

Prerequisites: SPA 111

Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SUR 110 Intro To Surg Tech 3 0 0 3

Prerequisites: Admission into the Surgical Technology Program

Corequisites: SUR 111

This course provides a comprehensive study of the operative environment, professional roles, moral/legal/ethical responsibilities, and medical communications used in surgical technology. Topics include: professional behaviors, medical terminology, interdepartmental/peer/relationships, operating room environment/safety, pharmacology, anesthesia, incision sites, physiology of wound healing, and biomedical sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the operative environment.

SUR 111 Periop Patient Care 5 6 0 7

Prerequisites: Admission into the Surgical Technology Program

Corequisites: SUR 110

This course provides theoretical knowledge for the application of essential operative skills during the perioperative phase. Topics include surgical asepsis, sterilization/disinfection, and perioperative patient care. Upon completion, students should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation, and other relevant skills.

SUR 122 Surgical Procedures I 5 3 0 6

Prerequisites: SUR 110 and SUR 111

Corequisites: SUR 123 or STP 101

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.

SUR 123 SUR Clinical Practice I 0 0 21 7

Prerequisites: SUR 110 and SUR 111

Corequisites: SUR 122

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

SUR 134 Surgical Clinical Practice II 5 0 0 5

Prerequisites: SUR 123 or STP 101

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.

SUR 135 SUR Clinical Practice II 0 0 12 4

Prerequisites: SUR 123

Corequisites: SUR 134 and SUR 137

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

SUR 137 Prof Success Prep 1 0 0 1

Prerequisites: SUP 123

Corequisites: SUP 134 and SUP 135

This course provides job-seeking skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, and interviewing techniques. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

WEB 110 Internet/Web Fundamentals 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces basic markup language, various navigational tools and services of the Internet. Topics include creating web pages, using Internet protocols, search engines, file compression/decompression, FTP, E-mail, listservers, and other related topics. Upon completion, students should be able to deploy a web-site created with basic markup language, retrieve/decompress files, e-mail, FTP, and utilize other Internet tools.

WLD 112 Basic Welding Processes 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 212 Inert Gas Welding 1 3 0 2

Prerequisites: WLD 112

Corequisites: None

This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.

FACULTY

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

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

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

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

Tyrone Atkinson, Culinary: A.A.S., Robeson Community College

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

Bernice Boger, Cosmetology: Diploma, Bladen Community College

Barbara N. Brown, Nursing: B.S.N., North Carolina Central University; M.A.Ed., University of North Carolina at Pembroke

Jennifer Brown, Biology: B.S., Science Education/Biology Emphasis, University of North Carolina at Pembroke; M.A., Science Education, University of North Carolina at Pembroke

Joy C. Bukowy, Business Technologies: B.S., University of Nebraska; M.B.A., The College of William & Mary

Gwendolyn L. Chavis, Program Director, Early Childhood: B.S., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

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

Arnita DeVine, Program Director, Nursing Assistant Programs: RN Diploma, Gowanda State Hospital School of Nursing; B.S., Park College; B.S.N., Winston Salem State University; M.S., Central Michigan University

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

Crystal Q. Edmonds, Department Chairperson, English and Humanities: B.S., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

Gail O. Gane, Director of Clinical Education, Respiratory Therapy: A.A.S., Robeson Community College; B.A., RRT., B.A., University of North Carolina at Wilmington

Wendy L. Fields, English: B.A. University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

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

Audra Harris, Business Technologies: B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke

Kelli Heustess, Program Director, BS, RRT, CPFT, RCP, Respiratory Therapy: A.A.S., Robeson Community College, BS, Independence University California College for Health Sciences

Elizabeth P. Holmes, English: B.S., Wingate College; B.A., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

Peggy Hunt, Program Director, Radiography: RT(R), Watts Hospital School of Radiography; B.S., University of North Carolina-Pembroke; M.Ed., Campbell University

Antonio Jackson, Sociology: B.A., M.A., Fayetteville State University

Heather Jacobs, Nursing: RN, B.S. University of North Carolina-Pembroke; B.S.N., Duke University; M.S.N., Duke University

Michael Jacobs, Business Technologies: B.S., Mathematics/Computer Science, University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

Cassandra Johnson, Mathematics: B.S., North Carolina Central University; M.S., Fayetteville State University

Angela W. Lamb, English: B.A., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

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

Sherry Lofton, English: B.S., University of North Carolina-Pembroke; M.A., University of North Carolina at Pembroke

Debra Lowry, Early Childhood: M.A., University of North Carolina at Pembroke; B.A., Elem. Ed., University of North Carolina at Pembroke; B.S., Sociology, University of North Carolina at Pembroke

Laronda Lowery, Mathematics: B.S., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

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

Louis F. McIntyre, Sr.: Biology: B.S., Fayetteville State University; M.S., North Carolina A&T State University

Shawn M. McCarty, Biology: B.S., University of North Carolina at Pembroke; M.S., University of Louisiana at Monroe

Matthew McKnight, Air Conditioning: Diploma, Robeson Community College

Kimberly McVicker, Reading: B.S., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

Dr. Nirupama Mohapatra, Science: B.S.c, Ravenshaw College; M.S., NC State University; Ph.D., North Carolina State University

Melissa Oxendine, Distance Learning Coordinator: B.S., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

Audrey Pait, Mathematics: B.S., University of North Carolina at Pembroke; M.A., North Carolina State University

George Pate, Business Technologies: B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke

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

Brenda N. Poinsette, Business Technologies: B.S., Business Administration, South Carolina State College; Interdisciplinary M.A., University of South Carolina

Roy S. Raby, History: AA Campbell University, BS/SS: Campbell University; M.S.Ed., University of Southern California; M.A., Fayetteville State University

Sheila A. Regan, Department Chairperson, Math, Science and Social Sciences: B.S., University of North Carolina at Pembroke; M.S., University of North Carolina-Chapel Hill

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

Dr. Michael Roberts, English: B.S., Saint Andrew's Presbyterian College; M.A., University of North Carolina at Pembroke; Ph.D., North Carolina State University

Toni Bowen Sacry, Psychology: B.S., University of North Carolina at Pembroke; M.A., Appalachian State University

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

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

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

Ernest V. Singley Jr., Program Director, Surgical Technology: B.S.N., Coppin State College; B.S., Healthcare Management Southern Illinois University at Carbondale

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

Sheila N. Smith, Nursing: B.S.N., Barton College; M.Ed., American Intercontinental University

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

Regina Strait, Cosmetology: Diploma, Bladen Community College

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

Cassandra C. Stone, English: B.A., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

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

Renee Taylor, Nursing: A.D.N., Robeson Community College; B.S.N., University of North Carolina at Pembroke

Candice Turbeville, Radiography: A.A.S., Radiography, RJ(R), Cape Fear Community College

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

Carolyn S. Watson, Department Chairperson, Business Technologies: B.S., University of North Carolina-Chapel Hill; M.S., North Carolina State University; M.B.A., University of North Carolina at Pembroke

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

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

Rodney M. Williamson, Business Technologies: B.S., Francis Marion University; M.A., Western Carolina University

ADULT AND CONTINUING EDUCATION

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

REGISTRATION CALENDAR 2008-2009

BASIC SKILLS EDUCATION

FALL SEMESTER 2008

August 11-December 13, 2008

SPRING SEMESTER 2009

January 6-May 9, 2009

SUMMER SEMESTER 2009

May 11-August 14, 2009

COMMENCEMENT (AHS)

June 18, 2009

OCCUPATIONAL EXTENSION

FALL SEMESTER 2008

September 2-December 12, 2008

SPRING SEMESTER 2009

*January 5-March 31, 2009 (Session 1)
April 1-June 30, 2009 (Session 2)*

SUMMER SEMESTER 2009

July 1-August 28, 2009

General Information

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

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

Class Schedules and Enrollment

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

Admission

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

Fees and Insurance

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

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

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

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

Attendance

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

Certificates

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

Continuing Education Units (CEU's)

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

Additional Courses

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

Occupational Extension

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

Student Population

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

Types of Courses Offered

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

Course Length, Cost and Location

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

Occupational extension courses are offered as a service to the business and industrial community and are supported in part

by tax receipts. Therefore, the cost to the students has been traditionally low. Presently, the direct cost is \$50-\$65 registration fee. Some courses require a textbook which can be purchased at the college bookstore.

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

Licensing Preparation Courses

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

Notary Public Education

6 Hours

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

.6 CEU's

Real Estate Fundamentals

84 Hours

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

8.4 CEU's

Vehicle Safety Inspection

8 Hours

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

.8 CEU's

Medical Office Assistant Training

Medical Office Procedures

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

Medical Terminology

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

Computer Education

Introduction to PC's

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

Introduction to the Internet

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

Windows XP

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

Microsoft Excel I

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

Online Computer Class

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

PC Troubleshooting

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

Introduction to Microsoft Access

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

Creating Web Pages

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

New and Expanding Industry Training

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

Program Design

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

The final program design is the result of joint planning by company personnel, one or more industrial training specialist from the college, and the Industry Services Division of the N.C. Department of Community Colleges. Industrial training specialists are available to visit the existing operations of a company and study the job skills, work schedules, production processes, and any other variables pertinent to preparing a training proposal suited specifically to that company's particular needs.

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

Program Length and Location

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

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

Student Population

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

Cost to Industry

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

Focused Industry Training

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

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

Scope of Training Offered

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

Student and Class Size

Courses, seminars or workshops are designed specifically with the needs of local industry in mind. Training may be done for employees of a group of industries or for an individual industry. The training conducted depends on the specific needs of the manufacturers.

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

Cost to Industry

The majority of the costs of Focused Industry Training is supported by the state. Therefore, direct costs to students are

kept at a minimum. The cost for a non-credit workshop or course is \$50-\$65 per student, depending on the length of training.

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

Where Can I Get More Information

Information can be obtained by contacting:

Director of Industry Services
Robeson Community College
Post Office Box 1420
Lumberton, NC 28359
Or call (910) 272-3632

Small Business Center

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

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

Workshops, Seminars and Courses

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

Counseling/Referral

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

Resources Library

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

Co-Sponsorship

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

Continuing Education

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

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

Starting a Small Business

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

Recordkeeping

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

Marketing and Advertising

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

Labor Laws and Regulations

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

Credit and Collections

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

Money Management

Understanding the objectives of financial planning, risk management, reducing tax burdens and how to put your dollars to work to maximize profit.

Inventory and Control

Identifying the key elements of an effective inventory management system, establishing guidelines for inventory levels, and identifying inventory losses through theft and ineffective handling.

Buying and Selling a Small Business

Comparison of initial expenditures between starting or buying a business, determining of price and the value of the business, and advantages and disadvantages of franchise businesses.

Employee Motivation

Strengthening skills of employers in motivating employees with emphasis on job application techniques. Also, recognizing and dealing with job dissatisfaction or problem employees.

Customer Relations

Satisfying customers and keep them coming back, dealing with the angry customer, company image and developing employee appreciation for the customer.

Other Small Business Management Courses

Topics include time management strategies, communication skills, coping with stress, increasing effectiveness at work and home, problem identification and decision making.

Continuing Professional Education for CPA's

Approved courses are designed to increase professional competency in one of the six fields of study recognized by the Board of CPA examiners - accounting and auditing, advisory services, management, personal development, specialized knowledge and applications, and taxation.

Continuing Legal Education For Attorneys

These approved programs are live teleconferences or video replays from the NC Bar Foundation to provide CLE for attorneys.

REAL

REAL stands for "Rural Entrepreneurship through Action Learning." NC REAL Enterprises is a non-profit organization based in Durham that works with selected rural community colleges to provide adults of all ages with the opportunity to become entrepreneurs. REAL classes are designed to assist and empower a person with entrepreneurial interest and abilities to plan and start a business. Prior business experience and/or courses are not required. If you would like to create a business from skill, hobby, or idea you have, and you're willing to work to make it a reality, the REAL program is for you.

Where Can I Get More Information

Information can be obtained by contacting:
Director of Small Business Center
Robeson Community College
Post Office Box 1420
Lumberton, North Carolina 28359
Or call (910) 272-3630

Emergency Services Education

Health Related Training

Robeson Community College offers special courses in nursing and other health related occupations to the local community. Many of these special programs are administered in cooperation with the area health institutions and agencies. Course offerings have included:

Activity Coordinator Training	Pre-Hospital Trauma Life Support (PHTLS)
CPR (Cardiopulmonary Resuscitation)	Advanced Cardiac Life Support (ACLS)
First Aid	Basic Trauma Life Support (BTLS)
Nurses Assistant I	Basic Cardiac Life Support (CPR) Instructor
Mobile Intensive Care Nursing	Phlebotomy
Stress Management	Medical Responder
Nurses Assistant Refresher	
Pediatric Advanced Life Support (PALS)	

Emergency Medical Technician

This program is designed primarily for ambulance attendants, rescue squad personnel, firefighters, and law enforcement officers, but is offered to other interested persons, such as teachers, coaches, industrial safety brigade, and the general public. The program is offered in cooperation with the North Carolina Office of Emergency Medical Services and meets all state and national standards.

The basic Emergency Medical Technician course consists of training in the following areas: roles and responsibilities of the EMT; airway obstruction and pulmonary arrest; mechanical aids to breathing; cardiac arrest; bleeding, shock, airway care, pulmonary resuscitation, and cardiopulmonary resuscitation; wounds, fractures of the lower and upper extremities; injuries to the face, head, neck, and spine; injuries to the eye, chest, abdomen, pelvis, and genitalia; emergency childbirth; lifting and moving patients; environmental emergencies; and, operating an emergency vehicle. The basic Emergency Medical Technician course is offered twice yearly on the campus of RCC. If demand necessitates, these courses can be taught more often and may be taught at various locations throughout the county. Rescue squads, fire departments, law enforcement agencies, and industries may offer the emergency medical programs at their permanent location. The EMT-I program is available to state certified EMT's working for the ambulance service and to EMT's on the rescue squads and Lumberton Fire Department, and other EMS agencies.

EMT-Paramedic Course

This course is designed to train a basic EMT-I to the highest level of advanced prehospital care. Areas of study will be medications, advanced airway maintenance, EKG recognition, and other advanced level patient care. At completion of this course you will be eligible to take the state exam for certification.

Fire Service Training

Robeson Community College offers IFSAC approved fire training to industry as well as volunteer and career firefighters. This training, taken directly to the local fire departments and industry, allows the firefighters to be trained as an organized group utilizing equipment ordinarily used in controlling fire. Highly

specialized training such as Arson Investigations is offered at a central location but is open to firefighters from all departments.

Instruction offered by the Fire Service Training program covers every phase of firemanship. Courses are designed not only to develop necessary skills, but also to develop the firefighter's initiative and judgment, safe habits, and correct situation experiences. Materials and texts used are those approved by the International Fire Service Training Association.

Robeson Community College offers the North Carolina Firefighter Level I and Level II certification programs on campus and at fire departments throughout Robeson County. This certification program is based on the National Fire Protection Association 1001 standards as modified by the North Carolina Fire Commission. These programs are available to all paid and volunteer firefighters.

Courses that are included in the Firefighter I and II Certification program:

- Emergency Medical Care
- Forcible Entry
- Ropes
- Portable Fire Extinguishers
- Ladders
- Fire Hose, Appliances, & Streams
- Salvage
- Foam Fire Stream Practices
- Ventilation
- Rescue
- Personal Protective Equipment
- Sprinklers
- Fire Alarms and Communications
- Fire Behavior
- Fire Department Organization & Safety
- Water Supply
- Fire Control
- Overhaul
- Response to Hazardous Materials & Terrorism
- Fire Prevention, Education & Fire Cause Determination
- Building Construction

In addition to the standard training listed above, the following specialized courses are offered:

Arson Investigation	Officer Training
Arson Detection	Fire Safety
Fire Brigade Training for Industry	Southeast Fire/Rescue College
Driver Operator Certification	Radio Communication
Bombing and Bomb Threats	First Responder
Introduction to Firefighting	Instructor Certification (Fire & EMS)
Fire Apparatus Practices	Bloodborne Pathogens
LP Gas Emergencies	National Fire Academy Classes
Advanced Forensic Fire Investigation	
Civil Disorder	

Rescue Technician Certification Training

This training replaces Emergency Rescue Technician training previously being offered across North Carolina. Training can be directly taken to rescue squads throughout Robeson County or offered at the Emergency Services Training Center. These courses are available to all paid and volunteer emergency services personnel.

Courses that are included in the Rescue Technician Certification program:

- General - Incident Planning
- General - PPE
- General - Search
- General - Helicopter Transport
- General - Victim Management, Lifts, Carries, Drags
- General - Inspection & Maintenance
- General - Ropes, Anchors & Lowers
- VMR - Incident Planning
- VMR - PPE
- VMR - Equipment
- VMR - Extrication

****Pre-requisites****

Both of the pre-requisites must be completed before you are issued a Rescue Technician certificate: HazMat Level I Responder & Medical Requirement (i.e. EMT, First Responder, or Firefighter Emergency Medical Care)

Driver Operations Training

This training is offered to all paid and volunteer emergency services personnel for certification:

Driver/Operator

- Emergency Vehicle Driver

Pump Operations

- Introduction to Pumps
- Basic Pump Operations
- Pump Maintenance
- Sprinklers & Standpipe
- Pump Hydraulics
- Service Testing
- Water Supply for Pumps

Aerial Operations

- Introduction to Aerial Operations
- Basic Aerial Operations
- Aerial Maintenance
- Aerial Testing

Hazardous Materials Certifications

- Hazardous Materials Level I - Awareness & Terrorism
- Hazardous Materials Level II - Operations & Terrorism

Basic Law Enforcement Training

Robeson Community College offers basic, in-service and advanced law enforcement training to personnel of law enforcement agencies. The goal is to promote and provide adequate training and education courses in legal and technological fields that will keep law enforcement officers abreast of advancements in law enforcement techniques.

North Carolina State Law requires that new law enforcement officers complete the Basic Law Enforcement Training Course. Municipal police officers must complete the BLET prior to being sworn in as officers. Sheriff's deputies have one year from the date they are sworn in to begin the BLET.

Robeson Community College is certified to conduct the Basic Law Enforcement Training Course which is normally offered three times per year, two times during the day and one class at night.

Other courses are offered periodically or upon request from an individual department. These courses are designed to provide specialized training to the certified law enforcement officer.

Some of the courses available are listed; however, other law enforcement courses are available upon request.

Accident Investigation	Criminal Drug Interdiction
Bomb Threats	Hostage Negotiations
CPR	Interview Techniques
Civil Liability	Law Enforcement
Community Relations	Instructor
Criminal Investigation	Laws of Arrest, Search & Seizure
Defensive Tactics	Radar Operator School
Drivers Training	Riot Control and Civil Disturbance
Emergency Medical Technician	Supervision for Law Enforcement Officers
Fingerprinting	Bloodborne Pathogens
Firearms Recertification	Report Writing
Unarmed Self Defense	Peppermace Training
First Responder	Officer Survival
ASP Training	
Homicide Investigations	
Telecommunicator Certification	
FTO (Field Training Officer)	

Detention Officer (Jailer) Certification Course

This course is required for jailer personnel and those wishing to become employed as jailers. It is designed to provide the student with the skills and knowledge necessary to perform those tasks considered essential to the administration and operation of a confinement facility. Students entering this course will have to meet the requirements and standards set forth by the State of North Carolina for certification.

Other specialized courses are hosted by Robeson Community College each year. These courses will be announced individually as they are scheduled.

Community Services Education

The Community Services Education Program is designed to meet community needs and to assist adults in the development of new skills or the upgrading of existing ones. The Program is divided into two areas: 1. Vocational courses provide practical training for persons pursuing additional skills which are not considered their major or primary vocation or focus on an individual's personal or leisure needs rather than their occupation, profession or employment. 2. Cultural and civic activities focus on quality events that are of general interest to the public.

Any adult 18 years of age or older who can profit from instruction may enroll in classes on campus, or at other specified areas in the county. Some of the more popular community services courses offered are listed below. Cost of these range from \$0-\$110.

Ceramics	Porcelain Dolls
Crafts	Pottery
Drawing and Oil Painting	

Community Services Education Course Descriptions

Ceramics

Students complete projects cast in molds using a variety of techniques and using several kinds of glazes. Using step-by-step methods, persons with little artistic ability or pottery experience can learn to make quality products.

Crafts

Make unique crafts and seasonal gifts at little or no expense using common household and natural items.

Drawing and Oil Painting

You can learn to draw and paint! Pick your medium - drawing or oil painting. Whether you're just starting or want to continue to sharpen your skills, you'll find your place in this course. You'll receive individual help as you tap these artistic worlds.

Porcelain Dolls

Make your own porcelain doll. Beginning students learn to pour, clean, and paint the porcelain sections of the doll, and to construct and fill the body (cloth). Advanced students can produce jointed dolls, insert glass eyes, teeth, and wigs. This course is designed for the beginning and intermediate student with step-by-step instructions in reproducing porcelain dolls.

Pottery

Experience the thrill of creating with clay! Imagine the thrill you'll have as you build your unique pieces. Your imagination will help you learn the basics of clay building as you delve in on hand building and glazing. The various uses of color will also be explored. You'll find this course straightforward and enjoyable.

Basic Skills

General Overview

The Basic Education Department has the responsibility of administering Robeson Community College's Basic Skills Education programs which include Adult Basic Education, Adult High School, Compensatory Education Development, General Educational Development, English as a Second Language, and Basic Skills Special projects. The purpose of these programs is to identify, enroll, and guide eligible adults toward satisfying literacy needs and hopefully achieving a high school diploma or its equivalent. Students having a high school diploma or its equivalent and report competencies needed are eligible to enroll in the program.

All adults 18 years or older who have not completed high school are eligible to enroll in our basic education program. Minors, 16-17 years of age, under special circumstances, may enroll with permission from the public school superintendent and college president.

All Basic Skills programs are free to participation students. Textbooks and other instructional materials are supplied by RCC.

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

Both daytime and evening classes are held in various communities of the county for the convenience of students. Class sites include RCC facilities, public schools, churches, community buildings, industrial sites, Sheltered Workshop, Mental Health and rest homes. Partnerships are created with various community, state and federal agencies or institutions to enhance efforts toward eliminating functional illiteracy.

Adult Basic Education (ABE)

Adult Basic Education is a program designed to improve a person's skills in speaking, reading, writing, and arithmetic. These skills are not developed as isolated bits of knowledge, but are related to practical situations adults deal with in everyday life. The materials used are designed to prepare students to perform daily literacy activities, improve employability, and prepare for entering the adult high school or GED programs.

Classes are organized on the following levels:

Level One: Nonreaders through grade five; basic reading, writing, arithmetic.

Level Two: Grades six through eight; reading improvement, writing, mathematics.

Registration is free for all adults who have not completed high school. Textbooks are provided by the college and

instructional materials used have been prepared with emphasis on individual needs and interests.

Compensatory Education (CED)

Compensatory Education is a program of study of less than high school level for intellectual disabled adults. Classes can be established within immured groups if students are diagnosed as intellectual disabled by a medical doctor, psychologist, psychiatrist. Classes include study in language, math, social science, consumer education, community living, health, and vocational education. RCC's Compensatory Education program cooperates and joins with other agencies to provide these services to eligible students.

Parents and guardians of MR adults, 18 years or older, are encouraged to contact the Basic Skills Education Department for information about classes or the establishment of new classes in unserved areas.

English As A Second Language (ESL)

The ESL Program is designed for persons who have limited English proficiency. Conversational English will be stressed, as well as vocabulary, spelling, and reading as it relates to everyday life. In addition, instruction in citizenship will be provided for those adults wishing to seek U. S. Citizenship. Materials are designed with these adults in mind, and are related to practical situations adults deal with in everyday life. Registration is free.

Adult High School Program (AHS)

The Adult High School Diploma Program provides a student the opportunity to earn the Adult High School Diploma. Classes are organized whenever and wherever there is a justifiable demand and funds are available.

Registration is free for those adults who have not graduated from high school or who have not passed the GED test.

The entrance level of each student applying for admission to the Adult High School Diploma Program shall be determined in one of the following manners:

1. An assessment of academic skill by standardized tests administered upon enrollment.
2. A certified transcript from a state or regionally accredited secondary school showing courses and years of work completed. Copies of these transcripts should be forwarded to the Educational Coordinator of AHS/GED Robeson Community College. A personal reference letter from the former school may be required for transfer acceptance.

An Adult High School Diploma is awarded when test scores indicate that required achievement level has been attained, when minimum competency objectives have been met as determined by the North Carolina Competency Testing program, and when required subject matter has been satisfactorily completed. This

subject matter includes reading, English expression, mathematics, science, and social studies. The diploma is awarded by Robeson Community College in agreement with the Public Schools of Robeson County. The Adult Diploma program is approved by the State Board of Education, and meets the requirements for entrance to four-year colleges and other institutions of higher learning.

High School Equivalency Diploma (GED)

Another program for the adult who has not completed high school is the High School Equivalency program. A \$7.50 fee is required prior to testing. Under this plan, individuals may take a series of tests called the General Educational Development tests (GED). Those receiving an acceptable passing score of 2250 points with no single test score below 410 and a combined average of 2250 will be awarded a High School Equivalency Diploma. This equivalency diploma is generally accepted on a basis equal to a high school diploma for employment, promotion, or further education.

The GED test covers five broad areas: Writing Skills, Social Studies, Science, Interpreting Literature and the Arts and Mathematics, and is administered at the college.

The following requirements must be met before taking the GED test: (1) minimum age 18; (2) is a resident of the State (a resident is defined as a person currently residing in the state, including assignment to a military base in the state); (3) file application of a special form, which is available in the Learning Lab Center on campus or the COMtech Center; (4) have a valid vocational, educational, or other purpose in applying.

The college, through the Learning Center or COMtech/Adult High School/GED classes, offers the individual the opportunity to prepare for the GED Test.

All applicants for GED testing shall be referred to the Learning Lab Center or the COMtech Center. Applicants shall complete the following steps:

1. Student must take a placement test before entering GED program.
2. Complete an application for admission.
3. Fill out request for transfer of GED test scores if previously tested at another testing center.

The Chief Testing Officer will:

1. Arrange an agreeable time for testing with the Assistant Vice President of Basic Skills Education.
2. Notify all applicants of testing time and site.
3. Administer and score the GED tests.
4. Refer all scores to the State GED Coordinator for determination whether or not the scores are acceptable for awarding of the equivalency diploma.

5. Maintain all GED records of tested applicants.

Only in emergencies or special cases will the test be given at a time different from regularly scheduled times set by the Assistant Vice President of Basic Skills Education and the testing officer. Eligible veterans are approved for 726 clock hours in GED preparation, and 1500 clock hours in all other Basic Skills Education Programs.

Industrial/Business/Community Linkages

Contacts are made to all industries and businesses employing eligible adults for the literacy program. Recruiters and other designated staff meet with personnel to further explain the program and to develop partnerships.

Community organizations are also used to advocate the literacy efforts among the workforce and young dropouts. These groups are asked to assist in funding for transportation and childcare, speaking in churches and other group settings, soliciting friends, relatives and associates of illiterates to encourage enrollment in literacy classes, and providing referrals and direction to the class sites or program headquarters.

For further information contact the Basic Education Department, Extension 130.

Human Resources Development

The Human Resources Development (HRD) program is an intensive program to recruit, train, and either place in employment or vocationally train unemployed or underemployed adults. The primary objective of the training component is to help the trainee orient himself or herself to the world of work, appreciate the effects of his or her behaviors on others, and develop the basic academic and communication skills prerequisite to obtaining and maintaining employment.

Student referrals to other special programs or supportive services are made on individual needs.

Classes generally run for four weeks. The classes are scheduled to meet Monday–Friday from 8:00 a.m.–2:00 p.m. Cost of these classes range from \$55–\$65. *Fees for these classes may be waived for students meeting eligibility criteria.*

Career Planning and Assessment

This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is designed to assess the interest, attitudes, aptitudes, and readiness as it relates to career, employment, and/or educational goals. The content of the instructional materials must focus on the following topics: personal development, career exploration, goal setting and the development of a written plan of action. *We suggest that students take this 15 hour course before entering Basic Clerical Skills, Day Care Worker Training, and the Family Care Provider classes.*

Day Care Worker Training

This course is for anyone 18 years of age or older who is interested in obtaining the knowledge and skills needed to get a job in the field of day care. Topics covered include: Immunizations; Nutrition; Child Safety & Hygiene; Fire Hazards & Prevention's; Day Care Laws & Regulations; Detecting Child Abuse & Neglect; Self-Esteem; Communication; Problem-Solving & Decision-Making.

Financial Literacy

This course is designed to offer students the knowledge, skills, and habits needed to successfully manage money at the personal or family level. Information will be provided by the Federal Depositor Insurance Corporation (FDIC). The modules used are: Bank On It; Borrowing Basics; Check It Out; Money Matters; Pay Yourself First; Keep It Safe; To Your Credit; Charge It Right; Loan to Own; Your Own Home.

Basic Computer Skills

This course is designed to cover basic computer skills beginning with the components of a computer. Other skills include using a mouse, operating systems review, varying file commands, and a brief introduction to the Internet. Topics include: Introduction to computer, input devices, processing, data storage; Internet capabilities, email, job search engines; Working with applications, CD-ROM, output devices; and course review.

Internet KeyTrain Lab

This employability lab is designed to assist individuals in nine different areas: business writing, locating information, technology, mathematics, listening, teamwork, reading and observation. An individual will receive career counseling to make appropriate decisions about career choices, assessment of current skill levels related to career choice, training in the skill area in which remediation is needed and finally formal assessment to determine if skills are at the appropriate level to pursue identified careers.

While working on the KeyTrain software, which is self-directed and self-paced, individuals will receive job search assistance, information on the local labor market and educational opportunities, and motivation from staff to find appropriate employment or referral to further training. This class is open-entry to allow individuals to access the training at the time unemployment occurs and open-exit as students may leave the class as they achieve the skills levels identified or when they obtain employment.

Basic Clerical Skills

This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is based on a specific occupation and addresses entry-level skill awareness and development. Topics include office filing

systems, good customer service skills, proper telecommunication skills, message taking skills, and computer skills.

Community Support Services

Community Support Services are services and supports necessary to assist the youth 3 to 17 years of age or younger (20 years old or younger for children enrolled in Medicaid) and their caregivers in achieving, rehabilitative, and recovery goals. Community Support Services are psycho educational and supportive in nature and intended to meet the mental health or substance abuse needs of children and adolescents with significant functional deficits or who, because of negative environment, medical or biological factors, are at risk of developing or increasing the magnitude of such functional deficits. The Community Support Specialist provides direct intervention and also arranges, coordinates, and monitors services on behalf of the recipient. This course will prepare and provide students the skills needed for entry into the workplace as a Community Support Specialist I.

WorkKeys

WorkKeys is a job skills assessment system measuring “real world” skills that employers believe are critical to job success. These skills are valuable for any occupation-skilled or professional-and at any level of education. The WorkKeys assessment system includes nine assessment areas: applied mathematics, applied technology, business writing, listening, locating information, observation, reading for information, teamwork, and writing. Each WorkKeys assessment has a score level range which is usually 3 to 7. The scores indicate an individual’s ability to perform more complex skills as the score level increases. Individuals who use WorkKeys to document their readiness for work have an edge with the growing number of employers nationwide who accept or require that job applicants have WorkKeys scores.

Career Readiness Certificate (CRC)

The Career Readiness Certificate certifies that job seekers have the core employability skills required across multiple industries and occupations. It is a portable credential that promotes career development and skill attainment for the individual, and confirms to employers that an individual possesses basic workplace skills in reading, math, and locating information – skills that all jobs require. The Certificate is based on the WorkKeys skill levels an individual has achieved, typically in the areas of Applied Mathematics, Locating Information, and Reading for Information. Those who score at higher levels are qualified for more jobs.



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2008-09 Academic Programs

Associate in Arts Degree

University of North Dakota Aviation Articulation
University of North Dakota Air Traffic Control Articulation
Pre-Major Associate in Arts: Business Administration
Pre-Major Associate in Arts: Criminal Justice
Pre-Major Associate in Arts: Criminal Justice
(University of Minnesota Law Enforcement Aviation Articulation)

Associate in Science Degree

Associate Degree in Applied Science

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

Diploma Programs

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

Certificate Programs

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

Specialized Studies

Developmental Studies

The following programs are offered as immured programs.

Air Conditioning, Heating, and Refrigeration Technology
Carpentry
Electrical/Electronics Technology

Continuing Education Programs

Adult Basic Education
Adult High School Diploma
Community Services Education
Compensatory Education
Emergency Medical Technician
Emergency Services Education
English as a Second Language
Fire Service Training
Focused Industrial Training
Health Related Training
Heavy Equipment Operator
General Educational Development
Human Resources Development
Law Enforcement Training
New and Expanding Industry Training
Occupational Extension
Small Business Center
Workstation Training

For more information, please contact:

Admissions Office

Robeson Community College

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

Phone: (910) 272-3342 • **Fax:** (910) 618-5686

Web: www.robeson.edu