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ROBESON COMMUNITY COLLEGE



General Catalog

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ROBESON COMMUNITY COLLEGE

Highway 30 I North
Post Office Box 1420
Lumberton, NC 28359
Phone: (910) 738-7101
Fax No: (910) 671-4143

General Catalog 1995-1997 Volume XVI

Robeson Community College is a tax-assisted, two-year public institution. It is one of 58 schools in the North Carolina Community College System and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate Degree in Applied Science and the Associate Degree in Arts. RCC is also accredited by the North Carolina Board of Nursing, the North Carolina Board of Cosmetic Arts and Redken Laboratories in Conoga Park, California.

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.

Directory of Correspondence

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

For Information About:

Write To:

Admissions	Director of Admissions
Business Operations	Vice President of Business Services
Career Development	Director of Career Development
Continuing Education	Vice President of Continuing Education
Counseling	Director of Counseling
Curriculum Programs (Day)	Assistant Vice president of Educational Services (Day)
Curriculum Programs [Evening]	Assistant Vice President of Educational Services (Evening)
Financial Ad	Financial Aid officer
General Matters	president
Services for Students with Disabilities	Director of Counseling
Job Placement	Placement Office
Resource Services	Assistant Vice President of Resource Services
Student Activities	SGA Advisor
Student Records	Registrar
Testing	Director Of Counseling
Veterans Affairs	Director of Counseling Support

Address inquires to: Robeson Community College
Post Office Box 1420
Lumberton, NC 28359
Phone: (910)738-7101
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GENERAL POLICIES

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

Robeson Community College adheres to the guidelines developed by the Department of Health, Education and Welfare 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 nonrelevant 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 the Counseling and Career Center.

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awareness prevention program for all students and employees. Counseling, information and referral services are provided by professionally trained counselors. Counselors are available to talk with anyone concerning drug/alcohol use. Counselors may be contacted directly or indirectly. Persons requesting anonymity may telephone the Counseling and Career Center for information without disclosing their names (738-7101, Extension 244). Referrals to external

gencies 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 noncurriculum students, college employees, faculty, and staff. Information about the AIDS policy can be obtained from the Counseling and Career Center and/or RCC Student Handbook.

General

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

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

ACADEMIC CALENDAR 1995=96

FALL QUARTER

August 24	Registration
August 25	Staff Workday
August 28	Classes Begin
September 4	Laor Day Holiday
November 13	Classes End
November 14	Instructors' Workday

WINTER QUARTER

November 15	Registration
November 16	Staff Workday
November 17	Vacation Day - Faculty
November 20	Classes Begin
November 23-24	Thanksgiving Holidays
December 20-29	Christmas Holidays
January 1	New Year's Holiday
January 2	Classes Resume
January 15	Dr. Martin L. King Jr. Holiday
February 22	Classes End
February 23	Instructors' Workday

SPRING QUARTER

February 26	Registration
February 27	Staff Workday
February 28	Classes Begin
April 8-9	Easter Holidays
April 10-12	Spring Break, Vacation Days-Faculty
May 21	Classes End
May 22	Instructors' Workday

SUMMER QUARTER

May 23	Classes Begin
June 5	Commencement Rehearsal
June 6	Commencement
July 4	Holiday
August 1	Classes End
August 2	Instructors' Workday
August 5-9	Instructor's Vacation

Fall, Winter, Spring,
Quarters
Summer Quarter

55 days-50 minute sessions
50 days- 55 minute sessions

ACADEMIC CALENDAR 1996-97

FALL QUARTER

August 22	Registration
August 23	Staff Workday
August 26	Classes Begin
September 2	Labor Day Holiday
October (2 days)	Instructors' Conference
November 13	Classes End
November 14	Instructors' Workday
November 15	Vacation Day - Faculty

WINTER QUARTER

November 18	Registration
November 19	Staff Workday
November 20	Classes Begin
November 28-29	Thanksgiving Holidays
December 20-31	Christmas Holidays
January 1	New Year's Holiday
January 2	Classes Resume
January 20	Dr. Martin L. King Jr. Holiday
February 20	Classes End
February 21, 1995	Instructors' Workday

SPRING QUARTER

February 24	Registration
February 25	Staff Workday
February 26	Classes Begin
March 31 -April 1	Easter Holidays
April 24	Spring Break, Vacation Days-Faculty
May 20	Classes End
May 21	Instructors' Workday

SUMMER QUARTER

May 22	Classes Begin
June 4	Commencement Rehearsal
June 5	Commencement
July 4	Holiday
July 31	Classes End
August 1	Instructors' Workday
August 4-8	Instructors's Vacation

Fall, Winter, Spring
Quarters
Summer Quarter

55 days- 50 minute sessions
50 days -55 minute sessions

BOARD OF TRUSTEES

John A. Staton. Chairman
Johnny Hunt. Vice Chairman

Appointed by Robeson County Board of Commissioners
Expiration of Term
James H. McLean, Jr. June 30, 1996
Johnny Hunt. June 30, 1997
Hervie Locklear June 30, 1998
. June 30, 1999

Appointed by Robeson County Board of Education
L. Harbert Moore June 30, 1996
Thomas Jones, Jr. June 30, 1997
John A. Staton June 30, 1998
. June 30, 1999

Appointed by Governor of North Carolina
H. Franklin Biggs, Sr. June 30, 1996
James E. Thomas June 30, 1997
Joy J. Johnson June 30, 1998
. June 30, 1999

ADMINISTRATION AND STAFF

Fred G. Williams President

President's Staff

Nell Reising Executive Assistant

Personnel Services Staff

Ward Wall Vice President

Regina Ransome. Executive Assistant

Business Services Staff

Tom A. Holmes Vice President

Carol W. Powers Executive Assistant

William F. Carter Coordinator of Facilities

Elton B. Hunt Purchasing Officer

Cathy J. Hunt Accounts Clerk

Lynn R. Price Accountant

Pamela L. Locklear Cashier & Accounts Payable Officer

Tammy J. Flowers Accounts Receivable & Payroll Officer

Shawn Chavis. Office Clerk

Drucella Strickland Receptionist/Switchboard

Instruction & Support Services Staff

R. Frank Leggett, Jr. Vice President

Dennis O'Quinn Systems Administrator

Mark O. Kinlaw Director Title III/Placement

Carolyn S. Watson Director of Institutional Effectiveness
 JackieA. Lovette Secretary
 Teresa Rogers **Secretary/Title III**
 John C. Atkinson AssistantVicePresident/Educational Services (Day)
 Rhonda Stubbs Secretary
 Brenda McKinley. **Secretary**
 LaVerna Emanuel Secretary
 Felicia C. Scott Secretary
 Bill Mauney Assistant Vice **President/Student Services**
 Judith A. Revels Director of Admissions
 Ronnie Locklear Assistant Director of Admissions
 Vonnie Jacobs Admissions Assistant
 Linda G. Lowry Secretary
 Joyce Beatty. Director of Counseling & Testing
 Brenda Scott Director of Career Development
 Eddie M. Locklear Director of Counseling Support Services
 Joyce McMillan. Secretary
 Georgia L. Moore Registrar
 Betty D. Thompson **Assistant Registrar**
 Anna Maynor **Financial Aid** Officer
 William Locklear. .Assistant Vice President/Educational Services (Evening)
 Sammy R. Layell Assistant Vice President Resource Services
 Robin White Audiovisual Technician
 Jimmy L. Reese. Graphic Arts Coordinator
 Marilyn S. Locklear-Hunt Director **of Library Services**
 Elizabeth McIntyre Evening Librarian
 Margarita. Honeycutt **Library** Technical Assistant
 Glenda Burden Secretary
 Viola Johnson. Assistant Secretary

Adult& Continuing Education Staff

Rudy Locklear. Vice **President/Adult and** Continuing Education
 Judy Jones Executive Assistant
 D. Justin Oliver Director/Occup. Ext./FIT
 Gay Powers-Britt Secretary/Occup. Ext./FIT
 Carl Evans Instructor/Auto Body
 Vickie Tate Director/Occup. Ext./Community Services
 Tammy Duggins Secretary/Occup. Ext./Community Services
 Jim Emery **Food Services Instructor**
 Juan R. Holland **Food Services Instructor**
 Janice Jones Sewing Instructor
 Janice D. Davis Director/Small Business Center
 Robert J. Lewis Director/Human Resources Development
 Angela Locklear **Secretary/HRD and SBC**
 G. Timothy Harper Director/EmergencyServices/BLET
 Jeannette Freeman Secretary/EmergencyServices Education

William Bryan, Jr Coordinator-Instructor/Fires **Services**
 Johnny Baker **Coordinator/Fire Services Training**
 Ethel G. Locklear Secretary/Pembroke Ext Center
 Tony E. Brewington.Director/LiteracyEducation
 Debra A. Brooks Secretary/LiteracyEducation
 Sandra Johnson.LiteracyAssessment & Retention Specialist
 Bettie BrockingtonLiteracy Instructor
 Mary Ann StephensLiteracy Recruiter/instructor
 Patsy HesterLiteracy Recruiter
 Ealise LoweryLiteracy Recruiter
 Jennifer C. Lowery.Literacy Recruiter
 Carolyn J. Britt Educational Coordinator/AHS/GED
 Nancy SmithAHS/GED Instructor
 Cora Brewington Education Coordinator/ABE/CED/ESL
 Brenda M. LocklearABE Center Instructor
 Lori S. Ivey. Recruitment/AssessmentStrategist
 Helen DavisLead Instructor/Learning Center
 Katie R. Jacobs. Coordinator/Pembroke Extension Center

Maintenance&Custodial Staff

Willie H. Booth Jr **Supervisor**
 Vickie L. ChavisSupervisor
 Odgen DimeryCustodial
 Andrew Flowers Maintenance/Groundskeeper
 Samuel Floyd Maintenance/Grounds Keeper
 Stanley Freeman.Custodial
 J. W. Gray.Custodial
 George K. JacobsMaintenance/Custodial
 Christine Locklear Housekeeper
 Wayne Locklear.Maintenance/Custodial
 Chip McNeillCustodial
 Pauline Oxendine Shipping &Receiving Clerk/Housekeeper
 Bobby Prevatte.Custodial
 Alma S. Robinson Housekeeper
 James M. SmithSupervisor
 Reginald WaltersMaintenance/Custodial
 Levander WestSupervisor
 James MorleyCustodial

Bookstore

Sherry B. BarnesManager

ACADEMIC PROGRAMS OFFERED

Associate Degree in Arts

College Transfer Program

Associate Degree in Applied Science

Accounting

Administrative Office Technology

Associate Degree Nursing

Banking and Finance

Business Administration

Business Computer Programming

Early Childhood Associate

Food service Management

General Technology Curriculum Core

Industrial **Electrical/Electronics** Technician

Industrial Maintenance Technology

Law Enforcement Technology

Respiratory Care Technology

Vocational Diploma Programs

Air Conditioning, Heating, and Refrigeration

Cosmetology

Electrical Installation and Maintenance

Certificate Programs

Basic Law Enforcement Training

Nursing Assistant

Specialized Studies

Developmental Studies

The following programs are offered as immured programs.

CODE	CURRICULUM
------	------------

V007	Carpentry & Cabinetmaking
------	---------------------------

VO 18	Electrical Installation & Maintenance
-------	---------------------------------------

V099	Vocational Guided Studies
------	---------------------------

V050	Welding
------	---------

Continuing Education Programs

Occupational Extension

In-plant Training

Focused Industrial Training

New and Expanding Industry Training

Community Services Education

Small Business Center

Literacy Education

Adult Basic Education

Adult High School Diploma Program

High School Equivalent (GED)

The Learning Center

Compensatory Education

FACE Program

Human Resources Development

Emergency Services Education

Health Related Training

Emergency Medical Technician

Fire Service Training

Law Enforcement Training

GENERAL INFORMATION

The Campus

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

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

Campus Visits

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

History of the College

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

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

Three building phases beginning in 1972 and finishing in 1988 made the RCC Campus a 187,547 squarefoot facility, which now houses over \$2 million in equipment and 21 curriculum programs, along with a variety of continuing education programs.

Robeson Community College's 25th year was a monumental one. The College during 1990-1991 celebrated its Silver Anniversary and the many partnerships throughout the county and state which have contributed to its success. Southern Association of Colleges and Schools accreditation reaffirmation was received in 1990, after two intense years of concentrated self-study. Students, faculty, staff, and the 13-member Board of Trustees alike joined as a team in bringing the self-study to its successful fruition. 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, as well as an enrollment of 2,039 curriculum students and 9,047 continuing education students. There are 150 carefully selected full-time employees who now serve RCC, which represents a figure of almost 25

times as many as when the College first opened its doors in 1965 with six full-time employees. Another 200 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 schools 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 1950s - 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 Southern Association of Colleges and Schools to award the Associate Degree in Applied Science and the Associate Degree in Arts. 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, the North Carolina Board of Cosmetic Arts and Redken Laboratories in Conoga Park, California.

Robeson Community College has a rich educational tradition and will celebrate its Thirtieth Anniversary this year. The College was established three decades ago to provide educational experiences for students that would help them in obtaining notable careers.

Robeson Community College has been able to achieve recorded results because of dedication and hard work of many trustees, students, faculty, staff, administrators, advisory committee members, and Foundation members. There are countless others in business, industry, service delivery agencies, public education, and postsecondary education who have contributed to its successes. These many efforts have helped the College stay on track with its purpose and goals to appropriately train and retrain individuals to be our workforce of tomorrow.

We are excited that you may be considering enrollment at Robeson Community College. We have a quality facility and staff who want to help you with your educational training and see you go on to be successful in your chosen career.

This will be an exciting year, too, in that we will be adding a new infrastructure of fiberoptic lines on our campus. These lines will help provide greater services to our students through a totally new electronic library system and a new retention effort throughout the College. Cutting-edge technology will also come on line in the classroom through the North Carolina Information Highway System. We will also begin construction of a new Emergency Services Training Center that will provide top-of-the-line educational experiences for the disciplines of fire, law, and rescue. This expansion is due to the fine partnership we have with Carolina Power and **Light Company and their contribution of land, in-kind equipment, and financial support.** The College will have a state-of-the-art training center because of the strong support of all the people of this region.

We welcome the opportunity to service all adults and be a key link in the economic development of this area.

-President Fred Williams

Institutional Mission/Vision/Goals/Expected Results

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. Additionally, the college seeks to strengthen the diverse social, economic, and cultural opportunities for the citizens of Robeson County and surrounding region. 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.

Vision:

Since its inception in 1965, Robeson Community College has emphasized technical-vocational education and training to meet the needs of the citizens of Robeson County. To affect the progressive socio-economic environment of the region, RCC is committed to pursuing the following underlying principles:

1. As we adapt to our diverse and changing society, we will maintain and improve the quality of the college's offerings.
2. We believe that the college and its programs exist to assist students in realizing their educational goals.
3. In honoring our commitment to the open door philosophy, it is our belief that each student must have an equal opportunity to learn and improve academic skills, and to develop social interactions and **responsible attitudes in relationship to their ability to benefit.**
4. To facilitate economic development and new opportunities, we must explore new academic and administrative avenues in the way we educate and support our students.
5. In keeping with the philosophy that students, faculty, staff, and community involvement in the formulation of institutional priorities is vital to the success of the college, RCC encourages participation in institutional decision-making.
6. We believe that continuous self-evaluation and institutional research provide the most effective foundation for informed and responsible decision-making.

Goals:

We recognize that the college's educational vision cannot be achieved without maintaining existing as well as exploring new and expanded partnerships. Critical to the success of the institution is the commitment to teaching excellence and a stimulating learning environment. To accomplish the college's mission and vision, the following institutional goals have been established:

1. To provide quality comprehensive learning opportunities committed to teaching excellence and student achievement of their educational goals.
2. To provide quality support resources that enhance the learning environment.
3. To promote the open door philosophy by providing academic, cultural, personal development, and social learning opportunities that meet the assessed needs of a diverse population.
4. To maintain and expand cooperative relationships with educational institutions, local government agencies, and business/industries to serve identified needs and promote student growth.
5. To provide assistance with economic development of the community and region through the education and training of current and potential employees.
6. To provide opportunities for the participation of students, faculty, staff, and the community in identifying institutional priorities and needs.
7. To provide a continuous process of institutional planning and research that evaluates college programs and services to enhance student outcomes.
8. To enhance community and regional awareness of learning opportunities offered by the college.

Expected Results:

To measure our success in accomplishing each institutional goal, the college has established the following institutional expected results that are to be monitored on an annual basis:

1. 85% of students and alumni surveyed will be satisfied with the programs and services offered by the college.
2. 90% of employers and advisory committee members surveyed will be satisfied with the programs and services offered by the college.
3. 90% of the community surveyed will be satisfied with the programs and services offered by the college.
4. 85% of the college's faculty and staff will be satisfied with the programs and services offered by the college.
5. 70% of curriculum students will achieve their stated enrollment goal.
6. 80% of curriculum graduates will be placed in a job related to their area of study.
7. 90% of students transferring to four-year institutions will be in good standing at the end of their first year.

8. Students will demonstrate improvement in their basic skills.
9. An average pass rate of 85% will be achieved by students taking licensure exams.
10. Appropriate programs will be offered by the college to meet identified community needs.

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.

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

Office of Admissions
Robeson Community College
Post Office Box 1420
Lumberton, NC 28359
(910) 738-7101 Ext. 254

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

General Admission Requirements

1. High school graduate or the equivalent-Applicants with equivalency certificates must meet minimum requirements set by North Carolina. A high school certificate is not an acceptable substitute for the diploma.
2. Complete an RCC Admissions Application.
3. Transcripts of all previous education -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. Complete entrance/placement assessment - The goal of the RCC entrance/placement assessment program is to assist admission representatives in matching the academic readiness of the applicant with the academic requirements of a curriculum.

The ACT ASSET is administered to entering students applying for admission into all curriculum programs. Applicants are assessed in reading, writing, and numerical skills (applicants with high school algebra also complete an algebra assessment). After submitting an admissions application to the Admissions Office, applicants should contact the Counseling and Career Center to schedule a testing date.

There is no charge for the ACT ASSET. **Note:** SAT scores may eliminate the necessity of completing the ACT ASSET. SAT scores may not be used in meeting entrance requirements for the Respiratory Care and Nursing Education Option (ADN) curriculums. For more information, contact the Director of Admissions.

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 will be used in conjunction with the high school transcript to assist the applicant in selecting an appropriate program of study. Applicants not realizing acceptable scores in the **ACT** ASSET will be required to successfully complete course work designed to assist students in preparing for RCC curriculums. The Office of Admissions and/or academic counselor will work with the student in developing a sequence of courses to prepare the student for entry into the approved curriculum.

PROGRAM ADMISSION CRITERIA (LISTED BY CURRICULUM]

CURRICULUM - First Level of the Associate Degree Nursing

1. Recommended course of study in high school to prepare for a career in the Allied Health field:
 - A. English - Four Units
 - B. Mathematics -Three Units (Algebra I and 11, Geometry)
 - C. Science - Four Units (Physical Science, Biology, Chemistry and **Physics**)
2. Application Procedure

Applicants are encouraged to apply as early as possible, but all applicants must comply with the following timetable:

 1. Complete an Admissions Application by December 1.
 2. Transcripts and Letters of Recommendation must be on file in the Admissions Office by February 15.
 3. Complete the **ACT** ASSET Test by January 31 and obtain the minimum scores necessary to be considered for the program.
 4. Applicants will be notified by April 15 of their status.
Note: Applications for the Nursing Education Option must be updated annually by applicants who were not accepted the previous year.
3. Entrance Assessment

Applicants must meet the following ASSET scores in order to be considered for admission into an allied health curriculum: Writing-41, Reading-42, Numerical-43, and Elementary Algebra-40. Applicants who do not meet the minimum scores should successfully complete course(s) recommended by the Office of Admissions. To schedule a retest, please contact the Counseling and Career Center.

For the Allied Health Associate Degree Programs, **ACT ASSET** scores are valid for three years. Applicants unsuccessful in achieving required scores, after completing recommended course(s) (applicant must demonstrate that additional academic preparation has been completed), may retest once within the three year period unless provision for exception is made by the Allied Health Appeals Committee. A minimum waiting period of three months is required before retesting. Applicants retesting within the three year period need to retest only on the failed sections.

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

4. Transfer Credits

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

5. Letter of Recommendation

Each applicant must submit three letters of recommendation (forms provided by the RCC Admissions Office). If appropriate, at least one reference must be from a current employer and one from an instructor.

6. Interview

All applicants meeting admission criteria outlined above will be **scheduled** by the **Office** of Admissions for an interview with the **Allied** Health Admissions Committee. The committee will recommend those applicants based on the admission criteria outlined and the performance during the **interview** with the Admissions Committee. The following characteristics/traits will be considered in evaluating an applicant: motivation, commitment, enthusiasm, communication skills, physical and emotional well-being, attitude and potential for development of aptitudes needed in the Allied Health field.

In evaluating the potential for success, the committee will weigh the following factors:

- A. ACT ASSET scores.
- B. Transcripts from high school and other post-secondary institutions.
- C. Letters of Recommendation.
- D. Interview with the Admissions Committee.

The Admissions Committee will forward their recommendations for tentative acceptance to the Director of Admissions for final action.

7. Tentative Acceptance

All applicants approved by the Director of Admissions for the first level of the Nursing Education Option Program will be given tentative acceptance. Final approval will be given only after the following steps are completed:

- A. Medical and Dental Records -All applicants selected for entry are required to have a medical and dental examination by a physician before enrollment. Forms are provided by the college.
- B. Proof of recent inoculation for tetanus and Hepatitis B.
- C. Complete tests as indicated on the RCC Medical Form including serology and tuberculin skin test or chest x-ray.
- D. All ADN students must purchase uniform attire.
- E. All ADN students must have malpractice insurance.
- F. Attend appropriate orientation sessions as scheduled by program areas.

CURRICULUM - Second Level of the Associate Degree Nursing

- 1. Applicant must be a graduate of an accredited Practical Nurse Program.
- 2. Applicant must meet all the admission requirements for the first level of the Nursing Education Option.
- 3. Applicant must successfully complete the following prerequisite courses with at least a "C" **average**:
 - PSY 104 Human Growth and Development
 - BIO 206 Microbiology
 - ENG 160 English Composition
 - BIO 209 Anatomy and Physiology I
 - BIO210 Anatomy and Physiology II

Note: Prerequisite courses may be accepted from other colleges if such courses parallel the content of RCC courses and a grade of "C" or better has been earned. Time limitations for accepting previous coursework does apply (Science courses have a five year limitation, all other courses ten year limitation).

4. Applicant must have passed the State Board for Nurses (N. **CLEX-PN** Exam) and furnish proof of current licensure as a Licensed Practical Nurse in the State of North Carolina.
5. In order to be considered for admission, applicant must furnish proof of one year of full-time work experience in direct patient care as a Licensed Practical Nurse.
6. Applicant must successfully complete comprehensive practical nursing exam and math medication administration exam.
Note: Nursing Comprehensive Exam scores are valid for only one year. In order to be considered for admission into Level 11, the applicant must score in the 55th or above percentile range on the LPN comprehensive exam and 77 on Math Medication Administration exam. The Counseling and Career Center administers the Nursing Comprehensive Exam. For applicable examination fees, please contact the Center.
7. Applicants that are tentatively accepted by the Director of Admissions must successfully complete a summer course prior to enrollment in the Nursing Curriculum (NUR 200-introduction to Associate Degree Nursing).

Also, each applicant tentatively accepted will be expected to complete the **following** items:

- A. Medical **and** Dental Records-All applicants selected for entry into the ADN Program are required to have a medical and dental examination by a physician before enrollment. Forms are provided by the college.
- B. Proof of recent inoculation for tetanus and Hepatitis B.
- C. Complete tests as indicated on the RCC medical form including serology and tuberculin skin test or chest x-ray.
- D. All ADN students must purchase uniform attire.
- E. All ADN students must have malpractice insurance.

CURRICULUM - Respiratory Care Technology Program

1. Recommended course of study in high school to prepare for a career in an Allied Health field:
 - A. English- Four Units
 - B. Mathematics-Three Units (Algebra I and 11, Geometry)
 - C. Science - Four Units (Physical Science, Biology, Chemistry, and Physics)
2. Application Procedure
 Applicant are encouraged to apply as early as possible, but all applicants must comply with the following timetable:
 1. Complete an Admissions **Application** by April 1.
 2. Transcripts and Letters of Recommendation must be on file in the Admissions Office by May 1.
 3. Complete the **ACT ASSET** Test by May 1 and obtain the minimum scores necessary to be considered for the program.

4. Applicants will be notified by July 1 of their status.

Note: Applications for the Respiratory Care Technology Program must be updated annually by applicants who were not accepted the previous year.

3. Entrance Assessment

Applicants must meet the following ASSET scores in order to be considered for admission into an allied health curriculum: Writing-41, Reading-42, Numerical-43, and Elementary Algebra-f IO. Applicants who do not meet the minimum scores should successfully complete course(s) recommended by the Office of Admissions. To schedule a retest, please contact the Counseling and Career Center.

For the Allied Health Associate Degree Programs, **ACT** ASSET scores are valid for three years. Applicants unsuccessful in achieving required scores after completing recommended course(s), may retest once within the three year period unless provision for exception is made by the Allied Health Appeals Committee. A minimum waiting period of three months is required before retesting. Applicants retesting within the three year period need to retest only on the failed sections.

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

4. Transfer Credits

All transfer work must be from an accredited institution. Respiratory Care courses are difficult to transfer from one College to another because of course sequencing and individual program requirements. Applicants requesting transfer into the RCC Respiratory Care Technology Program will be evaluated on an individual basis. Course and program requirements as stipulated by the RCC Respiratory Care Technology Program must be met. Applicants must be eligible to return to their former institution.

5. Letters of Recommendation

Each applicant must submit three letters of recommendation (forms provided by the RCC Admissions Office). If appropriate, at least one reference must be from a current employer and one from an instructor.

6. Interview

All applicants meeting admission criteria outlined above will be scheduled by the Office of Admissions for an interview with the Allied Health Admissions Committee. The Committee will recommend applicants based on the admission criteria outlined and the performance during

the interview with the Admissions Committee. The following characteristics/traits will be considered in evaluating an applicant: motivation, commitment, enthusiasm, communication skills, physical and emotional well-being, attitude and potential for development of aptitudes needed in the Allied Health field.

In evaluating the potential for success, the Committee will weigh the following factors:

- A. **ACT ASSET** scores
- B. Transcripts from high school and post-secondary institutions
- C. Letters of Recommendation
- D. Interview with the Admissions Committee

The Admissions Committee will forward their recommendations for tentative acceptance to the Director of Admissions for final action.

7. Tentative Acceptance

All applicants approved by the Director of Admissions for the Respiratory Care Technology Program will be given tentative acceptance. Final approval will be given only after the following steps are completed:

- A. Medical and Dental Records-All applicants selected for entry into the **RCT** Program are required to have a medical and dental examination by a physician before enrollment. Forms are provided by the college.
- B. Proof of recent inoculation for tetanus and Hepatitis B.
- C. Complete tests as indicated on the RCC Medical Form including serology and tuberculin skin test or chest x-ray.
- D. All **RCT** students must purchase uniform attire.
- E. All RCT students must have malpractice insurance.
- F. Attend orientation sessions as scheduled by the program area.

CURRICULUM - Cosmetology

All applicants approved by the Director of Admissions for the Cosmetology curriculum will be given tentative approval. Final approval will be given only after the following steps are completed:

- A. Medical examination by a physician within thirty days prior to enrollment.
- B. Serological lab test and tuberculin skin test or chest x-ray within thirty days prior to enrollment.
- C. Proof of recent inoculation for Hepatitis B.

Note: All second quarter Cosmetology students are required to purchase malpractice insurance coverage.

CURRICULUM - Nursing Assistant

All applicants approved by the Director of Admissions for the Nursing Assistant curriculum will be given tentative approval. Final approval will be given only after the following steps are completed:

- A. Medical examination by a physician [form provided by RCC).
- B. Proof of recent inoculation for tetanus. Recommendation of Hepatitis B Vaccine.
- c. Complete tests as indicated on the RCC medical form including serology and tuberculin skin test or chest x-ray.
- D. Students must purchase uniform attire.
- E. Students must purchase malpractice insurance.

Nursing Assistant II

(In addition to Nursing Assistant I requirements)

- A. Must have passed the Nursing Assistant I and Home Care courses.
- B. Must meet all other criteria for curriculum program.
- C. Recommendation of Hepatitis B vaccine.
- D. Must be a High School Graduate or possess a GED.

Admission Procedures For High School Students

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 Admission Office for college approval. The student will then return a copy of the letter to the designated high school official. 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.

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; a 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 500 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.

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 quarter of attendance or he/she may not be allowed to w-enroll.

Special Credit Admissions

A special credit student is one who is enrolled in curriculum credit courses but who is not planning to earn a degree, diploma, or certificate. To matriculate as a special credit student, the student need only to file an application. Special credit students will be allowed to earn a maximum of 15 credit hours. To continue beyond special credit status, the student must meet all admissions requirements before declaring an educational objective. After a special credit student selects a major, applicable credits earned as a special credit student will be applied toward his/her course requirements for graduation. Special credit students are not eligible to receive financial aid or Veterans' benefits. Exceptions to the **fifteen** credit hour maximum are outlined in the Student Handbook.

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 N.C. 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 Nursing Education Option and Respiratory Care Technology.)

After tentative acceptance into the Nursing Education Option Program or the Respiratory Care Technology Program, the applicant will receive a medical and dental form from the Admissions **Office**. A final approval will be contingent upon a satisfactory statement from a physician and dentist.

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

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 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. Course work which is over ten (10) years old will not be considered for transfer credit. In some cases, courses over five (5) years old will not be considered. For complete listing of these courses, please review 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 Director of Counseling Support Services 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. 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.

Readmission Policies

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

Associate Degree Nursing and Respiratory Care Technology Readmission Policy

- A. A student who withdraws from the nursing or respiratory program for any reason must meet RCC'S current admission criteria in order to be considered for readmission into the program. Any exception made must be through the appeals process and approved by the Appeals Committee.

NOTE:

1. Admission test scores are valid for three academic years.
 2. Nursing Comprehensive Exam scores-valid for one year.
 3. Nursing218 maybe required.
 4. Students maybe required to repeat courses previously passed.
 5. Students are not permitted to audit nursing or respiratory courses unless provision is made by the Appeals Committee.
- B. Those ADN or Respiratory students receiving a failing grade in the first year may reapply and compete for available positions in the following year's class.

Those ADN or Respiratory students completing the first academic year, including the summer session and failing a course in any of the following quarters may reapply for enrollment in that same quarter in which the failed course is offered. All returning students must meet the following conditions:

1. That positions are available in the class at the time of request for re-enrollment which will not require the hiring of additional instructional or clinical personnel.
 2. If there are more requests for re-enrollment than there are positions available, those students with the highest GPAs with no previous clinical deficiencies will be reviewed first. Should there be a tied ranking, the ADN or Respiratory Admissions Committee will interview the students and decide which will receive the position.
 3. The student seeking w-enrollment must request re-enrollment in writing through the Robeson Community College Admissions Office no later than the first day of the quarter prior to the quarter in which they desire to w-enroll. They will be notified of their standing within six weeks of that date. The notification of re-enrollment will be provided two days prior to the beginning of the quarter in which re-enrollment was requested.
- C. A student may be readmitted only once unless provision for exception is made by the Appeals Committee.
- D. Right of Appeal -A formal written statement requesting an appeal for readmission should be made to the Appeals Committee.

STUDENT FINANCES

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

Residency Requirements

Tuition fees are governed according to in-state or out-of-state residency and according to full-time or part-time status.

To qualify for in-state tuition rates, a student must have lived in North Carolina for at least 12 months immediately prior to his enrollment at RCC. Residing outside the state while in service does not necessarily change residency status. Proof of residency rests with the student.

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.

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

Full Time (12 or More Credit Hours)

In-State:

12 Credit Hours	\$ 159.00
13 Credit Hours	\$ 172.25
14 Credit Hours or More	\$ 185.50

Out-of-State

12 Credit Hours	\$ 1,290.00
13 Credit Hours	\$ 1,397.50
14 Credit Hours or More	\$ 1,505.00

Part-Time (Less than 12 Credit Hours)

In-State:

\$ 13.25 Per Credit Hour

Out-of-State:

\$107.50 Per Credit Hour

Tuition rates are subject to change without notice.

FEES

Breakage Fee

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

Graduation Fee

A graduation fee of \$30 is charged each graduate. This fee is paid during the student's final quarter of study at RCC prior to graduation exercises. An additional fee of \$15 is charged for graduates completing a double major. This fee is not refundable.

Note: Graduation fee subject to change based on price increases from the manufacturer.

Laboratory Fee

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

Late Registration Fee

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

Student Activity Fee

Each student enrolled in 12 quarter credit hours or more (full-time status) will pay a \$7 student activity fee per quarter. Part-time students [less than 12 quarter hours credit) will pay an activity fee of \$4 per quarter.

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

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

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

Transcript Service and Fee

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

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

Malpractice Insurance

Allied Health Programs and Cosmetology 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 fall quarter of the appropriate rate.

Student Insurance

Accident insurance covering the student during school hours is currently available each quarter. 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.

OTHER EXPENSES

Textbooks

Textbooks may be purchased in the bookstore. Cost of books vary according to the course of study. Normally, the average cost per quarter is \$100 for diploma programs and \$200 for degree programs.

Commencement Invitations

Students may order invitations and personal cards when measured for caps and gowns. The charge for invitations and cards is paid by the student.

College Ring

Students may purchase school rings after completing half the credit hours required for graduation. A check with the Registrar and subsequent approval must be obtained prior to placing orders.

Refund Policy

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

1. A preregistered curriculum student who officially withdraws from the college prior to the first day of the college's academic quarter will be eligible for a 100 percent tuition refund, if requested.
2. A pre-registered student who officially withdraws from a curriculum class prior to the day the class begins will be eligible for a 100 percent tuition refund, if requested. (Students enrolled in fourteen or more hours after the withdrawal are not eligible for a refund).
3. A 75 percent refund maybe made upon request of the student if the student officially withdraws from the class(es) prior to or on the 20 percent point of the class(es) or the 20 percent point of the quarter if the student officially withdraws from the College.
4. If you are entitled to a refund, you must apply for the refund at the Records and Registration Office at the time of the withdrawal.

FINANCIAL ASSISTANCE

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

The family is expected to contribute according to its 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 to contribute toward the educational expenses.

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

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

Grants

Federal Pen Grant

Federal Pen 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 Pen 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 Pen Grant funding is determined by federal appropriations.

Federal Pen Grant Application forms are available from Pen Grants, P. O. Box 4032, Iowa City, IA 52243; or, from the Financial Aid Office, Robeson Community College, Lumberton, NC 28359.

The Federal Pen Grant Processing Center will mail to you, at the address you list on the form, a document called a "Student Aid Report". This report tells you whether or not you are eligible and instructs you to take all copies of this form to the Financial Aid Office at the school you will be **attending**.

For you to receive Federal Pen Grant funds, RCC must have all copies of the Student Aid Report. Also, students must complete all the verification and validation requirements.

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

North Carolina Student Incentive Grant (NCSIG)

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

To be eligible for a Federal SEOG, the student must be enrolled or accepted for enrollment on at least a half-time basis and making satisfactory progress in the course of study you are pursuing.

You must be a United States citizen or a permanent resident. To apply, you must complete and submit the Free Application for Federal Student Aid.

Scholarships

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

Scholarships are provided by the following:

Wachovia	Two scholarships @ \$500 each.
Southern Bell	Two scholarships @ \$500 each.
Carolina Telephone	Two scholarships @ \$500 each.
Carolina Power & Light Co.	One scholarship @ \$500.
Community College Scholarship	Seven scholarships @ \$556.50 each.
Carolina Power & Light Co.	One scholarship @ \$750.
Honorable W. G. (Bill) Hefner Scholarship	One scholarship @ \$500.

RCC Academic Adult High School Scholarships

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

RCC Foundation Scholarships and Grants

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

RCC Foundation Scholarships for High School Seniors

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

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

Employment

Federal Work-Study Program

The Federal Work-Study Program provides **part-time** jobs for students who have great financial need and who must earn **part** of their educational expenses. The Federal Government provides funds to educational institutions which in turn have jobs available for students. At RCC, students work in a variety of offices and departments with their work schedule built around their academic schedule. Students may work up to 15 hours weekly while attending class full-time. Eligibility is determined by enrollment and financial need. For more information contact the Financial Aid Office.

Loans

College Foundation, Inc. (Federally Insured Loans)

Legal residents of North Carolina enrolled full-time may borrow through College Foundation for undergraduate study or vocational-technical training. The maximum loan for an academic year cannot exceed the total cost of education less other financial aid received. The annual percentage rate is nine percent simple interest. Applications should be received by College

Foundation at least 90 days prior to the beginning of a school term to ensure notification before registration. For more information contact the Financial Aid Office.

Nursing Scholarship Loans

Loans are available to students enrolled in the Associate Degree Nursing Program. The maximum amount that may be received is \$2500 for each full academic year. Maximum amount of \$5000 for two years.

Loans are administered by the Department of Human Resources, Raleigh, NC. For more information contact the Financial Aid **Office**.

Southeastern General Hospital Loans

A limited number of loans are available to students enrolled in the ADN Program through Southeastern General Hospital. 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 Veteran Affairs Office in Student Services.

National Guard Tuition Assistance Program

Members of the North Carolina National Guard maybe 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 Veteran 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.1. BILL (CHP.30), **VEAP** (CHP.32), NEW SELECTED RESERVE (CHP. 106), **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 service and monetary contribution.

Vocational Rehabilitation

Eligibility: In order to qualify, a student must have a mental or physical disability which is a handicap to employment. There must also be a reasonable expectation that as a result of vocational rehabilitation services, the

person becomes gainfully employed. Each rehabilitation program is designed individually with the student.

Application Procedure: Contact the Vocational Rehabilitation office nearest the student's home or contact the NC Division of Vocational Rehabilitation Services, P.O. Box 26053, 805 Ruggles Drive, Raleigh, NC 27611-6053 or call at (919) 733-3364.

Vocational Rehabilitation for Disabled Veterans

Veterans Vocational Rehabilitation is designed to provide all **services** and assistance necessary to enable veterans with a service-connected disability to achieve maximum independence in daily living; to become employable; and 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.

Period 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 Veteran Affairs Office in Student Services for an application.

Jobs Training Partnership Act (JTPA)

Funds may be available to qualifying students from low-income families enrolled in a **one-year** curriculum program and students enrolled in the second year of a two year curriculum program.

Lumbee Regional Development Association [LRDA]

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

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, N.C.

STUDENT ACTIVITIES

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

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

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

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 October 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.

Dances

Several dances under the sponsorship of the SGA are held each year depending on the wishes of the students. A portion of the activity fee is budgeted to cover costs.

Student Publications

Student publications must be approved and controlled by the Student Government Association and the administration. Misuse or abuse of such publications may cause termination or abolishment of a designated 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 school **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 maybe 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 quarter, 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.) During this period, each student will be required to meet with their advisor.

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

Bookstore

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

Business Office

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

Bad Check Policy

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

Campus Security

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

Career Planning Services

Robeson Community College's Counseling and Career Center offers students many valuable and effective planning 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 Services provide direction in making the right career choice.

Career planning 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, w-evaluate 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.

Choices for Career Transitions (Choices CT) is a computerized career exploration system that allows students to assess their career-related needs. Students complete a series of self-paced exercises designed to help them in self-concept clarification. A personal profile is created to reflect their abilities and aspirations. They assess their needs in terms of the following dimensions: educational level attained or aspired, worksite preferences, level of physical demands sought, temperament factors, level of earnings sought, aptitude factors, interest factors, future outlook, personality factor, 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 Readiness Training consists of a series of activities that students will complete at their convenience. The activities include completing the following: a life and career planning exercise, employability inventory, cover letter, resume' writer, job application, viewing video tapes that present interview preparation, the four stages of interviewing and handling difficult questions. The student will participate in a mock interview and will be evaluated after the completion of all activities. Most of the activities are designed for use with the computer. Students who complete the program will receive a certificate. The certificate will let prospective employers know the student is prepared to become a good employee.

Counseling Services

Counseling Services are 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 make an appointment with a counselor as soon as possible. Students may telephone (9 10) 738-7101 or come by the Counseling and Career Center in the Student Center Building for an appointment. All conversations are handled in a professional manner according to ethical standards.

The Counseling and Career Center also provides groups for personal growth experience. Some groups include: assertiveness training, study skills, personal growth, habit control, test-taking skills, self-concept development, values clarification, coping with grief, communication skills, job interview skills, resume' writing, stress management, etc. Announcement of groups will be advertised on campus.

Division of Resource Services

The Division of Resource Services is committed to providing a wide range of resources and services to carry out the mission of the college. **Components** are the Library, Media Services, and Graphic Arts Services. The Robeson Community College Library is conveniently located in the center of the campus. Its attractive surroundings are a pleasant place for research, study, and/or leisure reading. Services include a qualified staff concerned with providing library resources necessary to support Robeson Community College's purpose and programs; and sharing library resources for interest, information, and enlightenment to all people of the community. A staff is on duty during the hours of 8 a.m. to 10 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Friday to answer reference questions. The collection is well stocked with books, periodicals, and newspapers which have been

carefully selected to support the degree, diploma, and enrichment programs offered by the college. Other services include microfilm and microfiche; interlibrary loans from in-state or out-of-state; and an excellent orientation program to educate users to thoroughly utilize the library resources and **services**.

Anyone interested in using the library may acquire borrowing privileges by simply filling out a registration card. Books, periodicals, and records are loaned for three weeks. Renewals may be obtained in person or by telephone. To encourage prompt return or renewal of materials, a fine is charged on overdue materials. Lost or badly damaged materials must be paid for at 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 Media Center provides a variety of media equipment and services to meet the needs of the college. Services include equipment and materials circulation, production services, and consultant services. Patrons are encouraged to consult the media handbook for a complete listing of materials and **services** available.

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

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awareness prevention program for all students and employees. Counseling information and referral **services** are provided by professionally trained counselors. Counselors are available to talk with anyone concerning drug/alcohol use. Counselors may be contacted directly or indirectly. Persons requesting anonymity may telephone the Counseling and Career Center for information without disclosing their names (738-7 101 Extension 2441). Referrals to external agencies may be appropriate in some situations. Counselors are knowledgeable concerning treatment, length of residential stay, costs, etc. of local agencies.

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

Hotline Numbers for Drug/Alcohol Information

Local:	Drug Report Line (do not have to give name)	671-3144
	1. Mental Health Center	738-1431
	2. Carolina Manor	738-1191 or 1-800-445-7595
	3. Cumberland HSA Hospital	1-800-682-6003
	4. Palmer Drug Abuse Program (Free Services)	618-1135 or 521-8995

800

Numbers:

1. Pride Drug Information Hotline 1-800-241-9746
2. National Institute of Drug Abuse (NIDA) 1-800-638-2045
(NIDA Hotline directs callers to local cocaine abuse centers. Free materials on drug abuse may also be requested. All information and referrals confidential.)
3. Cocaine Hotline 1-800-COCAINE
4. 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 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 the Counseling and Career Center.

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
- Individual counseling
- Tutors
- Classroom modification
- Notetakers
- Calculators or keyboards with large buttons
- Taped texts
- Interpreters
- Assistance with completing forms
- Talking calculators
- Electronic readers
- Braille calculators, printer, or typewriters
- Reaching device for library use
- Television enlargers
- 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 the Director of Counseling Services and the following procedure will be followed:

1. Students with learning disabilities who request special accommodations must provide the Director of Counseling Services with proper documentation of the disability which verifies the need for academic adjustments or auxiliary aids (i.e., diagnostic tests, current psychological evaluations completed within the last three years).

Students with other disabilities 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 tests).
3. Upon receipt of documentation of the disability, the student will sign a "Consent for Release of Information" form which permits the Director of Counseling 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.
4. Upon preregistering each quarter, the student requesting academic adjustments or auxiliary aids will submit a copy of his/her proposed course schedule to the Director of Counseling. Once the student has formally registered for classes, a final copy of the course schedule will be given to the Director of Counseling.
5. It is the responsibility of the student to discuss the need for academic adjustments or auxiliary aids with each instructor. However, the Director of Counseling **Services** will **notify** the advisor and the instructors that the student is entitled to provisions under Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act [ADA] of 1990.

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

Requests for special services should be made as early as possible 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 the following quarter.

Health Service

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

Housing

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

Placement Services

Placement Services are available to students seeking part-time or full-time employment. Placement personnel act as a liaison between students and potential employers. RCC placement personnel maintain contact with employers who are looking for qualified applicants and notify students through advertising the positions. Interviews may be scheduled for students on or off campus as appropriate. Student and employer information is maintained on the Nova Software package which allows the college to properly match student skills with employer needs.

All graduating students who seek assistance with locating employment need to (1) register with the Placement Office and complete the necessary forms to release personal information, and (2) provide typed resumes. All students register with the Director of Title III/Job Placement in Building #2, the main administrative building.

Policy Governing Student Misconduct

Students are expected to display the qualities of courtesy and integrity that characterize the behavior of ladies and gentlemen. To protect the rights and privileges of all students, a policy governing student misconduct has been adopted by the Board of Trustees. A copy of the complete policy is on file in the Library. Upon request, students may obtain a complete copy from the Counseling and Career Center. The policy describes procedures

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

Student Handbook

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

Student Orientation

Orientation is 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.

All entering students are encouraged to attend orientation. Orientation is held quarterly.

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 means of contributing 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 Department of Community College.

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 Services.

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.

Testing Services

Placement Entrance Test

The primary purpose of testing is to match the academic readiness of the student with the academic requirements of the curriculum. Placement test scores are used in conjunction with other pertinent educational background information in determining whether or not a student is academically ready to enter a particular curriculum. If it is determined that a student needs improvement in the basic academic areas, he/she will be placed in courses to help improve academic skills. There is no charge for taking the Asset Test.

The Asset Test is administered to all students who apply for admission into curriculum programs. The Asset Test is used for placement purposes in programs except for Associate Degree Nursing and Respiratory Care Technology. (For information regarding entrance into Allied Health programs, please refer to section on Admissions). Applicants are tested in Writing, Reading, and Mathematics. Students receive their test scores immediately after testing. Testing time is approximately three (3) hours. There are no accommodations for visitors during testing. Any person who has a disability that would require special accommodations during testing should

notify the Director of Counseling and Testing prior to scheduling to test. Applicants are tested by appointment only. For more information, please refer to the Admissions section in the Catalog or contact the Director of Counseling and Testing.

Transfer of Scores

The **ACT ASSET** Test is a national test that can be taken at other colleges and transferred to Robeson Community College. Applicants who have taken the **ASSET** Test at other colleges need to request to have their **ASSET** Test scores forwarded to the Counseling and Career Office at Robeson Community College. To facilitate the process of transferring scores, "Test Score Request Forms" are available from the RCC Admissions Office and Counseling and Career Center.

ASSET Test scores delivered by the applicant will not be accepted unless the report is signed by an official of the college sending the scores and delivered in a sealed envelope with the official's signature across the seal.

Specialized Tests

Testing services are available to anyone wishing to find out more about themselves, their abilities, and interests. Specialized tests/inventories are available upon request of students and faculty. These include interest inventories, personality, aptitude, diagnostic, achievement, and general ability tests. These tests are administered only upon request through the Counseling and Career Center.

Tutorial Services

Tutorial services are available to all students day and evening. This program is designed to assist those students who: (1) request tutoring; (2) are falling behind in their studies; (3) are on academic probation; and/or (4) desire to improve their class standing. The services are free. You may obtain tutorial assistance through the tutorial coordinator, a counselor, or your advisor. The tutorial coordinator is located in the Student Center, Room I 307.

Veteran Services

Information and requests pertaining to veteran affairs can be secured from the Veteran Affairs Officer in Student Services. The veteran student must maintain satisfactory academic progress, attendance, and conduct for continued eligibility payments. Refer to Veteran Affairs section of the Student Handbook.

ACADEMIC POLICIES AND PROCEDURES

Attendance Policy and Procedures

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

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

1. Student Withdraws. [He/She officially withdraws. This constitutes student's withdrawal and is effective as of that date.]

2. Administrative Withdrawal
 - A. Student fails to maintain class attendance as described by the instructor's course syllabus.
 - B. Consecutive absences for a period exceeding one full week of classes.
 - (1) Classes that meet one time a **week—drop if not** in attendance the second time.
 - (2) Classes that meet twice a week—drop if not in attendance the third class.
 - (3) Classes that meet three times a week—drop if not in attendance the fourth class.
 - (4) Classes that meet four times a week—drop if not in attendance the fifth class.
 - (5) Classes that meet five times a week—drop if not in attendance the sixth class.
 - C. The responsible instructor is reasonably assured that the student does not intend to pursue the learning activities of the class; i.e., excessive absences, lack of effort and/or participation. (This constitutes administrative withdrawal and is effective as of that date.)
 - D. He/She completes the minimum objective stated for the class or transfers to another class.
 - E. Exceptions to "B" above will be made for bona fide reasons only and must be recommended by the appropriate instructor(s) and approved by the appropriate Assistant Vice President of Educational Services, day or evening, before readmission to a class is permitted.

- F. In order to receive credit for a course, the student must attend at least 75% of the required contact hours. If the student misses 20% of his/her contact hours the instructor will refer the student to the appropriate Assistant Vice President of Educational Services. The assistant vice president may grant a waiver which will allow the student to miss another 5% of the contact hours. If the waiver is not granted or the student misses hours in excess of the approved waiver the student will be dropped from the course by the instructor. In no case will a student get credit for a course if he/she has missed in excess of 25% of the required contact hours. The grade provided at the guidelines outlined in the RCC Drop/Add Policy. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though a student may register late.
- G. A student who withdraws from the Nursing Program or Respiratory Care Technology Program for any reason must meet RCC'S current admission criteria in order to be considered for readmission into the program. Any exception made must be through the appeals process and approved by the Allied Health Appeals Committee.

Note:

- (1) ADN test scores are valid for three academic years.
- (2) Nursing comprehensive exam scores -valid one year.
- (3) Repeating of Nursing 200 maybe required.
- (4) Students may be required to repeat courses previously passed.
- (5) Students are not permitted to audit nursing courses unless provision is made by the Allied Health Appeals Committee.
- (6) A student maybe readmitted only once unless provision for exception is made by the Allied Health Appeals Committee.
- (7) Right of Appeal: A formal written statement requesting an appeal for readmission should be made to the Assistant Vice President of Student Services.

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 quarter, this procedure must be followed:

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

Tardies

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

Computing Grade Point Average

Course	Credit	Grade	Per Credit Hour	Grade Points Earned
ENG 1101	3	C	2	6
PME I 101	7	B	3	21
MAT 1101	5	A	4	20
PHY 1101	4	F	0	0
DFT 1101	1	D	1	1
	20			48

The grade point average is computed by dividing points earned by the total credit hours attempted. In the preceding example, 48 divided by 20 equals 2.40 grade point average. All grades A through F, WF (treated as "F"), and Incomplete (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 forty (40) credit hours by examination.

Students enrolled in technical programs may not fulfill the elective course requirements by completing a course through credit by examination.

The following courses may not be taken by proficient.

610161	Biology I
610206	Microbiology
BIO 209	Anatomy & Physiology I
610210	Anatomy & Physiology II
610215	Advanced Physiology
610261	Biology II
CHM 103	Allied Health Chemistry
CHM 160	Introduction to Chemistry

ELM 235	Plan Industrial Installation
ELM 235A	Plan Industrial Installation
ELM 235B	Plan Industrial Installation
ELN 225	Student Project
ENG 103	Report Writing
ENG 115	Oral Communications
ENG 140	Allied Health Vocabulary and Terminology
ENG 160	Composition I
ENG 165	Composition II
ENG217	Children's Literature
ENG 260	Introduction to Literature
ENG 1102	Communication Skills
ENG 1105	Verbal Communications
ISC 101	Occupational Skills
PHY 106	Allied Health Physics
PHY 110	Physics
PHY 161	Physical Science
PHY 1101	Applied Science I
SOC 102	Principles of Sociology
SOC 260	Fundamentals of Sociology
SPH 265	Fundamentals of Speech

The following procedures will serve as guidelines in making application for all proficient 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 apply for a proficiency examination with less than three weeks remaining prior to the next quarter in which the course is offered, except when recommended by the instructor and approved by the Registrar and the appropriate Assistant Vice President of Educational Services, day or evening.
 - E. Persons who have a cumulative grade point average less than 2.5.
2. Make application to the Registrar for the proficiency examination.
3. The Registrar will review the student's background and make a recommendation to the appropriate Assistant Vice President of Educational Services, day or evening. Because of specific program or course requirements, credit for certain courses may not be eligible for proficiency examination.
4. The appropriate **Assistant** Vice President of Educational Services, day or evening, will evaluate the application and consult with personnel in the appropriate service area. Upon approval of the application, an examination in theory and practicum (where applicable) will be given. If approved, all examinations must be completed within the quarter the student applies and registers for them.

Note: Only full-time instructors give proficiency exams.

5. After evaluation of the examination by the instructor, it will be forwarded to the appropriate Assistant Vice President of Educational Services with the appropriate recommendations.
6. The appropriate Assistant Vice President of Educational Services will **certify** to the Registrar the appropriate credit earned.
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 GPA.

For credit by examination, full-time students enrolled in fourteen 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 quarter hour credit; this fee is not refundable. A registration form must be completed in the Records and Registration Office **after** approval has been obtained to take a proficiency examination. Fees will be paid in the Business Office. A green data card will be given to the student by the Records and Registration **Office** after fees have been paid. This card will be given to the appropriate instructor by the student. Any exceptions to the above procedures and requirements must be approved by the Assistant Vice President of Student Services. Exceptions will be made only under rare circumstances.

Credit by Transfer

Robeson Community College may accept credits earned from technical/community colleges and other accredited colleges or institutions. Only course grades of "C" or better will be accepted and such courses must parallel the content of RCC courses. Course work which is over ten (10) years old will not be considered for transfer credit. In some cases, course work which is over five (5) years will not be considered. For a listing of courses in this category, please refer to the section on "Program Completion Requirements".

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

The Director of Counseling Support services will determine the transfer credits 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. 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.

Transfer of Credit Within Robeson Community College

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

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

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

Grade Appeal Process

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

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

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

Grade Reports

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

Grading System

The 4.00 grade point average system is used to calculate student grade averages. (See separate grading system section **for Associate Degree Nursing/Respiratory Care Technology 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 (Computed as failure)	0
I		The "I" Grade is computed as an "F" until the course requirements are met to the instructor's satisfaction. incomplete work must be completed within six (6) weeks of the the next quarter, otherwise, it will remain as a punitive grade of "F".	0
AU		Audit	
CP		Credit by Proficiency	0
TC		Transfer Credit	0
NG		No Grade	0

Grading System-Associate Degree Nursing Program

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

	Grade	Meaning	Grade Points Per Credit Hour
A	93-100	Excellent	4
B	85-92	Good	3
C	77-84	Average	2
D	70-76	Failing in the ADN Program. (This includes all major and related courses)	0
F	Below 70	Failure	0
w		Withdrew [no grade points calculated]	0
WF		Withdrew Failing (Computed as failure)	0
		Incomplete [Incomplete work must be completed in the ADN Program before registering for the next quarter. 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 ADN Program-NUR courses)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0
NG		No Grade	0

Grading System-Respiratory Care Technology Program

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

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

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

CP	Credit by Proficiency	0
TC	Transfer Credit	0
NG	No Grade	0

Repeating Course Work

To raise a grade in any course, the student must reregister for **the course**. **Only the last grade made 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, approval is required from the Vice President of Instruction and Support Services to register for the course again.

Waiver of Prerequisites

Before a prerequisite may be waived, the student must document or demonstrate abilities in the subject area. The student must consult with and have approval from the appropriate Assistant Vice President of Educational Services, day or evening. The approval must be forwarded to the Vice President of Instruction and Support Services for consideration and approval before waiver is granted. If the prerequisite is waived, the student must make application in the Office of Records and Registration to take a proficiency examination [Credit by Examination) in the course that was waived. This proficiency exam must be taken within the **quarter** for which it is waived. If a student does not take and pass the exam, he/she will not be allowed to register for any courses in succeeding quarters for which the waiver was(is) prerequisite until the course is taken and passed.

Program Change Procedures

To change from one curriculum to another or change from special credit status: A student must request an interview with a counselor in the Counseling and Career Center to discuss grades, objectives, and curriculum which will better serve the intent of the student.

The change when approved by the counselor shall become effective at the beginning of the ensuing quarter.

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 fifteen (15) credit hours in the new curriculum with a grade point average of “C” or better in those courses, he/she may request the Registrar to reevaluate their academic record. The Registrar will evaluate the student’s academic record, and all courses not in the present curriculum, will not be used in calculating the student’s grade point average.

Veterans must also receive approval from the Veterans Office on campus to change programs.

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 selecting 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. The following list of courses will not be counted toward graduation requirements if they are over five years old: CAS 217, CAS 220, CAS 230, CAS 232, ACC 229, CSC 109, CSC 200, CSC 226.

Course changes within programs are generally not made more often than two years. Full-time day students enrolling under the first year of a catalog can expect to complete graduation requirements with little or no change in course offerings. Part-time students and students who enroll at some time other than the first quarter 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 PROCEDURE 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 third day of classes each quarter. Students registering, but failing to meet financial obligations will be removed from class roles 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 and/or Address

In order that official records may be kept up to date, change of name and/or address must be reported immediately to the Records and Registration Office.

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

Quarter hours of credit are awarded as follows: one quarter hour of credit for each hour per week of class work; one quarter hour of credit for each two hours per week of lab work; one quarter hour of credit for every three hours of shop work; and one quarter of credit for every ten hours of cooperative work experience.

Drop/Add Procedures and Withdrawal

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

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

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

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

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

Financial Obligations

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

Quarter System

Robeson Community College is on a quarter system. The fall, winter, spring, and summer quarters are each approximately eleven weeks in length. The college is in session five days and four nights a week.

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 quarter is in session, must do so prior to the completion of the first six weeks in the quarter or prior to the date scheduled for the mid-term exam, whichever occurs first. Additionally, students must have a bona fide reason for requesting the change; i.e., change in work shifts or approval will not be granted.

Transfer Agreements

Robeson Community College has transfer agreements with four four-year institutions: Campbell University, Greensboro College, Fayetteville State University, and Pembroke State University. Campbell University will accept up to two full years of transfer credit. Individual RCC courses have been identified by Campbell University officials and matched with their courses. A listing of these courses and the equivalent Campbell **course** for which a student will receive credit upon transfer to Campbell University can be found in the Admissions Office, the Counseling and Career Center, the Records and Registration Office, and in the Office of the Vice President of Instruction and Support Services.

Greensboro College grants credit for transfer from RCC students who have completed the associate degree in the business programs, excluding the Administrative Office Technology. Upon the completion of the associate degree, two years of credit are awarded a student transferring to Greensboro College. Without completion of the degree, a student may not receive any credit or will have credits determined on an individual basis.

Robeson Community College continues to upgrade its College Transfer Program. With the recent approval of a transfer agreement with Pembroke State University, the transfer of sixty semester hours (approximate 90 quarter hour equivalent) from RCC to PSU in the General Education Program is now possible. In addition, credits from other than General Education courses may be transferred on an individual basis. Students who have obtained the Associate in Applied Science Degree in Business Administration, Business Computer Programming, Accounting and Administrative Office Technology from RCC will be accepted at Pembroke State with sixty semester hours of transfer credit toward the Bachelor of Science in Applied Science Degree. Also, Law Enforcement Technology graduates may transfer into the Criminal Justice Curriculum at Pembroke State University.

Fayetteville State University will accept transfer credit on a case by case basis for college level courses successfully completed at Robeson Community College.

Transfer to Other Colleges

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

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

Standards of Acceptable Academic Progress

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

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

Grade Point Average to Determine Continuance in School

Two-Year Curricula

*All Quarter Hours Credit Attempted	Grade Point Average Below Which Student is on Academic Probation
0- 22	1.3
23- 42	1.5
43- 62	1.7
63- 81	1.9
82-100	2.0
101- Over	2.0

OneYear Curricula

*All Quarter Hours Credit Attempted	Grade Point Average Below Which Student is on Academic Probation
0- 24	1.3
0- 18 (Developmental Studies Only)	1.3
25- 44	1.6
19- 30 (Developmental Studies Only)	1.6
45- 63	1.9
31- 43 (Developmental Studies Only)	1.9
64- Over	2.0
44- Over (Developmental Studies Only)	2.0

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

Each student enrolled at RCC is expected to be aware at all times of his/her academic status and to be responsible for knowing whether he/she has met the minimum academic requirements according to RCC'S catalog. Furthermore, students are required to consult with their advisors once a quarter concerning academic progress. Students experiencing academic difficulty in any course(s) will be notified by the Registrar at the mid-point of each quarter.

Academic Advisement

Students whose cumulative grade point average falls below those listed in the Standards of Acceptable Academic Progress will be placed on academic advisement for the next quarter of enrollment. The student should consult with his/her **faculty** academic advisor and counselor to review academic progress and plan strategies for improving academic achievement. A student placed on academic advisement is not eligible for financial aid programs.

A student who is on academic advisement may return to good standing by meeting the requirements outlined in the Standards of Acceptable Academic Progress or by passing at least twelve (12) hours the next quarter of enrollment with a quarter 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 twelve (12) hours each quarter with a quarter grade point average of at least 2.0 per quarter enrolled.

Academic Probation

Academic advisement students unsuccessful in meeting the guidelines to return to good standing will be placed on academic probation for the next quarter of enrollment. The student should consult with his/her faculty academic advisor or counselor prior to enrolling for the next term.

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 twelve (12) hours the next quarter with a quarter 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 twelve (12) hours each quarter with a quarter grade point average of at least 2.0 per quarter enrolled.

While on academic probation, a student maybe required to reduce his/her course load. He/she will not be allowed to participate in RCC extracurricular activities. These activities include: holding an elected office or committee assignment in the Student Government Association or any other activities which would require the student to represent RCC officially. At the end of the probation quarter, if the student has not met the required academic standards, he/she will be suspended for one quarter. A student placed on academic probation is not eligible for financial aid programs.

Academic Suspension

Academic probation students unsuccessful in meeting the guidelines to return to good standing [please refer to section on Academic Probation for explanation of guidelines] may be suspended from Robeson Community College. Academic suspension will be for one quarter. At the end of one quarter, the student may apply for readmission.

Students may appeal the notice of suspension in writing to the Assistant Vice President of Student Services. The Assistant Vice President will be responsible for conducting a review of the suspension.

Students who do not attain the required grade point average for two quarters following reinstatement to the college may be suspended permanently.

Graduation Requirements

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

Requirements and Obligations

1. Student must submit an application for graduation to the Registrar before registering for their final quarter of study. It is the student's responsibility to complete this form. The applications are in Records and Registration.
2. Complete all required courses.
3. Transferring students must complete a minimum of fifty (50) percent of the total number of credit hours required for a certificate, diploma, or degree program at Robeson Community College.
4. Have a minimum grade point average of 2.0.
5. Pay graduation fee of \$30. Students approved to graduate in absentia are not exempt from this fee. [This \$30 fee is subject to change based on price increases from the manufacturer.]
6. Have final grades on courses originally graded "I".
7. Must have all financial obligations to the school taken care of. This includes graduation fee, Business Office, Library, or any other financial debt to the college.
8. Commencement exercises are held in June at the end of the third quarter. Any student who graduates at the end of the first, second, or third quarter should pay their graduation fee upon completion of all required courses. Graduates who do not pay this fee will be denied transcript services until such time it is paid.

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 bear the student's expense.

Criteria for Graduating With Honors

Graduates who have earned a grade point average of 3.5 and above with no grade lower than a C and have completed at least half of their degree or diploma requirements in residence at Robeson Community College will be granted a degree or diploma with honors.

The graduate(s) with the highest grade point average in a technical program and the graduate(s) with the highest grade point average in a vocational program will be recognized at graduation. Eligible programs of study from which students will be recognized are those which include academic subjects in the program of study and those which meet the minimum requirement of three quarters in length.

Marshals

Marshals consist of the seven students from the two-year programs with the highest academic average at the end of the winter quarter if their curriculum is six quarters. Students in a seven quarter curriculum must also be registered for the spring **quarter**. Part-time students who do not lack more than twelve courses at the end of the current spring quarter are considered in the selection of marshals for graduation. No student shall serve as a marshal more than one time in the same program of study. The chief marshal shall be the senior student with the highest academic average. In addition, transfer students must have completed at least twenty-five quarter hours in their major at Robeson Community College.

Additional Requirements for Graduation

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

Honors

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

Criteria for President's List

TECHNICAL AND COLLEGE TRANSFER: All full-time students enrolled in the two year associate degree programs achieving a grade point average of 4.0 for the quarter.

VOCATIONAL: All full-time students enrolled in one year vocational programs achieving a grade point average of 4.0 for the quarter.

Criteria for Honor's List

TECHNICAL AND COLLEGE TRANSFER: 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 quarter.

VOCATIONAL All full-time students enrolled in one year vocational programs achieving a grade point average of 3.5 and above with no grade lower than C for the **quarter**.

EDUCATION- PROGRAMS

COLLEGE TRANSFER ASSOCIATE IN ARTS DEGREE

Curriculum Description

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

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

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

FIRST YEAR

FALL QUARTER	CLASS	LAB	CREDIT
ENG 160	Composition	5	0 5
HIS 160	American History	5	0 5
MAT 160	Introduction to College Math	5	0 5
OR			
MAT 165	College Algebra	<u>5</u>	<u>0 5</u>
		15	0 15

WINTER QUARTER

ENG 165	Composition	5	0 5
BIO 161	Biology I	5	2 6
— —	Humanities Elective	<u>5</u>	<u>0 5</u>
		15	2 16

SPRING QUARTER

BIO 26 I	Biology II	5	2 6
OR			
PHY 161	Physical Science	5	2 6
ART 160	Art Appreciation	5	0 5
— —	Elective	5	0 5
— —	Elective	<u>5</u>	<u>0 5</u>
		20	2 21

SECOND YEAR

FALL QUARTER

ECO 261	Principles of Economics (Macro)	5	0	5
— —	Elective	5	0	5
— —	Elective	5	0	5
		15	0	15

WINTER QUARTER

PSY 260	Introduction to Psychology	5	0	5
SOC 260	Fundamentals of Sociology	5	0	5
— —	Elective	5	0	5
		15	0	15

SPRING QUARTER

ENG 260	Introduction to Literature	5	0	5
PED 160	Wellness and Fitness	2	0	2
— —	Physical Education Elective	2	0	2
— —	Elective	5	0	5
		14	0	14

Total Credit Hours

96

ELECTIVES CAN BE TAKEN FROM THE FOLLOWING LIST:

HUMANITIES:			CREDIT HOURS	QUARTER OFFERED
ART 260	Elements of Design	5	s	
ENG 268	American Literature	5	s	
ENG 270	English Literature	5	s	
ENG 272	Creative Writing	5	s	
HIS 165	American History	5	w	
MUS 160	Music Appreciation	5	s	
REL 260	Intro. to the Old Testament	5	F	
REL 265	Intro. to the New Testament	5	F	
SPH 265	Fundamental of Speech	5	F, W,S,SS	

MATHEMATICS:

MAT 165	College Algebra	5	F
MAT 270	Precalculus	5	W
MAT 272	Calculus	5	s
MAT 168	College Trigonometry	5	s

NATURAL SCIENCES:

BIO	241	Biology II	6	S
PHY	161	Physical Science	6	S
BIO	209	Anatomy& Physiology	5	F
BIO	210	Anatomy& PhysiologyII	5	W
BIO	215	Advanced Physiology	3	s
BIO	206	Microbiology	5	SS

PHYSICAL EDUCATION:

PED	162	Fitness Walking	2	s
PED	164	Archery	2	s
PED	166	Bowling	2	s
PED	168	VolleyBall	2	s
PED	170	Aerobic Dance	2	s
PED	172	Nutrition	2	s

SOCIAL SCIENCES:

ECO	266	Prin. of Economics (Micro]	S	W
POL	160	American Government	5	s
POL	165	State and Local Government	5	s
PSY	104	Human Growth & Development	5	s
SOC	265	Social Problems	5	s

BUSINESS ADMINISTRATION:

ACC	170	Accounting I	4	F
ACC	172	Accounting II	4	W
ACC	174	Accounting III	4	s
BUS	161	Introduction to Business	S	W
CAS	160	Microcomputer Applications	S	F

ACCOUNTING T-016

Degree Program

Curriculum Description

The purpose of the Accounting curriculum is to prepare the student to enter the accounting profession through study of accounting principles, with related study in law, finance, management and data processing operations.

The curriculum is designed to prepare the student for entry-level accounting positions, such as junior accountant bookkeeper, accounting clerk, cost clerk payroll clerk and related data processing occupations.

With experience and additional education, the graduate will be able to advance to positions such as systems accountant, cost accountant, budget accountant and property accountant.

ACCOUNTING T-016

FIRST YEAR

FALL QUARTER			SHOP/ CLASS LAB CUN. CREDIT			
CAS	160	Microcomputer Applications	4	2	0	5
Osc	100	Keyboarding I	2	0	3	3
ACC	170	Accounting I	3	2	0	4
BUS	109	Business Math	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			14	4	3	17

WINTER QUARTER

BUS	161	Introduction to Business	5	0	0	5
CAS	115	Word Processing I	3	2	0	4
ACC	172	Accounting II	3	2	0	4
MAT	160	Introduction to College Math	5	0	0	5
ENG	160	Composition I	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			21	4	0	23

SPRING QUARTER

ENG	103	Report Writing	3	0	0	3
BUS	117	Business Law	5	0	0	5
ACC	229	Taxes I	3	2	0	4
CAS	217	Spreadsheet	2	2	0	3
ACC	174	Accounting III	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
			16	6	0	19

SUMMER QUARTER

BUS	236	Principles of Management	5	0	0	5
CAS	220	Advanced Spreadsheet	2	2	0	3
SPH	265	Fundamentals of Speech	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			12	2	0	13

SECOND YEAR

FALL QUARTER

ACC	222	Intermediate Accounting I	3	2	0	4
ENG	260	Introduction to Literature	5	0	0	5
ACC	226	Cost Accounting	<u>4</u>	<u>0</u>	<u>0</u>	<u>4</u>
			12	2	0	13

WINTER QUARTER

ACC	230	Taxes II	3	0	0	3
BUS	127	Business Finance	5	0	0	5
CAS	230	Data Base Management Systems	2	2	0	3
ACC	223	Intermediate Accounting II	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
			13	4	0	15

SPRING QUARTER

ECO	261	Principles of Economics (Macro)	5	0	0	5
ACC	235	Accounting- Current Issues	3	0	0	3
ACC	205	Computerized Accounting	1	2	0	2
ACC	224	Intermediate Accounting III	3	2	0	4
		FREE ELECTIVE (MUST BE OUTSIDE MAJOR AREA)				5
			<u>12</u>	<u>4</u>	<u>0</u>	<u>19</u>

Total Credit Hours Required for Degree

119

ADMINISTRATIVE OFFICE TECHNOLOGY T-030

Degree Program

Curriculum Description

This curriculum prepares students to perform secretarial and administrative support duties in a variety of offices including those office environments with computerized, automated functions.

Students in this curriculum study keyboarding and word/information processing to develop skills in the preparation of business correspondence, reports, statistical copy, manuscripts and business forms. Administrative support courses emphasize typical office tasks such as scheduling appointments, composing correspondence and performing reprographic duties. Training is also provided in analyzing and coordinating office duties and systems. Skills and knowledge are taught in the areas of electronic document storage and retrieval and computer software utilization.

Graduates of the program maybe employed in offices in private business establishments involved in retailing, marketing, advertising and manufacturing; as well as, offices in local, state and federal government.

ADMINISTRATIVE OFFICE TECHNOLOGY

T-030

FIRST YEAR

			SHOP/			
FALL QUARTER			CLASS	LAB	CLIN.	CREDIT
Osc	100	Keyboarding I	2	0	3	3
CAS	160	Microcomputer Applications	4	2	0	5
ACC	170	Accounting I	3	2	0	4
Bus	109	Business Math	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			14	4	3	17

WINTER QUARTER

Osc	101	Keyboarding II	2	0	3	3
Bus	161	Introduction to Business	5	0	0	5
ACC	172	Accounting II	3	2	0	4
MAT	160	Introduction to College Math	5	0	0	5
ENG	160	Composition I	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			20	4	3	22

SPRING QUARTER

ENG 201	Advanced Grammar	3	0	0	3
CAS 115	Word Processing I	3	2	0	4
BUS 117	Business Law	5	0	0	5
ACC 229	Taxes I	3	2	0	4
CAS 217	Spreadsheet	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		16	6	0	19

SECOND YEAR

FALL QUARTER

CAS 117	Word Processing II	3	2	0	4
Osc 183	Terminology/Vocabulary	5	0	0	5
Osc 112	Records Management	3	0	0	3
ECO 261	Principles of Economics (Macro)	5	0	0	5
ENG 260	Introduction to Literature	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
		21	2	0	22

WINTER QUARTER

CAS 119	Word Processing III	3	2	0	4
SPH 265	Fundamentals of Speech	5	0	0	5
ACC 205	Computerized Accounting	1	2	0	2
Osc 215	Machine Transcription I	3	2	0	4
CAS 230	Data Base Management Systems	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		14	8	0	18

SPRING QUARTER

BUS 125	Personal Finance	3	0	0	3
BUS 231	Professional Development	3	0	0	3
OSC 217	Machine Transcription II	3	2	0	4
Osc 214	Office Procedures	3	2	0	4
	FREE ELECTIVE				
	(MUST BE OUTSIDE MAJOR AREA)				5
		<u>12</u>	<u>4</u>	<u>0</u>	<u>19</u>

Total Credit Hours Required for Degree

117

ASSOCIATE DEGREE NURSING T-059

Curriculum Description

The Associate Degree Nursing Curriculum is designed to prepare the graduate to assess, analyze, plan, implement and evaluate nursing care. The graduate is eligible to apply to take the National Council Licensure Examination (NCLEXRN) which is required for practice as a Registered Nurse.

Individuals desiring a career in registered nursing should take biology, algebra and chemistry courses prior to entering the program.

The Registered Nurse may be employed in a wide variety of health care settings such as hospitals, long term care facilities, clinics, physician's offices, industry and community health agencies.

ASSOCIATE DEGREE NURSING T-059

FIRST LEVEL

FALL QUARTER			CLASS	LAB	SHOP/ CLIN CREDIT	
NUR	120	Nursing I	5	8	0	9
BIO	209	Anatomy & Physiology 1	4	2	0	5
PSY	104	Human Growth & Development	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			14	10	0	19

WINTER QUARTER

NUR	122	Nursing II	5	2	9	9
BIO	210	Anatomy & Physiology II	<u>4</u>	<u>2</u>	<u>0</u>	<u>5</u>
			9	4	9	14

SPRING QUARTER

NUR	124	Nursing 111	5	2	12	10
BIO	206	Microbiology	<u>4</u>	<u>2</u>	<u>0</u>	<u>5</u>
			9	4	12	15

SUMMER QUARTER

NUR	126	Nursing IV	5	2	12	10
ENG	160	Composition I	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			10	2	12	15

SECOND LEVEL

*Admission Point for LPN

FALL QUARTER

NUR 220	Nursing V	5	0	9	8
SOC 260	Introduction to Sociology	5	0	0	5
PSY 260	Introduction to Psychology	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
		15	0	9	18

● ***EXIT POINT FOR PRACTICAL NURSES/All** successful students will be eligible to apply to take the NCLEX-PN for license as LPN)

Total Credit Hours Required for Diploma (LPN) 81

WINTER QUARTER

NUR 222	Nursing VI	5	0	9	8
ENG 260	Introduction to Literature	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
		10	0	9	13

SPRING QUARTER

NUR 224	Nursing VII	5	0	18	11
	FREE ELECTIVE				
	(MUST BE OUTSIDE MAJOR AREA)	-	-		3
		<u>5</u>	<u>0</u>	<u>18</u>	<u>14</u>

Total Credit Hours Required for Degree 108

*Pre-Entrance Requirements:

*NUR 218	Nursing Transition Course	3	2	3	5
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[Clinical hours consist of 5½ hours for 6 days =33 hours of clinical)

NUR218 must be taken the summer prior to admission to the RN program for qualified LPN's.

BANKING AND FINANCE T-112

Degree Program

Curriculum Description

The purposes of the Banking and Finance curriculum are: to prepare students to enter the banking and finance industries, to provide an educational program for the banking employees working toward the American Institute of Banking certificate and to provide educational opportunities to upgrade or retrain individuals presently employed in the banking and/or finance industry.

These purposes are fulfilled through study in the following areas; banking and finance principles, theories and practices, teller operations, lending and collections procedures, financial analysis, marketing and public relations.

This curriculum will provide the training and necessary skills for a student to enter a variety of banking or finance positions in retail banks, commercial banks, government lending agencies, mortgage banks and credit companies.

BANKING AND FINANCE

T-1 1 2

FIRST YEAR

			SHOW			
FALL QUARTER			cuss	LAB	CUN.	CREDIT
MAT	160	Introduction to College Mathematics	5	0	0	5
ENG	160	Composition I	5	0	0	5
BUS	161	Introduction to Business	5	0	0	5
Osc	100	Keyboarding I	<u>2</u>	<u>0</u>	<u>3</u>	<u>3</u>
			17	0	3	18

WINTER QUARTER

CAS	236	Multimedia/Presentations Graphics	2	2	0	3
BUS	109	Business Math	5	0	0	5
ACC	170	Accounting I	3	2	0	4
AIB	202	Principles of Bank Operations	<u>4</u>	<u>0</u>	<u>0</u>	<u>4</u>
			14	4	0	16

SPRING QUARTER

SPH	265	Fundamentals of Speech	5	0	0	5
ACC	172	Accounting II	3	2	0	4
BUS	117	Business Law	5	0	0	5
ECO	261	Principles of Economics (Macro)	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			18	2	0	19

SUMMER QUARTER

AIB	209	Installment Credit	4	0	0	4
CAS	160	Microcomputer Applications	4	2	0	5
		FREE ELECTIVE (MUST BE OUTSIDE MAJOR AREA)				5
			<u>8</u>	<u>2</u>	<u>0</u>	<u>14</u>

SECOND YEAR

FALL QUARTER

ENG	260	Introduction to Literature	5	0	0	5
SOC	215	Interpersonal Relationships and Communications	3	0	0	3
AIB	210	Money and Banking	4	0	0	4
BUS	127	Business Finance I	5	0	0	5
AIB	236	Marketing & Banking	<u>4</u>	<u>0</u>	<u>0</u>	<u>4</u>
			21	0	0	21

WINTER QUARTER

AIB	237	Home Mortgage Lending	4	0	0	4
AIB	233	Analysis of Financial Statements	4	0	0	4
PSY	206	Applied Psychology	3	0	0	3
AIB	205	Bank Management	4	0	0	4
AIB	231	Savings & Time Deposit	<u>4</u>	<u>0</u>	<u>0</u>	<u>4</u>
			19	0	0	19

SPRING QUARTER

AIB	203	Bank Investments	4	0	0	4
AIB	235	Loan and Discount	4	0	0	4
BUS	231	Professional Development	3	0	0	3
Osc	112	Records Management	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
			14	0	0	14

Total Credit Hours Required for Degree

121

BUSINESS ADMINISTRATION T-018

Degree Program

Curriculum Description

The Business Administration curriculum is designed to prepare a student with the necessary skills for entry into middle management occupations in various businesses and industries. The curriculum provides an overview of the business and industrial world, organization and management.

The purpose of the curriculum is fulfilled through courses designed to develop competency in: (1) understanding the principles of organization and management in business operations, (2) utilizing modern techniques to make decisions, (3) understanding the economy through study and analysis of the role of production and marketing, (4) communicating orally and in writing and (5) interpersonal relationships.

Through these skills and through development of personal competencies and qualities, the graduates will be prepared to function effectively in middle management activities in business or industry.

BUSINESS ADMINISTRATION

T-018

FIRST YEAR

FALL QUARTER			CLASS LAB		SHOP/ CLIN. CREDIT	
CAS	160	Microcomputer Applications	4	2	0	5
Osc	I 00	Keyboarding I	2	0	3	3
ACC	170	Accounting I	3	2	0	4
BUS	109	Business Math	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			14	4	3	17

WINTER QUARTER

CAS	I 15	Word Processing I	3	2	0	4
BUS	161	Introduction to Business	5	0	0	5
ACC	172	Accounting II	3	2	0	4
MAT	160	Introduction to College Math	5	0	0	5
ENG	160	Composition I	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			21	4	0	27

SPRING QUARTER

ENG	I 03	Report Writing	3	0	0	3
BUS	I 17	Business Law	5	0	0	5
ACC	229	Taxes I	3	2	0	4
CAS	217	Spreadsheet	2	2	0	3
ACC	174	Accounting III	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
			16	6	0	19

SUMMER QUARTER

BUS	236	Principles of Management	5	0	0	5
CAS	220	Advanced Spreadsheet	2	2	0	3
SPH	265	Fundamentals of Speech	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			12	2	0	13

SECOND YEAR

FALL QUARTER

BUS	238	Entrepreneurship	3	0	0	3
MKT	121	Marketing	5	0	0	5
ECO	261	Principles of Economics (Macro)	5	0	0	5
ENG	260	Introduction to Literature	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			18	0	0	18

WINTER QUARTER

CAS	120	Windows	1	2	0	2
BUS	127	Business Finance	5	0	0	5
CAS	230	Data Base Management Systems	2	2	0	3
ACC	205	Computerized Accounting	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
			9	6	0	12

SPRING QUARTER

BUS	125	Personal Finance	3	0	0	3
CAS	236	Multimedia/Presentation Graphics	2	2	0	3
BUS	231	Professional Development	3	0	0	3
INS	247	Fundamentals of Risk& Insurance	3	0	0	3
		FREE ELECTIVE (MUST BE OUTSIDE MAJOR AREA)	<u>-</u>	<u>-</u>	<u>-</u>	<u>5</u>
			11	2	0	17

Total Credit Hours Required for Degree

119

BUSINESS COMPUTER PROGRAMMING

T-022

Degree Program

Curriculum Description

The primary objective of the Business Computer Programming curriculum is to prepare students to enter the employment field as computer programmers. The objective is fulfilled through study and application in areas such as computer and systems theories and concepts, data processing techniques, business applications, logic, flow charting, programming procedures and languages, and types, uses and operation of equipment.

For graduates of this curriculum, entry-level jobs as computer programmer and computer programmer trainee are available. With experience and additional education, the graduate may enter jobs such as data processing manager, computer programmer manager, systems analyst and system manager.

BUSINESS COMPUTER PROGRAMMING

T-022

FIRST YEAR

FALL QUARTER			CLASS	LAB	SHOP/ CUN.	CREDIT
BUS	161	Introduction to Business	5	0	0	5
CAS	160	Microcomputer Applications	4	2	0	5
Osc	100	Keyboarding I	2	0	3	3
BUS	109	Business Math	-5-	<u>0</u>	<u>0</u>	<u>5</u>
			16	2	3	18

WINTER QUARTER

CAS	115	Word Processing 1	3	2	0	4
CAS	120	Windows	1	2	0	2
BUS	125	Personal Finance	3	0	0	3
MAT	160	Introduction to College Math	5	0	0	5
ENG	160	Composition I	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			17	4	0	19

SPRING QUARTER

CAS	226	Operating Systems	1	2	0	2
ECO	261	Principles of Economics (Macro)	5	0	0	5
ENG	103	Report Writing	3	0	0	3
BUS	117	Business Law	5	0	0	5
CAS	217	Spreadsheet	<u>2</u>	-2-	<u>0</u>	<u>3</u>
			16	4	0	18

SUMMER QUARTER

BUS	236	Principles of Management	5	0	0	5
CAS	220	Advanced Spreadsheet	2	2	0	3
SPH	265	Fundamentals of Speech	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			12	2	0	13

SECOND YEAR

FALL QUARTER

ACC	170	Accounting I	3	2	0	4
CAS	200	Desktop Publishing	2	2	0	3
ENG	260	Introduction to Literature	5	0	0	5
Csc	109	Introduction to Programming	~	4	-	<u>4</u>
			12	8	0	16

WINTER QUARTER

ACC	172	Accounting II	3	2	0	4
Csc	200	LAN Ministration	3	2	0	4
CAS	230	Data Base Management Systems	2	2	0	3
CAS	234	Micro Communications	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
			9	8	0	13

SPRING QUARTER

ACC	229	Taxes I	3	2	0	4
ACC	205	Computerized Accounting	1	2	0	2
CAS	236	Multimedia/Presentation Graphics	2	2	0	3
CAS	232	Advanced Data Base Management Systems	2	2	0	3
BUS	231	Professional Development	3	0	0	3
		FREE ELECTIVE (MUST BE OUTSIDE MAJOR AREA)	<u>-</u>	<u>-</u>	<u>-</u>	<u>5</u>
			11	8	0	20

Total Credit Hours Required for Degree

117

EARLY CHILDHOOD ASSOCIATE T-073

Diploma and Degree Programs

Curriculum Description

The Early Childhood Associate curriculum prepares students to work with programs and/or centers concerned with the care and development of infants and young children. Through study and application in such areas as child growth and development, physical and nutritional needs of children, care and guidance of children and communication with children and their parents, graduates will be able to function effectively in various programs and/or centers dealing with preschool children.

Job opportunities for early childhood graduates are available in such areas as day care centers, nursery schools, kindergartens, child development centers, hospitals, rehabilitation clinics, evaluation clinics, camps and recreational centers.

EARLY CHILDHOOD ASSOCIATE

T-073

FIRST YEAR

FAIL QUARTER			SHOP/			
			CUSS	LAB	CLIN	CREDIT
EDU	100	Foundations of Early Childhood Education	3	2	0	4
EDU	101	Child Growth & Development (Infants to Five)	3	0	0	3
EDU	113	Early Childhood Experiences In Language Arts	3	0	6	5
EDU	107	Early Childhood Experiences In Microcomputers	2	3	0	3
			<u>11</u>	<u>5</u>	<u>6</u>	<u>15</u>

WINTER QUARTER

EDU	105	First Aid & Safety for Young Children	3	0	0	3
EDU	114	Early Childhood Experiences In Music, Drama & Art	3	0	6	5
EDU	223	Developmental Language Arts	3	2	0	4
MAT	114	General Math I	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			14	2	6	17

SPRING QUARTER

EDU 110	Health & Nutrition for Young Children	3	2	0	4
PSY 115	The Exceptional Child	5	0	0	5
EDU 118	Human Development & Assessment	3	2	0	4
EDU 115	Motor Development in Early Childhood	3	0	6	5
		<u>14</u>	<u>4</u>	<u>6</u>	<u>18</u>

SUMMER QUARTER

EDU 116	Experiences in Math& Science for Young Children	3	0	6	5
EDU 125	Working with Parents	3	0	0	3
EDU 124	Communicating with Young Children	3	2	0	4
ENG 217	Children's literature	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
		14	2	6	17

Total Credit Hours Required for Diploma 67

SECOND YEAR

FALL QUARTER

PSY 260	Introduction to Psychology	5	0	0	5
EDU 202	Principles of Day Care Operations	3	2	0	4
ENG 160	Composition I	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
		13	2	0	14

WINTER QUARTER

ENG 260	Introduction to Literature	5	0	0	5
SOC 260	Fundamentals of Sociology	5	0	0	5
EDU 121	Behavior Management	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
		15	0	0	15

SPRING QUARTER

PSY 203	Child Psychology	5	0	0	5
SPH 265	Fundamentals of Speech	5	0	0	5
	FREE ELECTIVE (MUST BE OUTSIDE MAJOR AREA)	-	-	-	<u>5</u>
		10	0	0	15

Total Credit Hours Required for Degree 111

FOOD SERVICE MANAGEMENT T-074

Certificate, Diploma and Degree Program

Curriculum Description

The Food service Management curriculum trains students at the supervisory or "middle management" level in food service with particular emphasis on institutional food service. Students completing the first year of this curriculum and desiring additional study in supervision and management may continue for the second year or exit after the fourth quarter with a diploma as Food service Specialist.

In addition to having a sound foundation in the science of food preparation and service, students will develop an understanding of the basic science and principles of quantity food preparation, an appreciation of accuracy and the use of standards in production, an increased knowledge of the space and equipment requirements for quantity food production and service operations of various types, and some ability to evaluate the effectiveness of the operation of a food service department. Also, students will understand pricing and cost controls, principles of nutrition as applied to institutional menu planning, safe methods of work performance and appreciation of sanitation and hygiene in a food service operation.

The career opportunities available to a graduate of the Food service management curriculum are dietetic assistant, food science supervisor, food-service manager, dietary technician, unit manager and chef-manager. Employment opportunities are available in hospitals, nursing homes, child care centers, college and university food services, school food services, industrial cafeterias, private clubs, airline food services, food processing manufacturers, food service contract companies and commercial restaurants.

FOOD SERVICE MANAGEMENT

T-074

FIRST YEAR

FALL QUARTER					SHOP/	
			CLASS	LAB	CUN	CREDIT
FSO	101	Introduction to Food service	2	0	0	2
FSO	102	Food Prep I	3	2	0	4
FSO	104	Sanitation & Safety	3	0	0	3
Osc	100	Keyboarding I	2	0	3	3
ENG	160	Composition I	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			15	2	3	17

WINTER QUARTER

MAT	160	Intro. to College Math	5	0	0	5
Soc	215	Interpersonal Rel. and Comm.	3	0	0	3
FSO	112	Food Prep 11	3	2	0	4
CAS	160	Microcomputer Applications	<u>4</u>	<u>2</u>	<u>0</u>	<u>5</u>
			15	4	0	17

SPRING QUARTER

SPH	265	Fundamentals of Speech	5	0	0	5
FSO	122	Food Prep. III	3	2	0	4
FSO	107	Baking I	3	4	0	5
FSO	106	Nutrition & Menu Planning	<u>4</u>	<u>0</u>	<u>0</u>	<u>4</u>
			15	6	0	18

SUMMER QUARTER

FSO	113	Dining Room Service	2	2	0	3
FSO	109	Food Production Management	3	0	0	3
FSO	108	Foodservice Personal Management	3	0	0	3
BUS	117	Business Law	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			13	2	0	14

Total Credit Hours Required for Diploma

66

SECOND YEAR

FALL QUARTER

		CLASS LAB		SHOP/ CLIN CREDIT		
ECO	261	Principals of Economics	5	0	0	5
FSO	202	Food Prep IV	2	4	0	4
FSO	204	Food Purchasing & Cost Control	3	0	0	3
FSO	217	Baking II	3	4	0	5
FSO	215	Modified Diets	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
			15	8	0	19

WINTER QUARTER

ENG	260	Intro. to Literature	5	0	0	5
FSO	207	Food Merchandising	3	2	0	4
FSO	212	Food Prep V	3	4	0	5
FSO	261	Catering	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
			13	8	0	17

SPRING QUARTER

FSO	203	Layout and Design	3	0	0	3
BUS	272	Principles of Supervision	3	0	0	3
		Free Elective	5	0	0	5
FSO	206	Menu Analysis	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
			14	0	0	14

Total Credit Hours Required for Degree

116

GENERAL TECHNOLOGY CURRICULUM CORE T-201

CURRICULUM DESCRIPTION

General Technology Curriculum Core is designed as a career mobility program for technical students to acquire the general education and related courses in subject areas such as humanities; communications; social sciences; general computer studies; and general graphics (drafting) and theoretical and applied sciences such as biology, chemistry, physics and mathematics that are foundation courses for specific curriculums in the technical field. After completion of this certificate curriculum, the student has job skills for occupations requiring communications skills and/or science and mathematics. The student may take this program as the first level in a specific technical curriculum as an intended objective component of that technical curriculum. Students may also take this program for transfer to a technical curriculum at another community college system institution either prior to or concurrently with enrollment at the institution at which they intend to pursue or are pursuing a technical curriculum degree.

GENERAL TECHNOLOGY CURRICULUM CORE T-201

RELATED		CLASS	LAB	QUARTER SHOW CUN	HOURS CREDIT
BIO	206	Microbiology	4	"2	0 5
BIO	209	Anatomy & Physiology	4	2	0 5
BIO	210	Anatomy & Physiology II	4	2	0 5
CAS	160	Microcomputer Applications	4	2	0 5
Osc	100	Keyboarding I	<u>2</u>	<u>0</u>	<u>3 3</u>
			18	8	3 23
GENERAL EDUCATION					
PSY	260	Introduction to Psychology	5	0	0 5
ENG	160	Composition I	5	0	0 5
ENG	260	Introduction to Literature	5	0	0 5
SOC	260	Fundamentals of Sociology	5	0	0 5
ELECTIVES			<u>0</u>	<u>0</u>	<u>0 7</u>
			20	0	0 20
ELECTIVES			0	0	0 7

INDUSTRIAL ELECTRICAL ELECTRONICS TECHNICIAN T-212

Diploma and Degree Program

Curriculum Description

This curriculum is designed to train technicians for jobs in industry requiring knowledge of electrical and electronic installation, repair, maintenance, and service. Courses are designed to develop technicians competent in the practical applications of electrical/electronic theory and procedures for industrial machines and controls. Students learn code requirements, to read blueprints and schematics, to determine repair procedures, and to make necessary repairs and/or adjustments.

The graduate of this curriculum is prepared to maintain and service industrial electrical/electronic equipment found in most industrial environments.

INDUSTRIAL ELECTRICAL ELECTRONICS TECHNICIAN T-212

FIRST YEAR

FALL QUARTER			CLASS	LAB	SHOW CUN.	CREDIT
MAT	106	Math I	5	0	0	5
ELN	113	AC/DC Electronics	5	0	15	10
ELN	105	Technical Documentation	<u>1</u>	<u>0</u>	<u>3</u>	<u>2</u>
			11	0	18	17

WINTER QUARTER

MAT	107	Math II	5	0	0	5
ELN	155	Solid State	5	0	12	9
ELC	126	National Electric Code	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
			12	0	12	16

SPRING QUARTER

PHY	110	Physics I	4	2	0	5
ELN	128	Digital Fundamentals	4	0	6	6
ELC	137	Motors & Controls	<u>2</u>	<u>0</u>	<u>9</u>	<u>5</u>
			10	2	15	16

SUMMER QUARTER

ENG 160	Composition	5	0	0	5
ELN 141	Microprocessors	4	0	6	6
ELC 125	Industrial Wiring	<u>2</u>	<u>0</u>	<u>9</u>	<u>5</u>
		11	0	15	16

Total Credit Hours Required for Diploma **65**

SECOND YEAR

FALL QUARTER

CAD 200	Computer Aided Design I	1	0	3	2
ENG 115	Oral Communications	3	0	0	3
Soc 102	Principles of Sociology	3	0	0	3
ELN 229	Industrial Measurements & Controls	3	0	3	4
ELN 228	Microprocessor Systems Interfacing & Troubleshooting	4	0	6	6
		<u>14</u>	<u>0</u>	<u>12</u>	<u>18</u>

WINTER QUARTER

CAD 202	Computer Aided Design II	1	0	3	2
ENG 103	Report Writing	3	0	0	3
CAS 160	Microcomputer Applications	4	2	0	5
ELN 231	Industrial Measurements & Controls	3	0	3	4
ELN 232	Programmable Controls	<u>4</u>	<u>0</u>	<u>6</u>	<u>6</u>
		15	2	12	20

SPRING QUARTER

ENG 260	Introduction to Literature	5	0	0	5
ISC 102	Industrial Safety	3	0	0	3
ELN 225	Student Project	3	0	6	5
ELN 230	Electromechanical Troubleshooting	3	0	3	4
	FREE ELECTIVE (MUST BE OUTSIDE MAJOR AREA)	<u>14</u>	<u>0</u>	<u>9</u>	<u>5</u>
		14	0	9	22

ALTERNATES/PART-TIME EVENING

ELN	113A	AC/DC Electronics	4	0	6	6
ELN	113B	AC/DC Electronics	1	0	9	4
ELN	155A	Solid State	3	0	6	5
ELN	155B	Solid State	2	0	6	4
ELC	137A	Motors & Controls	1	0	6	3
ELC	137B	Motors & Controls	1	0	3	2
ELC	125A	Industrial Wiring	1	0	6	3
ELC	125B	Industrial Wiring	1	0	3	2
Total Credit Hours Required for Degree						125

INDUSTRIAL MAINTENANCE TECHNOLOGYT-919

Diploma & Degree Programs Curriculum Description

The Industrial Maintenance Technology curriculum is designed specifically to teach students to maintain, repair and service sophisticated production equipment such as automated and numerically controlled machines used by industry. Training in theory and practical skills will provide the knowledge needed to inspect, diagnose, repair and install industrial, electrical and mechanical equipment.

The curriculum is structured to provide employable skills early in the program in areas such as welding, machine shop, hydraulics and pneumatics, metallurgy and electricity. Students who demonstrate leadership qualities, aptitude and interest in the field may continue in the second year of the program to study maintenance management, rigging, material handling, quality control and supervision.

INDUSTRIAL MAINTENANCE TECHNOLOGY T-119

FIRST YEAR

			HOURS			
			CLASS	LAB	SHOP/ CLIN.	CREDIT
FALL QUARTER						
ELC	113	Direct & Alternating Current	4	0	12	8
MAT	106	Math I	5	0	0	5
ELN	104	Instruments & Measurements	<u>2</u>	<u>0</u>	<u>3</u>	<u>3</u>
			11	0	15	16
WINTER QUARTER						
MAT	107	Math II	5	0	0	5
HYD	105	Introduction to Fluid Power	2	0	3	3
MEC	132	Industrial Rigging	2	0	3	3
MEC	112	Machine Shop Processes	2	0	3	3
D17	122	Basic Drafting	2	0	3	3
ENG	160	Composition I	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
			18	0	12	22
SPRING QUARTER						
ELC	121	Electrical Control Systems	3	0	6	5
ENG	115	Oral Communications	3	0	0	3
AHR	119	Introduction to Cooling/Heating Systems	2	0	3	3
PLU	110	Plumbing and Pipe Fitting	2	0	3	3
PHY	110	Physics I	<u>4</u>	<u>2</u>	<u>0</u>	<u>5</u>
			14	2	12	19

SUMMER QUARTER

WLD 101	Basic Welding	2	0	3	3
MNT 231	Mechanical Maintenance I	1	0	6	3
ELN 125	Solid State Electronics systems I	3	0	6	5
ISC 102	Industrial Safety	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	0	15	14

Total Credit Hours Required for Diploma 71

SECOND YEAR

FALL QUARTER

Soc 102	Principles of Sociology	3	0	0	3
ELN 126	Solid State Electronics Systems II	3	0	6	5
CAS 160	Microcomputer Applications	<u>4</u>	<u>2</u>	<u>0</u>	<u>5</u>
		10	2	6	13

WINTER QUARTER

MNT 232	Mechanical Maintenance II	1	0	6	3
ENG 103	Report Writing	3	0	0	3
CAS 225	Computerized Preventative Maintenance Program	5	0	0	5
	FREE ELECTIVE (MUST BE OUTSIDE MAJOR AREA)				5
WLD 103	Basic Gas Welding	<u>0</u>	<u>0</u>	<u>3</u>	<u>1</u>
		9	0	9	17

SPRING QUARTER

ELM 235	Plan Industrial Installation	3	0	12	7
ELN 268	Programmable Controls	2	0	3	3
ENG 260	Introduction to Literature	5	0	0	5
HYD 234	Pneumatics/Hydraulics Systems	<u>2</u>	<u>0</u>	<u>3</u>	<u>-3-</u>
		12	0	18	18

ALTERNATES/PART-TIME EVENING

ELC 113A	Direct & Alternating Current	2	0	6	4
ELC 113B	Direct & Alternating Current	2	0	6	4
ELC 121A	Electrical Control Systems	2	0	3	3
ELC 121 B	Electrical Control Systems	1	0	3	2
ELM 235A	Plan Industrial Installation	2	0	6	4
ELM 2358	Plan Industrial Installation	1	0	6	3

Total Credit Hours Required for Degree 119

LAW ENFORCEMENT TECHNOLOGY T-064

Degree Program

Curriculum Description

The law Enforcement Technology curriculum prepares graduates for a career in the law enforcement services occupations field and other allied occupations. Law Enforcement occupations require a thorough understanding of criminal behavior, criminal investigation, interpersonal communications, law, patrol operations, psychology, sociology, traffic management and other aspects of law enforcement administration and operations.

Job opportunities are available with federal, state, county and municipal governments. In addition, the knowledge, skills and abilities acquired in this course of study qualifies one for job opportunities with private enterprise in such areas as industrial, retail and private security.

LAW ENFORCEMENT TECHNOLOGY 7-064

FIRST YEAR

FALL QUARTER

			CLASS	LAB	CREDIT
MAT	160	Introduction to College Math	5	0	5
ENG	160	Composition I	5	0	5
POL	102	United States Government	3	0	3
UC	101	introduction to Criminal Justice	5	0	5
PSY	260	Introduction to Psychology	<u>5</u>	<u>0</u>	<u>5</u>
			23	0	23

WINTER QUARTER

ENG	165	Composition II	5	0	5
UC	220	Police Organization and Administration	3	0	3
CJC	103	Introduction to Corrections	3	0	3
UC	260	Research Techniques in Criminal Justice	5	0	5
			<u>16</u>	<u>0</u>	<u>16</u>

SPRING QUARTER

SPH	265	Fundamentals of Speech	5	0	5
UC	106	Identification Techniques	3	2	4
B10	161	Biology I	5	2	6
POL	165	State & Local Government	-	S	0
			18	<u>4</u>	<u>27</u>

SECOND YEAR

FALL QUARTER

ENG	260	Introduction to Literature	5	0	5
U C	115	Criminal law I	3	0	3
UC	221	Police Supervision	3	0	3
UC	105	Introduction to Criminology	5	0	5
CJC	240	Firearms & Defensive Tactics	<u>3</u>	<u>2</u>	<u>4</u>
			19	2	20

WINTER QUARTER

CAS	160	Microcomputer Applications	4	2	5
U C	116	Criminal Law II	3	0	3
U C	211	Introduction to Criminalistics	4	0	4
UC	225	Criminal Procedure	2	0	2
CJC	217	Laws of Arrest, Search, & Seizure	<u>5</u>	<u>0</u>	<u>5</u>
			18	2	19

SPRING QUARTER

UC	210	Criminal Investigation	5	0	5
CJC	205	Criminal Evidence	3	0	3
PSY	230	Human Relations	3	0	3
U C	201	Traffic Planning & Management	5	0	5
		FREE ELECTIVE			
		(MUST BE OUTSIDE MAJOR AREA)	<u>-</u>	<u>-</u>	<u>5</u>
			16	0	21

Total Credit Hours Required for Degree

119

RESPIRATORY CARE TECHNOLOGY T-091 THERAPISTS AND TECHNICIANS

Diploma and Degree Programs Curriculum Description

The Respiratory Care Technology curricula offers career education options for respiratory therapists and/or respiratory therapy technicians. RCC has implemented the Respiratory Therapist Program only.

The respiratory therapists specializes in the application of scientific knowledge and theory to practical, clinical problems of respiratory care. Knowledge and skills for performing these functions are usually achieved through two or more years of academic and clinical preparation. The respiratory therapist is qualified to assume primary clinical responsibility for all respiratory care modalities, including responsibilities involved in supervision of respiratory technician functions. The therapist is frequently required to exercise considerable independent, clinical judgment in the respiratory care of patients under the director indirect supervision of a physician. Further, the therapist is capable of serving as a technical resource person to the physician with regard to current practices in respiratory care, and the hospital staff as to effective and safe methods for administering respiratory care.

The technician's role does not require the exercising of independent, clinical judgment; however, the technician is expected to adjust or modify therapeutic techniques within well-defined procedures based on a limited range of patient responses. Therefore, the effective use of the technician, especially in the critical care setting, requires the supervision of a respiratory therapist or a physician experienced in respiratory care. Knowledge and skills for performing these functions are usually achieved through one or more years of academic and clinical preparation.

Graduates of the technician and therapist curricula are eligible to apply for admission to the Entry Level Respiratory Therapy Practitioner (CRTT) examination given by the National Board for Respiratory Care. Graduates of the therapist level curriculum are eligible to apply for admission to the Advanced Respiratory Care Practitioner (RRT) examination.

Graduates may be employed in a wide variety of health related areas including hospitals (in respiratory care, special services, cardiopulmonary, anesthesiology, or pulmonary medicine departments), respiratory equipment sales and rental companies, rehabilitation centers, skilled nursing care facilities, and educational and research institutions.

Individuals desiring a career in respiratory care technology should take biology, algebra and chemistry courses prior to entering program.

RESPIRATORY CARE TECHNOLOGY

T-091

FIRST YEAR

FALL QUARTER		CLASS	LAB	SHOP/ CUN	CREDIT
BIO	209 Anatomy and physiology I	4	2	0	5
MAT	160 Introduction to College Math	5	0	0	5
ENG	160 Composition I	5	0	0	5
RSP	141 Theories & Principles I	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
		16	6	0	19

WINTER QUARTER

BIO	210 Anatomy & Physiology II	4	2	0	5
RSP	142 Theories & Principles II	2	4	0	4
SPH	265 Fundamentals of Speech	5	0	0	5
SOC	260 Fundamental of Sociology	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
		16	6	0	19

SPRING QUARTER

RSP	146 Cardiopulmonary Anatomy/ Physiology	4	0	0	4
PHY	161 Physical Science	5	2	0	6
RSP	143 Theories & Principles II	2	4	0	4
BIO	206 Microbiology	4	2	0	5
ENG	260 Introduction to Literature	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
		20	8	0	27

SUMMER QUARTER

RSP	151 Cardiopulmonary Pharmacology	3	0	0	3
RSP	152 Pulmonary Pathophysiology	3	0	0	3
RSP	144 Theories & Principles IV	2	4	0	4
RSP	160 Clinical Experience I	0	0	18	6
RSP	153 Intensive Respiratory Care	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		10	6	18	19

Exit Point for Technician Students

Total Credit Hours Required for Diploma **81**

SECOND YEAR

FALL QUARTER

RSP	260	Clinical Experience II	0	0	27	9
RSP	251	Theories & Principles	<u>2</u>	<u>4</u>	0	<u>4</u>
			2	4	27	13

WINTER QUARTER

RSP	261	Clinical Experience III	0	0	27	9
RSP	252	Theories & Principles	<u>2</u>	<u>4</u>	0	<u>4</u>
			2	4	27	13

SPRING QUARTER

RSP	262	Clinical Experience V	0	0	27	9
RSP	253	Theories & Principles VII	2	4	0	4
		FREE ELECTIVE				
		[MUST BE OUTSIDE MAJOR AREA)				5
			<u>2</u>	<u>4</u>	<u>27</u>	<u>18</u>

Total Credit Hours Required for Degree

125

AIR CONDITIONING, HEATING & REFRIGERATION V-024

Diploma & Advanced Diploma Programs Curriculum Description

The Air Conditioning, Heating and Refrigeration curriculum develops an understanding of the basic principles involved in the construction, installation, operations and maintenance of climate control equipment. Courses in blueprint reading, duct construction, welding, circuits and controls, math, science and general education are included to help provide supporting skills necessary for the mechanic to function successfully in the trade.

The air conditioning, heating and refrigeration mechanic installs, maintains, services and repairs environmental control systems in residences, department and food stores, office building, industries, restaurants, institutions and commercial establishments. Job opportunities exist with companies that specialize in air conditioning, heating and commercial refrigeration installation and service. The graduate should be able to assist in installing mechanical equipment, duct work, and electrical controls necessary in residential and commercial projects. With experience, the graduate should be able to service various air conditioning, heating and refrigeration components; troubleshoot systems; and provide the preventive maintenance required by mechanical equipment. This person may be employed in areas of maintenance, installation, sales and service in the field of air conditioning, heating and cooling.

AIR CONDITIONING, HEATING, & REFRIGERATION V-024

FIRST YEAR

FALL QUARTER		SHOP/			
		CLASS	LAB	CUN.	CREDIT
RED	1106 Reading Skills Improvement	2	2	0	3
ELC	1150 Basic Electricity	2	2	0	3
AHR	1115 Fundamentals of Heating	1	2	0	2
M R	1116 Servicing Heating Equipment	2	0	9	5
MAT	1101 Fundamentals of Math	3	2	0	4
BPR	1119 Blueprint Reading	<u>0</u>	<u>0</u>	<u>3</u>	<u>1</u>
		10	8	12	18

WINTER QUARTER

AHR	1121	Principles of Refrigeration	3	0	9	6
WLD	1107	Basic Gas Welding	1	0	3	2
PHY	1101	Applied Science I	3	2	0	4
ELC	1151	Applied Wiring Diagrams	1	0	3	2
AHR	1103	Applied Electricity for HVAC Systems	2	0	3	3
			<u>10</u>	<u>2</u>	<u>18</u>	<u>17</u>

SPRING QUARTER

AHR	1129	Fundamentals of Air Conditioning	5	0	0	5
AHR	1117	Air Conditioning Servicing	3	0	12	7
AHR	1104	Applied Electronics for HVAC Systems	2	0	3	3
ISC	1101	Occupational Skills	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
			13	0	15	18

SUMMER QUARTER

AHR	1130	All-Weather Systems	3	0	9	6
M R	1131	All-Weather Systems	4	0	9	7
ENG	1102	Communication Skills	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
			10	0	18	16

Total Credit Hours Required for Diploma

69

SECOND YEAR

FALL QUARTER

M R	1132	Advanced Heat Pump	2	0	6	4
M R	1133	Advanced Air Conditioning	2	0	3	3
BUS	1103	Small Business Operations	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
			7	0	9	10

WINTER QUARTER

MAT	1114	Technical Algebra	5	0	0	5
M R	1135	Hydronic Heating Systems	1	2	0	2
ENG	1105	Verbal Communication	3	0	0	3
M R	1120	Duct Construction and Maintenance	3	0	6	5
			<u>12</u>	<u>0</u>	<u>6</u>	15

SPRING QUARTER

AHR	1140	Residential Heating and Cooling	5	4	0	7
M R	1141	Commercial Heating and Cooling	5	4	0	7
			10	<u>8</u>	<u>0</u>	<u>14</u>

ALTERNATES PART-TIME EVENING

AHR	11 16A Servicing Heating Equipment	1	0	6	3
AHR	11 16B Servicing Heating Equipment	1	0	3	2
AHR	11 17A Air Conditioning Servicing	2	0	6	4
AHR	11 17B Air Conditioning Servicing	1	0	6	3
AHR	11 21A Principles of Refrigeration	2	0	6	4
M R	11 21B Principles of Refrigeration	1	0	3	2
M R	11 30A All-Weather Systems: Conventional	2	0	6	4
M R	1130B All-Weather Systems: Conventional	1	0	3	2
M R	1131A All Weather Systems: Heat Pumps	2	0	6	4
M R	11 31B All-Weather Systems: Heat Pumps	2	0	3	3
Total Credit Hours Required for Advanced Diploma				108	

COSMETOLOGY V-009

Diploma Program

Curriculum Description

The field of cosmetology is based on scientific principles of beauty, culture, both theory and practical. The curriculum provides instruction and practice in shampooing, scalp treatments, styling, tinting, hair cutting, permanent waving, chemical reformation, marceling, airwaving, facials, massage, manicure, pedicure, and wig services. .

After successfully completing this program and passing a comprehensive examination administered by the North Carolina State Board of Cosmetic Arts, a graduate is issued a registered cosmetologist's license. The cosine tologist is called upon to advise men and women on problems of makeup, care of hair, skin, and nails. Employment opportunities are available in beauty salons, private clubs, department stores, women's specialty shops, as well as setting up one's own business.

COSMETOLOGY

V-009

FALL QUARTER

	CLASS	LAB	CREDIT	
Cos	11I 01 Introduction to Cosmetology	6	0	6
Cos	1 I 02 Mannequin Practice	2	21	9
ENG	1 I 02 Communication Skills	<u>3</u>	<u>0</u>	<u>3</u>
		11	21	18

WINTER QUARTER

Cos	1103 Cosmetology Theory I	6	0	6
Cos	1104 Cosmetology Skills I	2	21	9
PSY	1103 Human Relations I	<u>3</u>	<u>0</u>	<u>3</u>
		11	21	18

SPRING QUARTER

Cos	1105 Cosmetology Theory II	6	0	6
Cos	I 106 Cosmetology Skills II	2	21	9
PSY	1104 Human Relations II	<u>3</u>	0	3
		11	i	i

SUMMER QUARTER

Cos	1107 Salon Management	6	0	6
Cos	1108 Cosmetology Skills III	<u>2</u>	<u>21</u>	<u>9</u>
		8	21	15

FALL QUARTER (OPTIONAL)

Cos 1 110 Cosmetology Skills IV 0 30 10

ALTERNATES/PART-TIME EVENING

COS 1101A Introduction to Cosmetology 3 0 3

COS 11016 Introduction to Cosmetology 3 0 3

COS 1102A Mannequin Practice 2 9 5

Cos 1 102B Mannequin Practice 0 12 4

Cos 1103A Theory of Cosmetology I 3 0 3

Cos 1 103B Theory of Cosmetology 3 0 3

Cos 1104A Cosmetology Skills I 2 9 5

Cos 1 104B Cosmetology Skills I 0 12 4

Cos 1105A Theory of Cosmetology 3 0 3

Cos 1105B Theory of Cosmetology 3 0 3

Cos 1106A Cosmetology Skills II 2 9 5

Cos 1106B Cosmetology Skills II 0 12 4

Cos 1 107A Salon Management 3 0 3

Cos 1 107B Salon Management 3 0 3

Cos 1108A Cosmetology Skills III 2 9 5

Cos 1 108B Cosmetology Skills III 0 12 4

Cos 1110A Cosmetology Skills IV 0 15 5

Cos 1110B Cosmetology Skills IV 0 15 5

Total Credit Hours Required for Graduation 69

ELECTRICAL INSTALLATION V-018

Diploma Program

Curriculum Description

The Electrical Installation curriculum is designed to provide a training program in the basic knowledge, fundamentals and practices involved in the electrical trades. A large segment of the program is laboratory and shop instruction designed to give the student practical knowledge and application experience in the fundamentals taught in class.

The graduate of this curriculum is qualified to enter an electrical trade as an on-the-job trainee or apprentice assisting in the layout and installation, of electrical systems in residential, commercial or industrial settings.

ELECTRICAL INSTALLATION

V-018

			cuss	LAB	SHOP/ CLIN.	CREW
FALL QUARTER						
ELC	101	Direct Current	2	0	6	4
ELC	I 03	Basic Wiring Practices I	2	0	6	4
MAT	106	Math I	5	0	0	5
BPR	101	Blueprint Reading for Construction Trade	3	0	0	3
ELC	105	Electrical Formulas and Computations	3	0	0	3
			<hr/>	<hr/>	<hr/>	<hr/>
			15	0	12	19
WINTER QUARTER						
ELC	102	Alternating Current	2	4	0	4
ELC	I 04	Basic Wiring Practices II	3	0	9	6
CAS	160	Microcomputer Applications	4	2	0	5
MAT	107	Math II	5	0	0	5
			<hr/>	<hr/>	<hr/>	<hr/>
			14	6	9	20
SPRING QUARTER						
ELC	I 07	Industrial Control Fundamentals	3	0	12	7
ELC	108	Electrical Blueprints and Schematics	2	0	0	2
PHY	110	Physics	4	2	0	5
Soc	I 02	Principles of Sociology	3	0	0	3
ELC	126	National Electric Code	2	0	0	2
			<hr/>	<hr/>	<hr/>	<hr/>
			14	2	12	19

SUMMER QUARTER

ELC	110	Commercial and Industrial Wiring	5	0	12	9
ELN	101	Industrial Electronics	3	2	0	4
ELN	268	Programmable Controls	2	0	3	3
ENG	11S	Oral Communications	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
			13	2	15	19

Total Credit Hours Required for Diploma

77

ALTERNATES/PART-TIME EVENING

BPR	101A	Blueprint Reading for Construction Trade	3	0	0	3
ELC	101A	Direct Current	2	0	6	4
ELC	102A	Alternating Current	2	4	0	4
ELC	103A	Basic Wiring Practices I	2	0	6	4
ELC	104A	Basic Wiring Practices II	1	0	6	3
ELC	104B	Basic Wiring Practices II	2	0	3	3
ELC	105A	Electrical Formulas and Computations	3	0	0	3
ELC	107A	Industrial Control Fundamentals	2	0	6	4
ELC	107B	Industrial Control Fundamentals	1	0	6	3
ELC	108A	Electrical Blueprints and Schematics	2	0	0	2
ELC	110A	Commercial and Industrial Wiring	3	0	6	5
ELC	110B	Commercial and Industrial Wiring	2	0	6	4
ELC	126A	National Electric Code	2	0	0	2
ELN	101A	Industrial Electronics	3	2	0	4
ELN	268A	Programmable Controls	2	0	3	3

BASIC LAW ENFORCEMENT TRAINING T-189

Certificate Program Curriculum Description

The Basic Law Enforcement Training certificate program prepares individuals to take the Basic Training Law Enforcement Officers certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or it prepares individuals to take the Justice Officers Basic Training certification examination mandated by the North Carolina Sheriff's Education and Training Standards Commission. Successful completion of this certificate program requires that the student satisfy the minimum requirements for certification by the Criminal Justice Commission and/or the Sheriffs' Commission. The student satisfactorily completing this program should possess at least the minimum degree of general attributes, knowledge, and skills to function as an inexperienced law enforcement officer.

Job opportunities are available with state, county, and municipal governments in North Carolina. In addition, knowledge, skills, and abilities acquired in this course of study qualifies an individual for job opportunities with private enterprise in such areas as industrial, retail, and private security.

BASIC LAW ENFORCEMENT TRAINING T-189

Course and Hour Requirements:

MAJOR COURSE:	SHOP/ CLASS CUN.	CREDIT
UC 252 Basic Law Enforcement Train	16 30	26
TOTAL CREDIT HOURS REQUIRED FOR CERTIFICATE		26

A student completing our Basic Law Enforcement Training course may apply for proficiency credit for the courses listed below in our Associate Degree Law Enforcement Technology program.

CJC 240	Firearms and Defensive Tactics	4
UC 115	Criminal Law I	3
CJC 116	Criminal Law II	3
UC 217	Laws of Arrest, Search and Seizure	5
UC 205	Criminal Evidence	3
UC 103	Introduction to Corrections	3
		21

NURSING ASSISTANT V-072

Certificate Program

Curriculum Description

The Nursing Assistant curriculum prepares graduates to assist registered and practical nurses and physicians in carrying out nursing care and services to patients. The nursing assistant performs simple health care procedures such as bathing and feeding patients, providing comfort measures, positioning patients, preparing patients for physical examinations and special tests, observing and recording vital signs, admitting, transferring and discharging patients, and collecting specimens.

Graduates maybe employed in hospitals, clinics, doctors' offices, nursing homes and extended care facilities.

Individuals desiring a career in nursing assistant should, if possible, take English, biology and social science courses prior to entering the program.

NURSING ASSISTANT V-072

			SHOP/		
	CLASS	LAB	CLIN.	CREDIT	
NUR 3023	Nursing Assistant I	2	2	6	5
Total Credit Hours Required for RCC Certificate					5
NUR 3024	Nursing Assistant II	3	4	9*	8
Total Credit Hours Required for RCC Certificate					8
NUR 3025	Home Care	2	2	0	3
Total Credit Hours Required for RCC Certificate					3
Total Contact Hours Required for Certificate					330
Total Credit Hours Required for Certificate					16

*The North Carolina Board of Nursing requests that 3 of the 99 clinical hours be used in classroom teaching in order to meet the 80 hours of theory required for Nursing Assistant 11's.

DEVELOPMENTAL STUDIES V-099

Curriculum Program

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

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

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.

DEVELOPMENTAL STUDIES

V-099

ENGLISH			CLASS	LAB	CREDIT
ENG 085	Spelling for College Students	2	0	2	
ENG 090	Grammar	5	0	5	
ENG 095	Writing Skills	3	2	4	

MATHEMATICS

MAT 090	Math Review	5	0	5
MAT 095	Fundamentals of Basic Math	5	0	5
MAT 097	Pre-Algebra	5	0	5

READING

RED 085	Study Skills	3	2	4
RED 090	Reading Enrichment I	3	2	4
RED 095	Reading Enrichment II	3	2	4
RED 097	College Reading	3	2	4

COURSE DESCRIPTIONS

ACC 170 ACCOUNTING I 3 2 0 4
An introduction to financial accounting with emphasis on principles, techniques, and tools of accounting for understanding the mechanics of accounting. Course focus is on collecting, summarizing, analyzing, and **reporting** information about service and mercantile enterprises, to include practical applications of the principles learned.

ACC 172 Accounting II 3 2 0 4
Continuation of accounting principles learned in ACC 170 with detailed emphasis on deferrals and accruals. Includes a study of current and fixed assets with special attention to receivables, inventory and plant assets.
Prerequisite: ACC 170.

ACC 174 Accounting III 3 2 0 4
An introduction to managerial accounting with emphasis on cost analysis and budgeting. The course focus will be on problem solving in relation to planning and control, performance evaluation and long-range planning.
Prerequisite: ACC 172.

ACC 205 Computerized Accounting 1 2 0 2
This course is designed to introduce the student to a fully computerized accounting system to include general ledger, accounts receivable, accounts payable, payroll, and fixed assets. The student will complete selected assignments and business simulation problems utilizing popular commercially available accounting software. Prerequisite: OSC 100 and ACC 172

ACC 222 Intermediate Accounting I 3 2 0 4
This course is designed to provide a gradual transition from the introductory course in accounting to the more **rigorous professional level of analysis**. The earlier part of this course constitutes an overview of the accounting process, including the development of accounting theory and practice, and the income statement and balance sheet. In addition, the course deals with problems that arise in accounting for and controlling cash, marketable securities, receivables and current liabilities.
Prerequisite: ACC 174.

ACC 223 Intermediate Accounting II 3 2 0 4
This course is a continuation of ACC 222. Attention is centered on the problems of accounting and **reporting** on a firm's investment in productive assets: inventories, facilities, and intangibles. In evaluating alternative methods of accounting for **in**-ventories and facilities, the effect of changes in specific prices and general **price** levels is given **particular** attention.
Prerequisite: ACC 222.

ACC 224 Intermediate Accounting III 3 2 0 4
This course is concerned primarily with the special accounting problems common to corporate organizations. These problems focus largely on the stockholder's equity and long-term debt section of the balance sheet. In addition, this course deals with the statement of changes in financial position, accounting changes and related **disclosure requirements**, along with incomplete records and the analysis of financial statements.
Prerequisite: ACC 223.

ACC 225 Cost Accounting	4	0	0	4
Nature and purposes of cost accounting; accounting for direct labor, materials, and factory overhead; job order and process costing, and the application of standards; budgeting techniques; and management use of cost figures. Prerequisite: ACC 174.				
ACC 229 Taxes I	3	2	0	4
A study of Federal and State Income Tax Codes for individual, proprietorships, partnerships and corporations.				
ACC 230 Taxes II	3	0	0	3
Continued study of tax issues with focus on business tax problems including capital gains and losses, payroll tax problems, partnership and corporate taxes, and tax administration. Prerequisites: ACC 229, ACC 172				
ACC 235 Accounting— Current Issues	3	0	0	3
This course is designed to apply problem-solving and critical thinking skills to analyzing and solving accounting problems. Issues of ethics, international accounting, and other selected topics will be addressed using case studies, classroom presentations, group work, and computer applications. Prerequisite: ACC 223				
AHR 119 Introduction to Cooling/Heating System	2	0	3	3
Introduction to cooling and heating systems covers the basic principles of cooling and heating related to industrial systems. Air conditioning, refrigeration, and heating systems are studied as well as fluid flow, air distribution, and control systems. Special industrial cooling and heating systems are included.				
AHR 1103 Applied Electricity for HVAC Systems	2	0	3	3
The use of test instruments and equipment used in servicing electrical apparatus for air conditioning and heating systems installations. Emphasis is placed on electrical principles and procedures for troubleshooting the various electrical devices used in air conditioning and heating equipment. Students will learn how to use test instruments transformers, various types of motors and starting devices, switches, electrical heating devices , and wiring. Prerequisite: ELC 1150.				
AHR 1104 Applied Electronics for WAC Systems	2	0	3	3
Common electronic control components utilized in HVAC systems. Emphasis is placed upon identifying different electronic components and their functions in HVAC system and motor drive control circuits. Students will learn how to identify these components, describe their functions in control circuitry, and to use test instruments to measure electronic circuit values and to identify malfunctions. Prerequisites: ELC 1150, AHR 1103, ELC 1151.				
AHR 1115 Fundamentals of Heating	1	2	0	2
An introduction to the fundamentals of warm air heat including oil, gas, and electric forced air systems. Emphasis is placed upon terminology, operating principles, theory, components and materials utilized in installations, and servicing.				

AHR 1116 Servicing Heating Equipment 2 0 9 5
An **introduction** to the **servicing** and repair procedures for electric, gas, and **oil-** warm air-heating systems. Emphasis is placed **on** students' hands-on practice in servicing, the **analysis** of operating malfunctions, and the repair of system components. Students will learn systematic procedures for diagnosing and repairing mechanical and **electrical** malfunctions.

AHR 1117 Air Conditioning Servicing 3 0 12 7
A study of installation, routing servicing, problem diagnosis, and repair **air-cooled** air conditioning systems. Emphasis is placed on the correct methods for locating, assembling, wiring, connecting to duct systems, charging and system startup and performance checks. **Additional emphasis** is placed on systematic problem diagnosis and repair procedures for **refrigeration**, electrical, and control system malfunctions. Students will learn how to properly install, perform routine **service** maintenance on, evaluate the cooling performance of, and apply systematic problem diagnosis and repair.
Prerequisites: AHR I 103, AHR I 121, WLD I 107.

AHR 1120 Duct Construction & Maintenance 3 0 6 5
A study of various duct materials including sheet metal and fiberglass. Safety, sheet metal hand tools, cutting and shaping machines, fasteners and fabrication practices, layout methods, and development of duct systems. The student will service various duct systems and perform on-the site repairs including duct made of fiber glass. A study is made of duct **fittings**, dampers and regulators, diffusers, heater and air washers, fans, insulation and ventilating hoods.
Prerequisites: **DFT** 1119, AHR II 29.

AHR 1121 Principles of Refrigeration 3 0 9 6
An introduction to the principles of refrigeration. Emphasis is given to terminology, safety, the use and care of tools and equipment the identification and function of component parts of refrigeration systems, and refrigerant piping practices. Students will have an opportunity to practice working with tools, materials, and piping in order to develop basic skills in the installation service, and repair of the refrigeration components of air conditioning systems.

AHR 1129 Fundamentals of Air Conditioning 5 0 0 5
A study of the principles of air-cooled air conditioning systems operation including room cooling units and split and packages air-to-air systems. Emphasis is placed on terminology, components, and the measuring and control of factors affecting air movement and cleaning, temperature and humidity control. Students will learn how to calculate the cooling comfort needs of a conditioned space; use psychometric charts to determine equipment performance needs to product optimum temperature and humidity control; and how manufacturers' performance specifications are utilized to determine air distribution system requirements.
Prerequisites: AHR 1121, WLD I 107.

AHR 1130 All-Weather Systems: Conventional 3 0 9 6

A study of the principles of combination heating and cooling systems including gas-electric, all electric, oil-electric, and other combination systems. Emphasis is placed on proper safety and operational controls, selection and assembly of components, and installation of a complete all weather system. Students will learn how to construct **test**, evaluate the performance of, and adjust all-weather conventional systems. In addition, students will learn how to solve service problems and to modify and/or repair an improperly installed system.

Prerequisites: AHR 1103, AHR 1115, AHR 1116, AHR 1117, AHR 1129.

AHR 1131 All-Weather Systems: Heat Pumps 4 0 9 7

A study of the principles of installation, **service**, and repairing of air-to heat pumps. Emphasis is placed on the different refrigeration cycles, selections of the components of a complete system, proper application and installation practices, and **service** procedures for air-to-air heat pump systems. Students will learn how to properly size and install a complete system, perform routine service procedures, analyze performance, and to apply systematic problem diagnosis and repair procedures.

Prerequisites: AHR 1116, AHR 1117, AHR 1121.

AHR 1132 Advanced Heat Pump Systems 2 0 6 4

An advanced course covering water source and advanced design variable speed air-to-air heat pumps. Emphasis is given to application and service of water source systems and to the mechanical and electronic control components of variable-speed systems. Students will learn how to measure and calculate SEER; plot a balance point on a structure; apply systematic diagnostic procedures to malfunctioning electronic controls on variable-speed and other advanced heat pumps; and to install, service, diagnose malfunctions, and repair the different components of water source heat pumps.

Prerequisites: AHR 1104, AHR1131.

AHR 1133 Advanced Air Conditioning System 2 0 3 3

An advanced course covering watercooled air conditioning systems service problems. Emphasis is placed on the use of test equipment, selection and installation of system components, and estimating of installation requirements. Students will learn how to estimate capacity requirements of system components, employ proper refrigerant and water piping techniques, select accessories; test, analyze, and adjust controls; and to evaluate and solve service problems.

Prerequisites: AHR 1103, AHR1117, AHR 11 29, ELC 11 51, WLD 1107.

AHR 1135 Hydronic Heating System 1 2 0 2

A study of the principles of **servicing**, problem diagnosis, and repairing of hot water and steam heating systems. Emphasis is placed on the proper use of test instruments analysis of pump applications, zone control methods and equipment analysis of system performance, and the safety principles involved in the operational and **servicing** hydronic heating systems. Students will learn how to test, adjust and balance a multi-zone system; utilize pump and system curves to analyze performance; measure and calculate heat output at terminal units; service the boiler and heating unit piping system and components, and controls to analyze and solve service problems.

Prerequisites: AHR 1103, AHR 1115, DFT 1119, ELC 1 151.

AHR 1140 Residential Heating& Cooling Systems Design 5 4 0 7

A study of the principles of the design of heating and cooling systems for individual residential buildings. Students will learn how to estimate the heating **and coding requirements**, **select the proper capacity heating and cooling equipment**, determine the air quantities required on a room-by-room basis, select room air outlets and returns, and to size ductwork for the residence.
Prerequisites: AHR 1115, AHR 1129, DFT 1119, MAT 100.

AHR 1141 Commercial Heating& Cooling Systems Design 5 4 0 7

A study of the principles of the design of heating and cooling systems for commercial type buildings. Students will learn to select the proper size heating and cooling equipment to meet heating and cooling requirements, determine the air mixture conditions entering and leaving the cooling coil, utilize a psychometric chart to determine the conditions of mixed airflow, calculate latent and sensible heat loads of air quantities, and to determine air quantities and mixture conditions based upon the calculated heating and coding loads of the structure.
Prerequisites: **AHR 1115, AHR 1129, DFT 1119, MAT 100, PHY 1101.**

AIB 202 Principles of Bank Operations 4 0 0 4

This course presents the fundamentals of bank functions in a descriptive fashion so that the beginning banker may acquire a broad and operational perspective. It reflects the radical changes in banking **policy** and **pram-cc** which have occurred in recent years. Topics covered are banks and the monetary system, negotiable **instru-**ments, the relationship of the commercial bank to its depositors, types of bank accounts, the deposit function, the payments **function**, bank loans and investments, other banking **services (trust, international, and safe deposit)**, bank accounting and marketing, external and internal controls, and the public **service** obligations of banks.

AIB 203 Bank Investments 4 0 0 4

MI's bank investments course covers the sources and uses of bank funds and the place of investment in the overall scheme of bank operations. Especially important are the relationship of investments to business and the unique **functions**, advantages, and purpose sewed by a wide range of securities. Investment **terminology** is covered in detail.

AIB 205 Bank Management 4 0 0 4

This course is a study of the new trends which have emerged in the philosophy and practice of management. The study and application of the principles outlined provide new and **experienced** bankers with a working knowledge of bank **man-**agement. It should be noted that the course is not one of personnel management but rather of business management. It touches on objectives, planning, structure, control, and interrelationship of various bank departments. Since case study is becoming well established as an effective management learning technique, the text also uses illustrative cases.

AIB 209 Installment Credit 4 0 0 4

The techniques of installment lending are presented concisely. Topics covered are principles of credit evaluation, **open-end** credit marketing bank services, collection policies and procedures, legal aspects, financial statement analysis, direct and in direct installment lending, leasing and other special situations, installment credit department management insurance, and rate structure and yields.

AIB 210 Money and Banking 4 0 0 4
 This course **presents** the basic economic principles most **closely related to the subject of** money and banking in a context of topics of interest to present and prospective bank management. The book stresses the practical application of the economics of money and banking to the individual bank. Some of the subjects covered include structure of the commercial banking system; the nature and **functions** of money; banks and the money supply, cash assets and liquidity management bank investments, loans, earnings, and capital; the Federal **Reserve** System and its policies and operations; Treasury Department operations; and the changing international **monetary** system.

AIB 231 Savings&Time Deposits 4 0 0 4
 Reflects recognition of the fact that a knowledge of the historical development of savings institutions and an awareness of the basis economic function of the savings process are necessary to an understanding of the current operations and policies of these institutions. Begins with a review of the economics of the savings process in order to **clarify** important differences between financial savings by individuals or organizations and real savings that appear as capital formation. Different types of financial savings are reviewed in order to describe the system of financial flows of income to capital investment.

AIB 233 Analysis of Financial Statements 4 0 0 4
 This course is designed to present basic accounting principles necessary for **state-**ment analysis. It also delves into goals, **methods**, and tools of analysis; analysis of profitand loss, accounts receivable, inventories, and balance sheets; the relationship of balance sheet accounts to sales; and projected statements and cash budgets.

AIB 235 Loan and Discount 4 0 0 4
 This seminar teaches bank employees the **essential** facts about promissory notes, including calculating interest and discounting commercial paper; guarantees; general collateral agreements; examining and processing documents accompanying notes secured by stocks, bonds, and savings account passbooks; the concepts of attachment perfection, priority, **default**, and foreclosure. The seminar uses **pro-**grammed instruction and several simulation exercises and is presented either as a concentrated **workshop** or a **twelve-session** seminar.

AIB 236 Marketing and Banking 4 0 0 4
 This course discusses the basic of public relations, both internal and external and seeks to explain the why, the **what**, and some of the how of public relations and marketing. Intended as an overview for all bankers in terms of what everyone in banking should know about the essentials of bank public relations and marketing.

AIB 237 Home Mortgage Lending 4 0 0 4
 Approaches the subject from the viewpoint of the **mortgage loan officer who seeks** to develop a sound mortgage portfolio. A picture of the mortgage market is **pre-**sented first; then the acquisition of a mortgage portfolio, mortgage plans and procedures, mortgage loan processing and servicing; and finally the obligations of the mortgage loan officer in overall portfolio management.

ART 160 Art Appreciation 5 0 0 5
 A course to establish an understanding of **art**, to develop an appreciation for the relationship between art and man, and to study art in a cultural environment.

ART 260 Elements of Design	5	0	0	5
A study and application of design principles in creative two-dimensional projects in line, value, color and texture.				
BIO 161 Biology I	5	2	0	6
A general biology course that introduces the processes and themes that unify the study of life. Topics include basic chemistry; basic organic chemistry; cell structure enzymes ; photosynthesis; respiration; DNA RNA and protein sythesis; meiosis; mitosis; genetics; evolution and ecology.				
BIO 206 Microbiology	4	2	0	5
Fundamental concepts of microbiology with emphasis on the bacteria. Lectures include bacterial morphology, taxonomy, genetics, physiology, principles of infection, disinfection, and resistance; and a consideration of some economically important groups of micro-organisms . The laboratory work includes staining techniques, antibiotic sensitivity studies, and a study of the morphological and biochemical characteristics of bacteria. Prerequisite: BIO 209.				
BIO 209 Anatomy and Physiology	4	2	0	5
An introduction to the structure and function of humans. The course begins with an introduction to the body, basic chemistry and organization of cells and tissues. Subsequently, the skin and integument skeletal, and muscular systems along with their integrative and control mechanisms will be studied. There will be a cat dissection in this course as well as other mammalian organ dissections.				
BIO 210 Anatomy and Physiology II	4	2	0	5
A study of human systems as begun in BIO 209. The structure and function of the following systems will be considered: somatic and special senses, endocrine, digestive, respiratory, cardiovascular, urinary and reproductive. There will be a cat dissection in this course as well as other mammalian organ dissections . Prerequisite: BIO 209.				
BIO 215 Advanced Physiology	3	0	0	3
An introduction to the numerous physiological processes characteristic of living organisms: including nutrition, metabolism and human genetics. Prerequisite: BIO 210.				
BIO 261 Biology II	5	2	0	6
Human biology: An introduction to the study of the human body in health and disease. A weekly laboratory is included which emphasizes selected lecture topics. Laboratory exercises may include mammalian dissection. Prerequisite: BIO 161.				
BPR 101 Blueprint Reading for Construction Trades	3	0	0	3
Principles of interpreting blueprints and specifications common to the construction trades will be covered. Actual construction blueprints will be used to develop proficiency in the reading and interpreting of site, elevation, sectional, detail, mechanical and plumbing drawings.				
BPR 1112 Blueprint Reading I	3	0	3	4
Interpretation of schematics, diagrams, and blueprints applicable to electrical installations. Development of proficiency in extracting necessary information from a blueprint.				

BPR 1113 Blueprint Reading II	2	0	3	3
Interpretation of schematics, diagrams, and blueprints applicable to electrical in stallations with emphasis on electrical plans for domestic and commercial buildings. Sketching schematics, diagrams, and electrical plans for electrical installations using appropriate symbols and notes according to the applicable codes will be a part of this course.				
BPR 1119 Blueprint Reading	0	0	3	1
Interpretation and reading of blueprint information of the basic principles of the blueprint; lines, views, dimensioning procedures and notes.				
BUS 109 Business Math	5	0	0	5
This course stresses the fundamental operations and their application to business problems. Topics covered include banking and credit card transactions, percents and their applications, discounts, markups and markdowns, payroll, and interest.				
BUS 117 Business Law	5	0	0	5
A general course designed to acquaint the student with certain fundamentals and principles of business law, including an overview of the court system, contracts , sales and commercial paper.				
BUS 125 Personal Finance	3	0	0	3
An introduction to the management of property and income of an individual. Topics covered include budgeting, taxes, consumer credit , housing, investment principles, and insurance.				
BUS 127 Business Finance	5	0	0	5
A study of the financing of business units, as individuals, partnerships, corporations, and trusts. A detailed study is made of short-term, long-term, and consumer financing and secondary markets. Prerequisite: ACC 170.				
BUS 161 Introduction to Business	5	0	0	5
A survey of the business world with particular attention devoted to the structure of the various types of business organizations, internal organization, management marketing and distribution.				
BUS 231 Professional Development	3	0	0	3
This course is designed to help the student recognize the importance of the physical, intellectual, social, and emotional dimensions of personality. Emphasis is placed on grooming and methods of personality improvement.				
BUS 236 Principles of Management	5	0	0	5
A study of the principles of business management including overview of major functions of management such as planning, staffing, controlling, directing, and financing. Clarification of the designmaking function versus the operating function. Role of management in business qualifications and requirements.				
BUS 238 Entrepreneurship	3	0	0	3
An experiential course for students interested in the researching, planning, operating, and owning a small business. Students will assess their entrepreneurial interest, talents and skills, and will learn about available resource materials and technical assistance providers. Students will become familiar with the components of a business plan, analyze the local community to determine market opportunities, and determine the feasibility of their business idea. Students will be expected to conduct extensive research on a business plan outside of class.				

BUS 272 Principles of Supervision	3	0	0	3
This course introduces the basic responsibilities and duties of the supervisors, and their relationship to superiors, subordinates, and associates. Emphasis is placed on securing an effective work-force and the role of the supervisor. Methods of supervision are stressed.				
BUS 1103 Small Business Operations	3	0	0	3
An introduction to business world, problems of small business operation, basic business law, business forms and records, financial problems, ordering and inventorying , layout of equipment and offices, methods of improving business, and employer-employee relations.				
CAD 200 Computer Aided Design I	1	0	3	2
Introduces the concept capabilities and operation procedure of a typical CAD System. The student will study the technique of drawing 2 dimensional wire frame figures of the basic geometric shapes, dimensioning and creating hardcopies on a printer and plotter. All material covered will be reinforced by lab experiments.				
CAD 202 Computer Aided Design II	1	0	3	2
A continuation of G4131. The course examines design and drafting of more complex figures. Three dimensional wireframe drawing is introduced, examined and practiced. Manipulation of wireframe drawings will include hidden line drawings and illustrated renditions. All materials covered will be reinforced by lab experiments. Prerequisite: CAD 200.				
CAS 115 Word Processing I	3	2	0	4
This course is designed to aid the business student in keying letters and simple reports using WordPerfect software. Prerequisite: OSC 100.				
CAS 117 Word Processing II	3	2	0	4
This course is a continuation of Word Processing designed to provide an operational knowledge of the advanced capabilities of word processing using WordPerfect software. Emphasis is placed on the ability to use advanced features including sorting, merging, math and text columns, outlines, footnotes and endnotes, macros, templates, file management tables, envelopes and labels. Prerequisite: CAS 113.				
CAS 119 Word Processing III	3	2	0	4
This course is a continuation of Word Processing II using the advanced features and commands of WordPerfect software. Emphasis is on the creation of brochures, newsletters, graphic lines, graphic boxes, and graphic images integrated with text. Prerequisite: CAS I 13.				
CAS 120 windows	1	2	0	2
This course focuses on utilizing Microsoft Windows to maximize efficiency and productivity. Essential window skills will be taught including the use of menus, dialog boxes, and tool bars and files management using the file Manager. The student will learn to customize Windows and create custom program groups. Prerequisite: CAS 160				
CAS 160 Microcomputer Applications	4	2	0	5
Fundamental concepts and operational principles of data processing systems, as an aid in developing basic knowledge of computers, prerequisite to the detail study of particular computer problems. This course is a prerequisite for all programming courses.				

CAS 200 Desktop Publishing 2 2 0 3

This introductory course focuses on the use of the microcomputer and desktop publishing software to produce professional quality printed documents. Concepts and features of desktop publishing will be introduced, and the student will apply this knowledge to create brochures, newsletters, correspondence, booklets, and other professional looking documents. Assignments will provide extensive hands-on experience.

Prerequisites: **CAS 160, OSC 100, CAS 113**

CAS 217 Spreadsheet 2 2 0 3

An introduction to and utilization of an electronic worksheet and computer generated elementary descriptive statistics. Commercial software such as Lotus 1-2-3 will be used.

Prerequisite: **CAS 160, OSC 100 or OSC 102.**

CAS 220 Advanced Spreadsheet 2 2 0 3

This course is designed to provide the student with knowledge on advanced spreadsheet topics to include, but not limited to, MACROS and Mvanced Data Base Management techniques utilized in the typical spreadsheet software package.

Prerequisite: **CAS 217.**

CAS 225 Computerized Preventative Maintenance Program 5 0 0 5

A study of a computer-based maintenance management system similar to systems used in modern industry. Areas of study include classification, coordination and documentation of scheduled and unscheduled maintenance activities and management of repair parts inventories.

CAS 230 Data Base Management Systems 2 2 0 3

An introduction to the fundamentals of data base management including the use of data base management software with an emphasis on business applications. Students will learn to create and manipulate data base files using the features of the software including organizing, queries, custom entry forms, and reports.

Prerequisites: **OSC 100, CAS 160**

CAS 232 Advanced Data Base Management Systems 2 2 0 3

A further study of data base management software. Students will learn some of the advanced features of the software including file management; report options, and relational capabilities. The course will also include an introduction to programming with a data base programming language and use of the applications generator.

Prerequisite: **CAS 230**

CAS 234 Micro Communications 1 2 0 2

The student will study the electronic transfer of information between computers through both modems and networks. The course will emphasize the study of telecommunications using a modem including access to remote computers, file transfer, information services, and bulletin boards. Students will also learn to access and navigate the Internet.

Prerequisites: **CAS 160, CAS 120**

CAS 236 Multimedia/Presentation 2 2 0 3
Graphics

This course will enable the student to explore new horizons of communications by integrating text and graphics with animation, sound, and video.
Prerequisites: **CAS 160**, **CAS 120**

CHM 160 Introduction to Chemistry 4 4 0 6

A study of the composition, structure, and **properties** of matter, including **stoichiometry**, atomic and molecular structure, and theory and chemical **periodicity**. Basic chemical principles applied to organic, inorganic, and nuclear systems, includes laboratory component.

CJC 101 Introduction to Criminal Justice 5 0 0 5

A general course designed to familiarize the student with the philosophy and history of law enforcement including its legal limitations in a democratic republic, a survey of the primary duties and responsibilities of the various law enforcement agencies, a delineation of the basic processes of justice, an evaluation of law enforcement's current position, and an orientation relative to law enforcement as a vocation.

UC 103 Introduction to Corrections 3 0 0 3

This course includes the history of criminal correction in the United States; analysis of the crime problem; identification of the correctional **client**; and **correctional** methods used in the United States.

CJC 105 Introduction to Criminology 5 0 0 5

A survey of the different crimes; theories and factors attributing to criminal behavior. The student will study some of the penal and **correctional** procedures which have **been used in the past as well as some of the contemporary methods**.

CJC 106 Identification Techniques 3 2 0 4

The student will study various identification methods and how they evolved into the present day systems. Techniques for lifting latent prints and taking rolled impressions will be developed through lab practice. Instruction will be given in the more popular **ten-finger** and **single-print** classification systems. An **introduction** will be given to the process of comparing latent **lifts** and rolled impressions and in preparing them for courtroom **presentation**.

CJC115 Criminal Law I 3 0 0 3

This course is designed to present a basic concept of criminal law and create an appreciation of the rules under which one lives in our system of government. Primary emphasis will be placed on North Carolina law.

CJC116 Criminal Law II 3 0 0 3

A continuation of Criminal Law I which presents a basic concept of criminal law and creates an appreciation of the rules under which one lives in our system of government. Primary emphasis will be placed on North Carolina law.
Prerequisite: **CJC115**.

CJC 201 Traffic Planning and Management **5 0 0 5**

A study which covers the history of the traffic enforcement problems and gives an overview of the problem as it exists today. Attention will be given to the three E's and legislation, the organization of the traffic unit, the responsibilities to the traffic function of the various units with the law enforcement agency, enforcement tactics, evaluation of the traffic program effectiveness, and the allocation of men and materials.

UC 205 Criminal Evidence **3 0 0 3**

Instruction covers the kinds of degrees of evidence and the rules governing the admissibility of evidence in court.

CJC 210 Criminal Investigation **5 0 0 5**

This course introduces the student to the fundamentals of investigation; crime scene search; recording, collection, and preservation of evidence; case preparation and court presentation; and the investigation of specific offenses such as arson, narcotics, sex, larceny, burglary, robbery, and homicide.

Prerequisite: Admission to the program; permission of instructor.

UC 211 Introduction to Criminalistics **4 0 0 4**

A general survey of the methods and techniques used in modern scientific investigation of crime, with emphasis upon the practical use of these methods by the students. **Laboratory** techniques will be demonstrated and the student will participate in actual use of the scientific equipment.

Prerequisite: Admission to the program; permission of instructor.

CJC 217 Laws of Arrest, Search & Seizure **5 0 0 5**

The constitutional requirement and limitations for a lawful arrest and legal search and seizure. Federal and state judicial decisions concerning these requirements will be studied.

UC 220 Police Organization & Administration **3 0 0 3**

An introduction to the principles of organization and administration, including their application to field services, such as vice control, traffic patrol, criminal investigation, and juvenile division. A discussion of the service functions; e.g., training, communications, records, property maintenance, and miscellaneous services.

CJC 221 Police Supervision **3 0 0 3**

A continuation of CJC 220, with emphasis on developing supervisory and management techniques employed at the various levels of police work.

Prerequisite: CJC 220

CJC 225 Criminal Procedures **2 0 0 2**

This course is designed to provide the student with a review of court systems; procedures from incident to final disposition; principles of constitutional, federal, state, and civil laws as they apply to and affect law enforcement.

Prerequisite: permission of instructor

CJC 240 Firearms & Defensive Tactics 3 2 0 4

This course is designed to help the student develop an understanding of the need, use, and respect for all kinds of firearms. Range **practice will** be given in the use of rifles, shotguns and pistols with a special effort made to develop proficiency in the use of the **service** revolver. Instruction will be given in riot control, nonlethal weapons such as **tear gas**, and defensive tactics used in the handling of arrested persons. Prerequisite: Enrollee must be a law enforcement officer at the present time, or have at least six quarter hours credit in Law Enforcement Technology and permission of instructor.

CJC 252 Basic Law Enforcement Training
(See course introduction listed in catalog.)

CJC 260 Research Techniques in Criminal Justice 5 0 0 5

This course is designed to teach basic library skills plus specialized research methods. In addition, an indepth research project is required as evidence of the student's ability to assimilate, organize, and document information from various source materials.

COS 1101 Introduction to Cosmetology 6 0 0 6

This course is designed to introduce the student through the scientific study of the hair and skin, how the hair and **skin** are produced by the body; the purpose and function of each of the layers of the hair and skin; the many effects of the various cosmetics and chemicals upon the hair and skin; how our diet affects our hair and skin; and how we as cosmetologists can best care for and **advise** our patrons to care for their hair and skin. It will cover Trichoanalysis, the microscopic and physical evaluation of the keratin structure of the human hair. The **importance of** professional ethics and a pleasing personality will be stressed, with tips and techniques given on how to develop both a pleasing personality and a professional **attitude**.

COS 1102 Mannequin Practice 2 0 21 9

Mannequin **practice** is designed to provide the student with a **basic** foundation in the **practical** skills that will be needed when they begin **services** to the public. The student will practice hair shaping, finger waving, pincurls, hairstyling, both roller placement and air waving, tinting, permanent **waving**, chemical relaxing, frosting, pressing and curling on the mannequin and wig styling. Hair and scalp treatments, **shampooing**, facials with massage, makeup, air waving, hair color, and manicures will be practiced on each other. Demonstrations in all areas will be provided by a cosmetology instructor. The student will practice all areas of service either on the mannequin or another student **under the** supervision of a cosmetology instructor.

COS 1103 Cosmetology Theory I 6 0 0 6

This course is designed to provide the student with the following knowledge: the history and complete theory of hair coloring and chemical reformation (permanent waving, chemical relaxers); the basic principles of haircutting to achieve the various styles; the many principles involved in achieving a particular hairstyle; and how to style hair according to bone structure, facial features, size of patron, lifestyle, and customer preference.

COS 1104 Cosmetology Skills I 2 0 21 9
This course is a continuation and application of practical skills learned in COS 1102. The students will now be permitted to practice on live models as well as the mannequins. All previously learned skills will be utilized and additional skills will be taught. These additional skills will include various types of haircuts (razor and scissors, more indepth hair colors ,lash and brow tints, chemical relaxers, air waving, pressing, marcel curling, facials, makeup, pedicures, and more detailed hairstyles.
Prerequisite: COS 1102.

COS 1105 Cosmetology Theory II 6 0 0 6
This course is designed to familiarize the student with the fundamentals of skin and its care: The basic of facial massage; the theory of massage; the diseases and disorders of the skin, the various types of products used in facials and makeup application and corrective contouring; background information on facial shapes and **proportions**; and the correct selection of colors in makeup for each individual. How to select and choose the correct wig, and how to style and care for it will also be covered.

COS 1106 Cosmetology Skills II 2 0 21 9
This course is a continuation of the study and application of the skills learned in COS 1104. It **involves** a more in-depth study of all skills learned to this **point**, plus additional skills in styling and perming long hair, styling wigs and hairpieces, facial with make-up, style permanent wraps, use of Marcel irons, achieving special effects with hair color, and pedicuring.
Prerequisite: COS I 104.

COS 1107 Salon Management 6 0 0 6
This course is designed to introduce students to the related subjects required by N. C. Board of Cosmetic Arts which include the many responsibilities of shop management and professional ethics. Students will study techniques and principles of plainning, organizing, recordkeeping, controlling and operating a salon. Students will learn tax structure and business aspects involved in managing or owning a salon. Three field trips will be scheduled for the surrounding communities, in order for students to observe the arrangement decor, and operation of actual beauty salons. Also, included in this course are the laws that govern cosmetologists in North Carolina as set forth by the North Carolina Legislature, the North Carolina State Board of Cosmetic Arts, and the North Carolina Department of Public Health.

COS 1108 Cosmetology Skills III 2 0 21 9
This course is designed to allow the students to demonstrate, under supervision of the instructor, all cosmetology skills which will enable them to be more effective cosmetologists upon entering the **world of work**. Additionally, there will be special classes and demonstrations which will cover the new trends in hairstyling as they are released and any new procedure or product that enters the Cosmetology market before graduation. Special permanent wave wraps and special techniques used in high fashion coloring, makeup, and styling will be covered in this course.
Prerequisite: COS 1106.

COS 1110 Cosmetology Skills IV 0 0 30 10

This course is designed for the student who wishes to complete the additional hours in cosmetology as set forth by the North Carolina State Board of Cosmetic Arts, so that he/she may take the Cosmetologist Exam and not have to work the six months' apprenticeship. This course will allow students to work under cosmetology supervision in order that he/she may be able to meet the qualifications required by the State Board, or State Boards of Cosmetic Arts in other states which exceed those in North Carolina. In addition, students will be allowed to attend any course and participate in **practical** projects which they feel will be most beneficial in their future practice of cosmetology.

Prerequisites: ENG I 104, PSY I 103, KY I 104.

CSC 109 Introduction to Programming 2 4 0 4

An introduction to microcomputer programming using the BASIC language. **Students** will learn techniques of problem solving and program development using simple logic and program coding the BASIC computer language.

Prerequisite: CAS 160, OSC 100 or OSC 102.

CSC 200 LAN Administration 3 2 0 4

This course will allow students to build a network **from** the ground up including installing software, building a network directory structure, creating users and groups, managing files, using system utilities, and handling network printing.

Prerequisite: CAS 160, CSC 222

CSC 226 Operating Systems 1 2 0 2

Several popular operating systems for microcomputers will be discussed during the course. Topics covered will include storage and **retrieval** of data including **configuration** of input and output devices, and installation of software. Multitasking will also be covered.

Prerequisite: CAS 160.

DFT 122 Basic Drafting 2 0 3 3

Interpretation of blueprints, sketches, and drawings. Development of abilities to read, interpret and construct drawings to be used in industry. To utilize the various instrument in a drafting **environment** to construct formal **drawings** and isometric sketches, views, dimensioning, and procedures will be stressed.

ECO 261 Principles of Economics (Macro) 5 0 0 5

The fundamental principles of macroeconomics including measures of economic performance, the importance of government budget policy, the role of money and banking in our economy, the consequences of inflation, the importance of unemployment, and the difficulties in designing policies to foster growth and stability.

Prerequisite: MAT 160.

ECO 266 Principles of Economics I (Micro) 5 0 0 5

The fundamental principles of macroeconomics including the traditional tools of economics—supply and demand—as applied to individual markets. Also includes the analysis of product and resource markets, the workings of competitive markets, and the role of government when private markets fail.

Prerequisite: MAT 160.

EDU 100 Foundations of Early Childhood Education 3 2 0 4

An introduction to early childhood education, with emphasis on the role of the teacher in an environment that encourages exploration and learning.

EDU 101 Child Growth and Development 3 0 0 3
(Prenatal Period through Age
Five)

A study of the physical, social, psychological, and cognitive development of the child from the prenatal period through age five. The emphasis is on the importance of **early experiences in establishing behavior patterns, attitudes, and interpersonal relationships. Observations of children from four weeks to five years of age will be included. The study of an individual child will be an integral part of the course.**

EDU 105 First Aid & Safety for Young 3 0 0 3
Children

A study of child care safety, basic first aid instruction, and training in the safe operation of a child care center. Students will be certified in First Aid and CPR.

**EDU 107 Early Childhood Experiences in 2 3 0 3
Microcomputers**

This course introduces the nonprogrammer to the field of microcomputers. The student becomes familiar with the capabilities of a microcomputer, the features of an operating system, and the selection and use of educational software packages.

EDU 110 Health & Nutrition for Young 3 2 0 4
Children

An introduction to the nutritional needs of infants and young children, designed to enable the student to identify those nutrients essential for life and well being, and their metabolic functions and food sources. Attention is given to developing the skills needed to plan menus and prepare and serve food in a child care center, as well as techniques that can be used to educate children and parents about good nutrition and childhood illnesses.

EDU 113 Early Childhood Experiences in 3 0 6 5
Language Arts

An introduction to provide opportunities for children to understand, acquire and use verbal and non-verbal means of communicating thoughts and feelings. Students will have an opportunity to design learning episodes that will help children develop their communication skills by providing planned opportunities for children to listen, interact, and express themselves with other children and adults.

EDU 114 Early Childhood Experiences in 3 0 6 5
Music, Drama & Art

A study in designing and implementing learning experiences that will stimulate children to explore and express their creative abilities (music, dramatic play, art, etc.).

Prerequisite: EDU 100.

**EDU 115 Motor Development in Early 3 0 6 5
Childhood**

A study of a variety of equipment activities and opportunities to promote fine and gross motor development of children.

Prerequisite: EDU 100

EDU 116 Experiences in Science & Math For Young Children 3 0 6 5

An introduction to the implementation of activities and experiences that develop questioning, probing, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

Prerequisite: EDU 100, MAT 114

EDU 118 Human Development & Assessment 3 2 0 4

A study designed to provide students with the skills and knowledge needed to select developmentally appropriate activities for infants, toddlers, and two-year olds. Students will learn to evaluate the developmental level of individual children and plan programs that maximize their opportunities for growth and learning.

EDU 121 Behavior Management 5 0 0 5

An introduction to behaviors designed to help students develop skills in guiding young children.

Prerequisite: PSY 260

EDU 124 Communicating with Young Children 3 2 0 4

A study of the oral language development of young children and the role of adults as communication models. Emphasis will be placed on the importance of adult-child interactions and strategies for becoming a more effective language model for children.

EDU 125 Working with Parents 3 0 0 3

A survey of relationship between the family and the day care center. The emphasis is on the family's influence on the child, the interaction between the parents and the caregivers and the role of the caregiver in assisting the parents with child guidance.

EDU 202 Principles of Day Care Operations 3 2 0 4

A study of total program management for prospective or practicing child care center operators. Operators will be assisted with interpretation and maintenance of state licensing requirements, defining roles and job descriptions of personnel, utilizing record-keeping forms and procedures, establishing policies and procedures, and other strategies needed to implement the goals and objectives of a high quality child care operation.

Prerequisites: EDU 113, EDU 114, EDU 115.

EDU 223 Developmental Language Arts 3 2 0 4

A survey of instruction in word attack, and phonetic skills in order to improve spelling and decoding. It Will also stress manuscripts writing mastery.

ELC 101 Direct Current 2 0 6 4

This course is a study of the fundamental concepts of direct current electricity, utilizing applications and calculations of current voltage, resistance, and power rules in electric circuits. Emphasis is placed on construction of DC circuits and using test equipment to verify electrical principles learned in class.

ELC 102 Alternating Current 2 4 0 4

This course is designed to be a presentation of the fundamental concepts of alternating current flow, reactance, impedance, phase angle, power and resonance. Emphasis is placed on analysis of AC circuits and lab experiments are used to reinforce concepts introduced in class.

Prerequisite: ELC 101.

ELC 103 Basic Wiring Practice I 2 0 6 4

This course provides instruction in the identification and safe use of the tools and materials common to electrical installations. Topics to be covered include: National Electric Code, electrical blueprint reading, planning, **lay-out** and the installation of electrical distribution **equipment**, lighting, overcurrent **protection**, conductors, branch circuits and conduits. Practical laboratory experiences will be used to **reinforce** topics covered in the classroom.

ELC 104 Basic Wiring Practices II 3 0 9 6

This course is intended to add to the student's knowledge of electrical tools, materials, and test equipment. The focus in this course will be on application of skills and techniques learned in Basic Wiring Practices I through the use of shop experiences, and whenever **possible**, by the use of live projects Electrical job site and industrial safety will be stressed throughout the course. The use and understanding of the National Electrical Code with regard to specific applications will be introduced.

ELC 105 Electrical Formulas and Computations 3 0 0 3

Topics covered in this course will be directed to those mathematical areas employed in the electrician's field. Emphasis will be placed on whole numbers, **fractions**, decimals, simple formulas, powers and roots. Practical application and problems furnish the trainee with experience in wire size, electrical loads and simple electrical formulas. The student should be able to solve simple electrical mathematical problems.

ELC 107 Industrial Control Fundamentals 3 0 12 7

This course provides instruction in the fundamental concepts of industrial motor control systems and their installation. Topics include: **electro-mechanical** devices, schematics and wiring diagrams, relay ladder logic, solid state **devices**, motors and controllers, National Electrical Code requirements, and wiring techniques.

ELC 108 Electrical Blueprints and Schematics 2 0 0 2

The interpretation of schematics, diagrams and blueprints applicable to electrical installations with emphasis on electrical plans for residential, commercial, and industrial buildings is presented. Sketching schematics and diagrams, electrical symbols and notes according to the applicable codes will be a part of this course.

ELC 110 Commercial and Industrial Wiring 5 0 12 9

This course provides instruction in the layout, planning, and installation of wiring systems in commercial and industrial facilities. Emphasis will be placed on blueprint reading, the related National Electrical Code **articles** and the installation of typical commercial and industrial wiring systems. Among the topics to be covered in class and reinforced by lab experiences are: conduit bending and installation, commercial and industrial wiring methods, electrical energy efficiency, raceways and motor controller installations.

ELC 113 Direct and Alternating Current 4 0 12 8

A study of the electrical structure of matter and electron theory, the relationship among voltage, current and resistance in series, parallel, and series-parallel circuits. An analysis of direct current circuits by Ohm's **Law** and Kirchoff's Law. A study of the sources of direct **current** flow, reactance, impedance, phase angle, power, and resonance. Analysis of alternating current circuits.

ELC 121 Electrical Control Systems 3 0 6 5

A **practical** training course in electrical controls that takes in **all phases of control work from the simplest** switches to the most complex systems that includes relays, timers, magnetic starters, thermostats, and countless other control devices that insure the safe and efficient operation of machinery.
Prerequisites: MAT 106

ELC 125 Industrial Wiring 2 0 9 5

This course will teach the student to plan and install feeders and wiring systems in commercial and **industrial** location. A study of blueprint reading and symbols, the related National Electric Code, the application of the fundamentals to **practical** experience in W-ring, conduit preparation, and the installation of communication systems are also introduced in this course.

ELC 126 National Electric Code 2 0 0 2

This course will **provide** the student with an understanding of the responsibilities of the electrical engineer, **electrical** contractors, and the electrician with respect to the National **Electric** Code. A study of the current rules and regulations that govern the installation and maintenance of electrical equipment.

ELC 137 Motors and Controls 2 0 9 5

A practical training course in **electrical** controls from the simplest switch to the most complex control systems. The student will be able to understand the function of such devices as timers, relays, magnetic starters, thermostats, and other control devices. A study of complex schematics W-II enhance the understanding of programmer controllers.

ELC 1150 BASIC ELECTRICITY 2 2 0 3

A study of the basic **electrical** principles and components needed for troubleshooting modem machines. A basic study is made of direct and alternating current and electrical **distribution** in series and parallel circuits. The students become familiar with the **following electrical** terms: insulators, conductors, semi-conductors coils, relays, solenoids, and polarity. Safety with the use of **electricity and** electrical devices is stressed at all times.

ELC 1151 Applied Wiring Diagrams 1 0 3 2

Common electrical control components with an emphasis on their **function** in a control circuit and the symbols utilized to **identify them** in **wiring** diagrams. Students will learn how to read wiring diagrams in order to **identify and** describe the functions of the control components and to diagnose and repair component malfunctions in an **electrical** control system.

ELM 221 Mechanical Controls 3 0 3 4

This course prepares the student to maintain systems requiring the basic understanding of Fluid Power and Hydraulic **devices**. Schematic diagrams, graphic symbols, operation of control valves, cylinders and sensors **are** discussed. Hands-on experience is provided by operation of experiments with system components. "

ELM 235 Plan Industrial Installation 3 0 12 7
 A departmental setup that will be a continuation of electromechanical devices and systems with special emphasis **on** pressure and vacuum gauges, pumps, blowers, control signals and devices, electromechanical valves, and electronic mechanisms that automatically operate machinery. Mock-ups will be built to study the various types of devices and systems. Troubleshooting using measuring and testing equipment common to electromechanical equipment is stressed.
 Prerequisites: MNT 232, D17 122, AHR I 19, ELN 104.

ELN 101 Industrial Electronics 3 2 0 4
 This course is intended to acquaint the student with the fundamentals of industrial electronics in a practical, hands-on manner. Basic theory, application, and operating characteristics of solid state electronic **devices** commonly used in industrial applications are covered. Particular emphasis is placed on reinforcing concepts learned in class with practical lab **experiences** that simulate actual industrial applications.
 Prerequisite: ELC 101, ELC 102.

ELN 104 Instruments and Measurements 2 0 3 3
 This course examines the use, design and theory of instruments used to measure electrical parameters including voltage, current and resistance. Instruction in calculation of ammeter shunts and voltmeter multipliers is included.

ELN 105 Technical Documentation 1 0 3 2
 Introduces the student to the role of documentation and the types of documents found in a technical environment. The student will learn to interpret and generate schematic diagrams, technical specifications, mechanical and assembly drawings, block diagrams, technical descriptions, and test procedures. Students will be exposed to the use of CAD systems for generating technical documents.

ELN 113 AC/DC Electronics 5 0 15 10
 AC and DC Voltage and Current are analyzed in detail. Circuit configuration include Series, Parallel and Series Parallel combinations. The study of resistance, reactance, capacitance, inductance, impedance, phase shift and power factor is included. Troubleshooting circuits and devices using analog and digital **multimeters, oscilloscopes**, function generators and frequency meters. Lab projects reinforce the material covered to promote better understanding.

ELN 125 Solid State Electronics System 1 3 0 6 5
 A study of semiconductor and solid state theory. solid state **devices** are examined as individual components, then their use, application and testing procedures are studied. Laboratory exercises augment the student's understanding of the material.
 Prerequisite: ELC 113.

ELN 126 Solid State Electronics Systems II 3 0 6 5
 ELN 126 will be a continuation of ELN 125.
 Prerequisite: ELN 125.

ELN 128 Digital Fundamentals 4 0 6 6
 A study of digital fundamentals including base two mathematics, Boole Algebra, numbering systems and codes employed by computer circuits. Digital integrated circuits are examined starting with the most simple gates and processing through the Arithmetic Logic Unit. Lab experiments are used to enhance student comprehension of this material.

ELN 141 Microprocessors 4 0 6 6
 A study of the microprocessor. An indepth study of a theoretical microprocessor techniques. Machine architecture is stressed and machine language programming is examined. Lab projects designed to increase understanding are important components of the overall **instruction** process.
 Prerequisite: ELN 128.

ELN 155 Solid State 5 0 12 9
 A study of semiconductor and solid state theory. This course stresses molecular theory as a method of understanding existing devices and new devices as they are introduced to this rapidly expanding field. Lab experiments **augment instruction** and give the student hands-on experience.
 Prerequisite: ELN 113

ELN 225 Student Project 3 0 6 5
 The student **will identify** an area of special interest and, with the guidance of the instructor, will research the subject area and formulate plans to construct, test and operate a device that demonstrates the capabilities of the subject device. The student will submit a paper detailing the procedure used to implement completion of the project and the contribution this project has had on subject understanding. Credit for this course W-II be awarded upon satisfactory completion of 1 I weeks of employment in a preapproved work experience.
 Prerequisite: ELN 155, ELN 227, ELN 228

ELN 228 Microprocessor Systems 4 0 6 6
 Interfacing & Troubleshooting
 A continuation of ELN 141. This course examines the need and methods for **connecting** microprocessors and microprocessor controlled devices machines. **Troubleshooting** theory and procedures are examined. lab projects augment instruction on **these** devices.
 Prerequisite: ELN 141

ELN 229 Industrial Measurements and 3 0 3 4
 Controls I
 The study of the basic concepts of analog and digital industrial measurements and automatic control **systems**. Subjects covered include Safety, System Familiarization, Photo **Electric**, Temperature, Gas, Humidity, Pressure and strain. Lab experiences for each subject enhance the undemanding of the material.
 Prerequisites: ELN 141, ELN 155.

ELN 230 Electro-Mechanical 3 0 3 4
 Troubleshooting
 This course prepares the student to use logical techniques in troubleshoot systems using **electro-mechanical and** electronic devices. Systematic troubleshooting including static methods, dynamic methods and decision logic charts will be studied and practiced. Lab projects will be used to enhance student understanding of material covered.
 Prerequisites: ELN 155, ELN 227, ELN 228.

ELN 231 Industrial Measurements and 3 0 3 4
 Controls II
 A continuation of ELN 226. Subjects covered include Timing Systems, Systems Interfacing, Process Control, Telemetry and Troubleshooting of Automated Systems.
 Prerequisite: ELN 226

ELN 232 Programmable Controls 4 0 6 6
 A study of the Programmable Controller (PLC). The PLC is examined as a digital computer system with input, logic, and output **sections**. Ladd Logic programming language and terminology is taught. The LAB VOLT 3220 PLC Trainer is used in lab experiments to teach programming, operation capabilities, and troubleshooting procedures.
 Prerequisites: ELN 141, ELN 228.

ELN 268 Programmable Controls 2 0 3 3
 This course emphasizes the study of basic numbering systems and computer logic including logic fundamentals, gates, logic and diagrams, truth tables, and other logic functions.
 Prerequisite: ELC 121

ENG 085 Spelling for College Students 2 0 0 2
 This course focuses on spelling patterns of basic English speech sounds, specific spelling rules and their application, common words that are frequently misspelled or improperly employed, and strategies for mastering particular areas of spelling. Preinstructional diagnosis and post tests will be administered to ensure mastery of spelling techniques.

ENG 090 Grammar 5 0 0 5
 This course aids the student in the improvement of self expression. The fundamentals of grammar, punctuation, word usage, spelling, and effective expression in written and verbal communication are emphasized. This course will culminate in the student's competency in applying the principles of grammar to the writing of a paragraph.

ENG 095 Writing Skills 3 2 0 4
 This course is designed to implement grammar skills. Practice is given in sentence construction, methods of paragraph development, use of transitions, and adequate support of a topic. The course W-II culminate in the student's ability to state a thesis and develop it into a five paragraph essay.
 Prerequisite: Demonstrated competency in ENG 090 or appropriate score on the ASSET

ENG 103 Report Writing 3 0 0 3
 This course utilizes the **fundamentals** of English as background for the organization and techniques of modern report writing. Exercises in developing typical reports, using writing techniques and graphic devices, are completed by the students. Practical application in the preparation of a full-length report is required of each student at the end of the term. This report must relate to the student's specific curriculum.
 Prerequisite: ENG 160.

ENG 115 **Oral** Communications 3 0 0 3
 This course will familiarize students with basic concepts and principles of oral communications to enable them to engage in effective interpersonal and intrapersonal communications. Emphasis is placed upon helping students to understand and overcome communication problems.

ENG 140 Allied Health Vocabulary and Terminology 1 2 0 2

This course is designed for the lay personas well as the allied health professional. Vocabulary is built utilizing word roots, prefixes and suffixes. Units covered include basic anatomical and physiological terminology as well as specialized medical areas.

ENG 160 Composition 5 0 0 5

This course is an introduction to writing basic compositions, beginning with the paragraph and concluding with the short essay. Types of essays include exposition argumentation, and narration. Literary analysis is presented through reading and discussing short **stories** and essays.

ENG 165 CompositionII 5 0 0 5

This course introduces the student to writing of extended essays and research papers. Purpose and audience **analysis** are stressed. Representative essays in **a text** are read and analyzed on the basis of meaning and relevance. A research paper is required as **evidence** of the student's ability to assimilate, organize, and document information from various sources.

Prerequisite: ENG 160.

ENG 201 Advanced Grammar 3 0 0 3

This course is an advanced, intensive course in grammar designed to strengthen the ability of the student to express himself in written and oral communication. The course is also intended to reinforce previously acquired knowledge of machine transcription and to provide additional assistance in the preparation of letters and other business forms.

ENG 217 Children's Literature 5 0 0 5

This course is a study of the history and various types of literature appropriate for young children. Evaluation of modern writers, illustrators and books will be emphasized.

ENG 260 Introduction to Literature 5 0 0 5

This course is a study of the basic structure of three types of literature: fiction, poetry, and drama. While students will learn the elements and conventions particular to each type, they will also be challenged to see the relationships between good literature and the issues that continually confront the human race.

ENG 268 American Literature 5 0 0 5

This course features an overview of the works of important 19th and 20th century American authors such as E. A Poe, Nathaniel Hawthorne, Herman Metville, R. W. Emerson, H. D. Thoreau, Walt Whitman, Mark Twain, Robert Frost Langston Hughes, Gwendolyn Brooks, Ernest Hemingway, William Faulkner, James Baldwin, Richard Wright John Steinbeck Kate Chopin, Alice Walker, Flannery O'Connor, Tennessee Williams, and Eugene O'Neill and other emerging writers. The contributions of Black Americans, Native Americans, and females to the development of American Literature will be developed. Reading requirements may include one or more full-length novels.

ENG 270 English Literature 5 0 0 5
This course features an overview of the major periods of English Literature, beginning with the epic Beowulf and including works from such significant authors as Chaucer, Shakespeare, Milton, Swift, Pope, Coleridge, Wordsworth, Byron, Shelley, Keats, Defoe, Tennyson, Browning, Dickens, Evans, Yeats, Eliot Shaw, Conrad, Joyce, Lawrence, Thomas, and other emerging writers. This course will enable the student to better understand the historical development of the novel and the evolution of the English language. Reading requirements may include one or more full-length novels.

ENG 272 Creative Writing 5 0 0 5
This course is designed for the beginning writer who wants to become a serious writer of short fiction and poetry. Students will produce both short stories and poems, creating new work and/or revising works in progress.
Prerequisite: ENG 160.

ENG 1102 Communication Skills 3 0 0 3
This course is designed to teach students the importance of the communicative process, to help them understand and apply the principles of communication, and to teach techniques that will enhance their chances for successful communication, especially in the job setting. Students learn how to deal effectively with complaints and inquiries as well as how to prepare an acceptable resume for seeking employment.

ENG 1105 Verbal Communications 3 0 0 3
This course familiarizes students with basic concepts and principles of verbal communications to enable them to engage in effective interpersonal and intrapersonal communications. Emphasis is placed upon helping students to understand and overcome their own personal communication problems by acquainting them with skills and techniques that may be applied in their daily lives.

FSO 101 Introduction to Foodservice 2 0 0 2
This course introduces the branches, position, and various opportunities available in the foodservice industry today. Emphasis is placed on the history of quantity cooking, current issues and problems, and the future of the foodservice industry. Upon completion, students will be able to discuss their knowledge of the principles for all branches of the foodservice industry.

FSO 102 Food Preparation I 3 2 0 4
This course includes the scientific principles and application of food preparation and cooking procedures. Topics include stocks, soups, sauces, gravies, beverages, cereals and cereal products, vegetables, fruits, and salads. Upon completion, students will be able to apply their understanding of these basic principles used in the foodservice industry.

FSO 104 Sanitation and Safety 3 0 0 3
This course develops knowledge of the recommended standards of personal hygiene, sanitation, and safety in foodservice operations. Emphasis is placed on the basic principles of personal hygiene, sanitation, and safety as related to food storage, preparation, and service. Upon completion, students will be able to develop a sanitation and safety plan for foodservice operations.

FSO 106 Nutrition & Menu Planning 4 0 0 4

This course includes principles of nutrition using the four basic food groups and the application of the principles to the planning of **nutritionally** adequate diets. Topics include four basic food groups, nutrients, balanced menus, food habits, and current problems/issues in the study of nutrition. Upon completion, students will be able to construct balanced menus using the four basic food groups and will be aware of issues in the study of nutrition.

FSO 107 Baking I 3 4 0 5

This course is designed to teach fundamental principles and hands-on training procedures and techniques used in the bakeshop. Students will learn bakeshop organization and how to use baking tools and equipment. Emphasis is placed on ingredient **functions**, bakers percentages, measuring techniques, yeast dough formulas and preparation and quick bread formulas and preparation. Upon **completion**, students will be able to select and accurately measure ingredients, use correct mixing techniques in the bakeshop, and successfully prepare yeast and quick bread products.

FSO 108 Foodservice Personnel Management 3 0 0 3

This course is a study of the job responsibilities and duties of the **foodservice worker**, with emphasis on understanding human behavior. Topics include motivating, **training**, and communicating with people, planning, delegating, and following up and handling human relations problems. Upon completion, students will be able to apply these skills and knowledge to job responsibility in foodservice industry areas.

FSO 109 Food Production Management 3 0 0 3

This course introduces basic production management principles. Included will be a study of cooking terms, recipe structure, measuring procedures, preparation, cooking methods and portion control. Upon completion, students will be able to demonstrate supervisory techniques in preparation of sauces, soups, meats, poultry, fish, vegetables, fruits, breads, salads, sandwiches, breakfast products and typical food dishes using various cooking methods.

FSO 112 Food Preparation II 3 2 0 4

This course develops the skills, knowledge and hands-on training knowledge of meat analysis and identification. Topics include meats, beef, poultry, and seafood; also included are milk eggs, cheese, and sandwiches. Upon completion, students will be able to apply the basic knowledge and techniques in the foodservice industry.

Prerequisite: FSO 102

FSO 113 Dining Room Service 2 2 0 3

This course includes an overview of the waiter/waitress duties and responsibilities in a variety of foodservice operations. Topics include interpreting the menu, ordering the meal, servicing and cleaning, and preparing and presenting the check. Upon completion, students will be able to apply their knowledge and skills in a job as a waiter in the foodservice field.

FSO 122 Food Preparation III 3 2 0 4
 This course includes an overview and applies the principles of quantity meal preparation. Topics include recipe **conversion, costing, portion control, purchasing, meal organization, hot and cold food presentation, set meal service, buffets, receptions and special parties, preparation of herd'oeuvres and party foods.** Upon completion, students will be able to plan, organize, prepare, and evaluate quantity meal functions, buffets and receptions.
 Prerequisite: FSO 102, FSO 112

FSO 202 Food Preparation IV 2 4 0 4
 This course is designed to continue development of skills in food preparation, on a quantity level, of whole meal preparations. Topics include planning food bar concepts, cafeteria **lineserving**, short-order meals, brunches, breakfast selective menus, and convenience foods in menu planning. Upon completion, students will be able to apply their knowledge and skills in foodservice management.
 Prerequisite: FSO 122

FSO 203 Equipment Layout& Design 3 0 0 3
 This course is designed to engage students actively in the study and planning of food facility layouts. Topics include food facility planning, the selection, use, and care of equipment and layout design. Upon completion, students will be able to apply their understanding of the basic layout design and equipment selection used in the foodservice industry.

FSO 204 Food Purchasing& Cost Control 3 0 0 3
 This course teaches fundamentals of sound food purchasing methods and procedures based on cost control, specifications, quantity, and storage. Topics include source selection, price considerations, buying strategy, service and vendor relations, and value analysis as a purchasing tool. Upon completion, students will be able to use effective purchasing techniques in foodservice management.

FSO 206 Menu Analysis 3 0 0 3
 This course teaches computer applications of analyzing menus for nutritional content and dietary requirements based on nationally recognized basic daily food allowances.

FSO 207 Food Merchandising 3 2 0 4
 This course is an overview of the principles of foodservice merchandising. Emphasis is placed on menu design, menu pricing, on-premises promotions, personal selling, advertising, and behavior of foodservice consumers. Upon completion, students will be able to design a marketing plan for a foodservice establishment.

FSO 212 Food Preparation 3 4 0 5
 This course includes the planning of special meals and menus. Emphasis is placed on catering international **cuisine**, modified diets, and school lunch menus. Upon completion, students will be able to plan and prepare special meals in the foodservice industry.
 Prerequisite: FSO 202, FSO215

FSO 215 Modified Diets 2 0 0 2

This course is designed to teach the mechanics of menu planning. Included are manual methods in the menu planning process. Emphasis is placed on menu planning for nursing homes, elderly groups, adolescents and children, college students, industrial groups, state institutions and restaurant customers. Upon completion, students will be able to plan menus applying consumer worker, management and **nutritional** considerations for various subgroups.

Prerequisite: FSP 106

FSO 217 Baking II 3 4 0 5

Baking II (Advanced) is designed to teach advanced baking **principles**, techniques and application in the bakeshop. This course provides **practical experience with advanced dessert assembly and decoration**. Emphasis is placed on cake formulas, mixing and baking cakes, tortes, European style cakes cookies, assembling and decorating cakes, cookies and dessert products. Upon completion, students will be able to successfully prepare, assemble and decorate cakes, cookies, petits fours, tortes and a variety of dessert products in the bakeshop.

Prerequisite: FSO 107

FSO 261 Catering 2 2 0 3

This course is designed to provide the fundamental skills needed to carry out various types of catering events. Emphasis is placed on organizing catering services, contracting catering services, on and off premises catering, accommodator **service**, menu planning for catered events. Upon completion, students will be able to organize, plan menus, make arrangements and write contracts for various types of catering events.

GCA 1001 Geriatric Care 8 8 12 16

The curriculum emphasizes basic health and personal care knowledge and skills for older persons; the processes of aging, communication, nutrition, therapeutical.w ities (music, dance, exercise, games, and arts and crafts), accident and fire safety, death and dying, drug usage, human sexuality, resources and services for the aged, and employment skills. Clinical experiences will be obtained in long-term care facilities.

HIS 160 American History I 5 0 0 5

A study beginning with the colonization of colonial America and ending at the close of the civil war.

HIS 165 American History II 5 0 0 5

This course begins with the reconstruction era studying the historical significance of important people, places, events, trends and issues in American history from the reconstruction era after the Civil War to the present.

HYD 105 Introduction to Fluid Power 2 0 3 3

Hydraulics-Fundamentals is arranged to give the student a general knowledge of the basic components of hydraulic systems, as well as a general understanding of the basic laws and formulas used in simple hydraulic calculations. Topics included are: the use of standard hydraulic symbols, pumps, control valves, control assemblies, actuators, and basic maintenance procedures.

HYD 234 Pneumatics/Hydraulics Systems 2 0 3 3

This course is a study of the basic theories and uses of hydraulic and pneumatic systems, and also, the combination of systems. **Basic designs and functions of circuits** and motors, controls, electro-hydraulic servomechanisms, filtration, accumulators, and reservoirs. Installation and maintenance of the components will be made by the students.

Prerequisites: MAT 109, MEC 105,

INS 247 Fundamentals of Risk and Insurance 3 0 0 3

A presentation of the basic principles of risk insurance and their application. A survey of the various types of insurance is included.

ISC 102 Industrial Safety 3 0 0 3

A study of the problems of accidents and fire safety. Management and supervisory responsibility for fire and accident prevention. Additional topics cover accident reports and the **supervisor**; good housekeeping and fire prevention; machine guarding and personal protective equipment state industrial accident code and fire regulations; the first aid department and the line of **supervisory** responsibility; job instruction and safety **instruction**; company rules and enforcement use of safety committees; insurance carrier and the Insurance Rating Bureau; and advertising and promoting a good safety and fire prevention program.

Prerequisite: ENG 102.

ISC 1101 Occupational Skills 3 0 0 3

This course is designed to provide instruction in learning the task skills needed to seek employment successfully. Emphasis is placed on writing job related communications, understanding the roles of the interviewer and the interviewee through role playing, and helping the student to realize the interviewee through role playing, and helping the student to realize the importance of **attitudes** and personalities in the job seeking process.

MAT 090 Mathematics Review 5 0 0 5

This one quarter review covers: whole numbers, common fractions, decimal fractions, ratio, rate, proportions and percents.

MAT 095 Fundamentals of Basic Math 5 0 0 5

This course is for the student who has little or no knowledge of integers. Topics covered include integers, algebraic expressions, and solving linear equations in one variable.

Prerequisite: MAT 090 or appropriate score on the ASSET

MAT 097 Pre Algebra 5 0 0 5

This course is for students with little or no background in algebra. It is designed to prepare students for Fundamentals of College Mathematics. (MAT 160)A working knowledge of positive and negative numbers is necessary prior to enrollment in this course. Topics covered will include: variables, polynomials, operations with polynomials, linear equations, linear inequalities, graphing in the coordinate plane, and an introduction to sets.

Prerequisite: MAT 095, or appropriate score on the ASSET.

MAT 106 Math I 5 0 0 5
An **introduction** to algebra. This first course in a two-course sequence includes signed whole numbers, nonfractional equations, multiplication and division of fractions and addition and **subtraction** of fractions.
Prerequisite: Appropriate score on the ASSET.

MAT 107 Math II 5 0 0 5
The second course in this sequence includes fractional equations, introduction to graphing, literal fractions, formula rearrangement systems of equations and formula derivation.
Prerequisite: MAT 106.

MAT 114 General Math I 5 0 0 5
A review of basic math skills to aid the student in the improvement of mathematical computations.

MAT 160 Introduction to College Mathematics 5 0 0 5
This course is for students with some knowledge of algebra. Topics covered include: Sets, introduction to probability, linear equations, linear inequalities, factoring polynomials, rational expressions, and linear equations and inequalities in two variables and **their** graphs.
Prerequisite: MAT 097 or appropriate score on the ASSET

MAT 165 College Algebra 5 0 0 5
A study of first and second degree equations, first order in equalities and their graphs, **polynomials, functions**, conic sections and their graphs, systems of linear equations, and an introduction to matrix algebra.
Prerequisite: MAT 160 or appropriate score on the ASSET.

MAT 168 College Trigonometry 5 0 0 5
This course in trigonometry will teach competencies in the following areas: trigonometric functions defined on angles, circular functions, graphs, inverse trigonometric **functions**, identities, equations, laws of cosines, laws of sines, and complex numbers.
Prerequisite: MAT 165.

MAT 270 Pre-Calculus 5 0 0 5
This course is designed to emphasize those topics which are fundamental to the study of calculus. Topics include **functions**, graphs, polynomial functions, rational **functions**, exponential **functions**, logarithmic **functions**, trigonometric functions, and systems of equations.
Prerequisite: MAT 160 and 165.

MAT 272 Calculus 5 0 0 5
This course is a study of circles, lines, parabolas, ellipses, hyperbolas, second degree equations, derivatives, limits, slope of a tangent to a curve and integrals.
Prerequisite: MAT 270

MAT 1101 Fundamentals of Math 3 2 0 4
A study of practical number theory. Analysis of basic operations: addition, subtraction, multiplication and division. Fractions, decimals, powers and roots. percentages, ratio and proportion. Plane and solid geometric figures used in industry; measurements of surfaces and volumes. Introduction to algebra used in trades. Practice in depth.

MAT 1114 Technical Algebra 5 0 0 5
This course provides the students with the fundamental concepts of algebra. Emphasis is placed on the basic operations of algebra, linear equations and inequalities, exponents, polynomials, factoring, and quadratic equations. Students will learn how to apply basic algebra to their specific technical area of study.
Prerequisite: MAT 110I.

MEC 112 Machine Shop Processes 2 0 3 3
Machine Shop Processes acquaints the student with the procedures of layout work and the correct use of hand and machine tools. Experiences in the basic fundamentals of drill press and lathe operations; hand grinding of drill bits and lathe tools; set-up work applied to the trade.

MEC 132 Industrial Rigging 2 0 3 3
A study of the principles of safe rigging practices for the purpose of handling, placing and moving heavy machinery and equipment. Deals with hoists, lifts, slings, rollers and beds, jacks, levers and dollies. Loadings and margins of safety ropes, chains, cables and grappling devices. Proper usage of padding, stiff knees and struts to prevent damage. Safe rigging procedures. Signaling practices. Practical application of principles to the solution of the problems in the lab. Also, the study of principles and standard practices of equipment and machinery installation. Treats foundations, beds, support, leveling, alignment, shimmering and anchoring of equipment components and machinery to insure correct operation. The course is an introduction to the field of the millwright.
Prerequisite: MAT 106, ENG 109.

MKT 121 Marketing 5 0 0 5
An introductory course designed to emphasize key concepts and issues underlying the modern practice of marketing. Modern day illustrations are used in order to provide better examples of how certain concepts work within the total marketing system. The four main decision areas in marketing-products, promotion, and pricing are covered as well as the interaction of marketing and society.

MNT 231 ELC/Mechanical Maintenance I 1 0 6 3
This course acquaints the student with the basic fundamentals of installation, maintenance and repair of machines. Miscellaneous electrical, mechanical, hydraulic, pneumatic and lubrication devices are installed and maintained. Methods of rigging and machine installation including location, leveling and fastening are covered. The use of precision measuring tools and checking for accuracy, squareness and correct center line distances is stressed for pre-start inspection.
Prerequisites: ELC 121, ELN 104.

MNT 232 ELC/Mechanical Maintenance II 1 0 6 3
This course is a study of those parts of the electrical code which affects the work of the industrial maintenance electrician. Practical experience is provided in wiring, installing and connecting the various types of services for lighting, heating, and power installation. Training is provided in troubleshooting in the identification and testing of **circuits**, in making mechanical adjustments and related maintenance operations of various machines. Schematic diagrams showing the plan of operation for each system, electrical or mechanical, are used.
Prerequisite: MNT231.

MUS 160 Music Appreciation

5 0 0 5

A course designed to instill and to further the development of knowledge, understanding, and the appreciation of good music. Emphasis given to the historical development of **music**, pertinent criticism, forms of music, listening, and the relationship of music to a general cultural development.

NUR 120 Nursing I

5 8 0 9

This is an introductory course which provides the opportunity for students to gain knowledge of basic concepts and principles of nursing practice, an overview of Gordon's Functional Health patterns and a beginning understanding of the nursing process. Gordon's **Functional** Health Patterns will be used as an organizing **framework**. Theory related to selected basic nursing skills will be presented and students will be given an opportunity to perform these basic skills in the on-campus laboratory. Legal and Ethical aspects of nursing care are introduced at a beginning level. Information related to the concepts of basic nutrition, communication, pharmacology and the safe administration of medications W-II be included.

Prerequisites: BIO 209, PSY 104

NUR 122 Nursing II

5 2 9 9

This course is designed to build upon principles and practices of nursing presented in NUR 120. Student learning is directed toward an understanding of the nursing process when **providing** basic nursing care to clients across the lifespan who are experiencing common health problems related to the functional health pattern, Health **Perception-Health** Management. The concepts and professional standards of safe environment client support systems, teaching - learning, infection and immunity are thoroughly explored. Incorporation of knowledge from biological and psychological concepts will be emphasized. Acute care settings will be utilized for clinical learning.

Prerequisite: NUR 120, PSY 104, BIO 209

Prerequisite or Corequisite: BIO210

NUR 124 Nursing III

5 2 12 10

This course incorporates principles and practices of nursing presented in NUR 120 and builds upon concepts studied in NUR 122. The use of the nursing process is emphasized to promote the health of clients across the lifespan who have common health problems related to Gordon's functional health **pattern Activity-Exercise**. The student will demonstrate skill in applying ethical-legal principles and professional standards in the delivery of care to clients with alternations in circulation, oxygenation and mobility. Management concepts including management styles used in the nursing delivery systems will be introduced. Incorporation of knowledge from biological and psychological concepts will be emphasized. Acute, ambulatory and long-term care setting will be utilized for clinical learning.

Prerequisite: Nur 122, BJO210

Prerequisite or Corequisite: BIO 206

IUUR 126 Nursing IV 5 2 12 10
 This **course builds** upon NUR 124. The student learning is directed toward applying the nursing process with more advanced skill to promote the health of clients across the lifespan who have health problems related to the Health Functional Pattern, Nutritional-Metabolic and Elimination. The student will also demonstrate more advanced skill in applying ethical-legal principles as they relate to accountability while coordinating care for at least two clients per clinical experience with alterations in gastrointestinal, endocrine, integumentary urinary and fluid and electrolyte imbalances. Management and delegation concepts will be included. Incorporation of knowledge from biological and psychological concepts will be emphasized. Acute and ambulatory care settings will be utilized for clinical learning.
 Prerequisite: NUR 124,810206

NUR 218 Nursing Transition Course 3 2 1* 5
 This course is a transition course for students accepted for admission into the second year of the NEO program. It is designed to assist the student to utilize the nursing process to plan and deliver nursing care for clients experiencing health problems across the lifespan. The student will be introduced to the concepts of provider of care, manager of care and member of discipline. Management and delegation concepts along with management styles will be incorporated into this course. An overview Gordon's eleven health functional patterns will be included. An acute care setting will be utilized to assist the student in implementing the six Gordon's health functional patterns studied in quarters I-IV.
 Prerequisite: BIO 209, BIO 210, BIO 206, PSY 104 PSY 260

*Clinical -4 days (6 hours per day)

NUR 220 Nursing V 5 0 9 8
 This course builds on NUR 126. Student learning is directed toward beginning independence in utilizing the nursing process in applying skills to promote the health of clients across the lifespan experiencing health problems related to the Functional Health Patterns of Role Relationships, Sexuality and Reproduction is incorporated. The student will have the opportunity to analyze ethical, bioethical and legal decision making within the frame-work of professional standards. **Man-**agement concepts including collaboration with health team members will be included. Incorporation of knowledge from biological, psychological, and social sciences will be emphasized. Acute, ambulatory, clinics, and Health Department will be utilized for clinical learning.
 Prerequisite: NUR 126orNUR218

NUR 222 Nursing VI 5 0 9 8
 This course builds on concepts in NUR 220. Student learning is directed toward utilization of the nursing process with increasingly advanced skill to promote the health of clients across the lifespan experiencing health problems related to the Functional Health Patterns of Cognitive Perceptual, Self-Perceptions Self-Concept and Coping-Stress-Tolerance. Management concepts focusing on cognition and perception will include conflict resolution and collaboration. Students will begin involvement in self-development activities for areas of needed improvement that are identified. Incorporation of knowledge from biological. psychological and social science will be emphasized. Acute, ambulatory and mental health care settings will be utilized for clinical learning.
 Prerequisite: NUR 220

NUR 224 Nursing VII 5 0 18 11

This course **combines concepts studied** in all previous nursing and nursing related courses. Student learning is directed toward independent utilization of the nursing process to promote health of clients across the lifespan who are experiencing high risk health problems. Case studies and clinical case pathways will be used in the evaluation of management delegation and coordination of care for clients experiencing altered health pattern problems and the nursing care delivery system. The student will have the opportunity to evaluate ethical-legal decision making and self development activities. Incorporation of knowledge from biological, psychological and social science courses will be emphasized. Acute, ambulatory home care and community health settings will be utilized for clinical learning.

Prerequisite: NUR 222

NUR 3023 Nursing Assistant I 2 2 6 5

The Nursing Assistant I course prepares students to **provide** personal care and perform basic nursing skills for the elderly and other adults. Emphasis is on the process of aging, including the mental, social and physical needs of the elderly; patient's rights; nutrition management elimination procedures; safe environment; restorative services; personal and special care procedures and activities; human body structure and function and related common diseases/disorders; communication and documentation; death and **dying**; and the roles of the **nursing** assistant and health team member. A skills/competency evaluation is required for determining student competency. The course includes class, laboratory, and clinical learning experiences. Clinical learning experiences may be obtained in long-term care facilities, hospitals and home health agencies.

NUR 3024 Nursing Assistant II 3 4 9* 8

Nursing Assistant II course prepares graduates to perform more complex skills for patients or residents regardless of the setting. Emphasis is on infection control including principles of sterile technique and dressing changes for wounds over 48 hours; elimination procedures including catheterizations, irrigations, and care of established **ostomies**; intravenous site care, observation and removal; **oropharyngeal** suctioning; established tracheotomy care; observation and maintenance of oxygen therapy; finger stick for blood glucose testing; breaking/removal fecal impactions; internal nutrition for existing infusions and roles of Nursing Assistant II with members of health care team. A skill/competency evaluation is required for documenting student competency. The course includes, class laboratory and clinical learning experiences. Clinical learning experiences may be obtained in long-term care facilities, hospitals and home health agencies. Upon satisfactory completion of the course and skill/competency evaluation, the graduate is eligible to apply for listing as a Nurse Aide II by the North Carolina Board of Nursing.

NUR 3025 Home Care 2 2 0 3

The home care course prepares graduates to provide basic health and personal care for infants, children, adolescents, and adults including the elderly in the home. The course emphasizes growth and development **throughout** the lifespan; nutrition and meal preparation; medication management; pediatric home care; safety, accident prevention, and emergencies in the home; community resources; family dynamics; and home management. In all employment settings, the nursing assistant giving home care will work under the supervision of a licensed nurse.

OSC 100 Keyboarding I 2 0 3 3
This beginning course is designed to introduce students to the touch systems of keyboarding on the microcomputer with emphasis on correct techniques and mastery of the keyboard, keyboard pad, and printer. Keyboarding procedures and their application to simple business correspondence will be included.

OSC 101 Keyboarding II 2 0 3 3
A continuing course in Keyboarding which emphasizes the development of speed and accuracy with further mastery of correct keying techniques. These skills and techniques are applied in document production, including specialized correspondence, reports, and tables.
Prerequisite: OSC 100

OSC 112 Records Management 3 0 0 3
A study of the fundamentals of indexing and filing **alphabetically**, geographically, numerically, and by subject combining theory and **practice** by use of miniature letters, filing boxes, and guides. Application of records management procedures including introduction to data base management system.

OSC 183 Terminology, Vocabulary & Punctuation 5 0 0 5
A course to develop an understanding of the terminology and vocabulary appropriate to the course of study, as it is used in business, technical, and professional offices.

OSC 214 Office Procedures 3 2 0 4
This course is designed to acquaint the student with the responsibilities encountered by a secretary during the workday. These include the following: receptionist duties, handling the mail, telephone techniques, travel information, telegrams, office records, purchasing of supplies, office organization, and insurance claims.
Prerequisite: OSC 101.

OSC 215 Machine Transcription I 3 2 0 4
A beginning course in developing the skill of transcribing at the typewriter. Special emphasis is placed on developing vocabulary, accurate spelling, and supplying the necessary punctuation for a correct transcript. The student is encouraged to proof-read and correct all errors in order to have a mailable transcript.

OSC 217 Machine Transcription II 3 2 0 4
A continuing course to improve transcribing ability. The student is expected to improve his/her vocabulary and improve **accuracy** in spelling and punctuating. Special emphasis is placed on mailable transcripts in appropriate form for the various business and professional offices in which the student may eventually be employed.
Prerequisite: OSC 215

PED 160 Wellness and Fitness 2 0 0 2
Basic, practical concepts concerning health, **disease, fitness, exercise, nutrition, etc.**, will be covered as related to personal wellness and fitness.

PED 162 Fitness Walking 2 0 0 2
This course is designed to teach the proper techniques for maintaining fitness through walking.

PED 164 Archery 2 0 0 2
This course is designed to acquaint students with the **historical** development rules, techniques, and skills of archery.

PED 166 Bowling 2 0 0 2
This course is designed to develop knowledge of rules, performance skills and techniques for beginning bowling students. A fee will be charged for this course.

PED 168 Volleyball 2 0 0 2
This course will provide the opportunity for students to develop fundamental skills in volleyball.

PED 170 Aerobic Dance 2 0 0 2
This course is designed to acquaint students with fitness improvements acquired through aerobic dance.

PED 172 Nutrition 2 0 0 2
This course is designed to acquaint students with topics in nutrition which are most relevant to physical activity and sports participation. Topics will include general nutrition information, effects of food on physical performance, eating disorders, and proper body fat control.

PHY 110 Physics I 4 2 0 5
An **introduction** to applied physics and its correlation to industrial maintenance technology. Topics **provide** applicable concepts to devices and instruments found in modern electromechanical **settings**. **Areas of instruction include Force, Work Rate, Momentum, Resistance, Power and Energy.**
Prerequisite: MAT 106/1 07.

PHY 161 Physical Science 5 2 0 6
This course is to give the student a general understanding of his physical **environment** and the laws that govern it. Define the physical concepts and help the student to realize the peace of new developments within the physical description of the world and their impact on the framework of established principles. Includes appropriate lab experiences.
Prerequisite: MAT 160.

PHY 1101 Applied Science I 3 2 0 4
An introduction to physical principles and their application in industry. Topics in this course include measurement properties of solids, liquids, and gases; basic electrical principles.

PLU 110 Plumbing & Pipe Fitting 2 0 3 3
This course covers the basic principles for piping systems as they are used in machinery and equipment for production and manufacturing processes. Its ability to increase production will be stressed.

POL 102 United States Government 3 0 0 3
A study of English and colonial background, the Articles of Confederation, and the framing of the federal constitution. The nature of the federal union, state rights, federal powers, political parties. The general organization and functioning of national government.

POL 160 American Government 5 0 0 5
A study of American national government with emphasis on **basic concepts, structure, powers, procedures, and problems.**

POL 165 State and Local Government 5 0 0 5
A study which traces the evolution, growth, and development of American state and local government. **A** treatment is given of the political and constitutional status of state and local government in relation to the federal system. The functions of state, county, and city governments are taken up in considerable detail.

PSY 104 Human Growth and Development 5 0 0 5
This course is a study of the ages and stages of human development from the prenatal period through old age. Physiological, cognitive, and psychosocial concepts are included. Major theorists are covered.

PSY 115 The Exceptional Child 5 0 0 5
An introduction to the psychological principles, problems, and characteristics of children who are exceptional because of sensory, orthopedic, cognitive, and/or behavioral handicaps.

PSY 203 Child Psychology 5 0 0 5
Using the hands-on, discovery approach, this course provides a study of the behaviors and characteristics of troubled children in contemporary society and includes the study of latchkey children and abused, withdraw, suicidal, and antisocial children.
Prerequisite: EDU 121

PSY 206 Applied Psychology 3 0 0 3
A study of the principles that will be of assistance in the understanding of interpersonal relations on the job. Motivation, feelings, and emotions are considered with Particular reference to on-the-job problems. The student is introduced to behavioral modification programs.

PSY 230 Human Relations 3 0 0 3
A study of concepts and attitudes held by police in relation to brutality, dishonesty, and minority groups.

PSY 260 Introduction to Psychology 5 0 0 5
This course is an introductory survey of the field of psychology, wherein the student becomes better acquainted with a human as a biological-social organism. Topics covered include psychology as a science, memory, stress, human growth and development, learning, and behavior modification.

PSY 1103 Human Relations I 3 0 0 3
A study of basic principles of human behavior. The problems of the individual are studied in relation to society, group membership, and relationships within the work situation.

PSY 1104 Human Relations II 3 0 0 3
A study of the cosmetologist's relationships with patrons, coworkers, employer, friends, and family. Emphasis is placed on how relationships are affected by a variety of factors.

PSY 1105 Human Relations & Communications 2 0 0 2

This course is a study of three communications models: a sender-receiver model, a helping and humans relations model, and a verbal-response assertiveness model.

RED 085 Study Skills 3 2 0 4

This course is designed to develop an understanding for the need to learn and practice good study habits. It presents effective methods of study equally applicable to vocational and technical programs. Emphasis is placed on learning effective use of the text book time management outlining and notetaking skills, library skills, and test taking skills.

RED 090 Reading Enrichment I 3 2 0 4

This course is a study of sequential word and reading skills that are essential for sound comprehension. The sequence of skills is as follows: using the dictionary, using vocabulary in context identifying transitions, understanding the nature of main ideas, locating main ideas in paragraphs, determining implied main ideas, understanding the nature of supporting details, identifying patterns of organization, and drawing inferences.

RED 095 Reading Enrichment II 3 2 0 4

This course is a study of reading and vocabulary skills that develop effective reading and clear thinking. In addition to the skills taught in RED 090, the following skills will be taught: distinguishing **facts** from opinions, understanding purpose and tone, detecting bias and propaganda, and evaluating arguments.
Prerequisite: RED 090 or appropriate score on the ASSET test.

RED 097 College Reading 3 2 0 4

A study of systematic approaches for developing controlled conscious comprehension of written material and data found in college texts, in job training manuals, and standardized tests. The vocabulary instruction will focus on words common to college textbooks and therefore essential to competent reading performance.
Prerequisite: RED 095 or appropriate score on the ASSET test.

RED 1106 Reading Skills improvement 2 2 0 3

A study of reading skills designed to improve the student's analytical ability. It includes general and specialized vocabulary studies; comprehension and interpretation exercises; recognition of facts, opinions, and bias; and the development of summarization skills.

REL 260 Introduction to the Old Testament 5 0 0 5

A study of the Old Testament the history and literature of the various Old Testament books and the early development of the Hebrew religion.

REL 265 introduction to the New Testament 5 0 0 5

A study of the New Testament focusing on the major teachings of Jesus, the major teachings of the Apostle Paul, and the later writings. Special attention paid to the similarities and dissimilarities of the various books; to the historical, cultural and religious background; and to the compilation of the New Testament.

RSP 141 Theories and Principles I 2 4 0 4
This course introduces the student to medical gas theory, oxygen therapy, cardiopulmonary anatomy and physiology, and medical terminology associated with respiratory care. Topics include patient assessment oxygen administration, infection control techniques, and respiratory mechanics. Upon completion, students will be able to display mastery of concepts and procedures through demonstration and written evaluations.
Prerequisite: Admission into the program.

RSP 142 Theories and Principles II 2 4 0 4
This course covers advanced techniques in oxygen therapy, and the basic therapeutic modalities and equipment used for bronchial hygiene as it pertains to the adult pediatric, neonatal and geriatric patient. Topics include chest physiotherapy, humidity and aerosol therapy, high flow oxygen delivery, hyperinflation techniques, and oxygen analysis. Upon completion, students will be able to demonstrate mastery of concepts and procedures through laboratory evaluation and written examinations.
Prerequisite: RSP 141

RSP 143 Theories and Principles II 2 4 0 4
This course provides an in-depth study of airway care maintenance, diagnostic procedures and equipment as it pertains to the adult pediatric, neonatal and geriatric patient. Topics include techniques for airway maintenance, PWS, ABG's and the use of emergency equipment including the introduction of continuous mechanical ventilation concepts. Upon completion, students will be able to demonstrate mastery of concepts and procedures through laboratory evaluation and written examinations.
Prerequisite: RSP 142

RSP 144 Theories and Principles IV 2 4 0 4
This course covers techniques of mechanical ventilation as it pertains to the adult, pediatric, neonatal and geriatric patient. Emphasis is placed on acquiring knowledge and skills necessary to provide mechanical ventilation in an emergency clinical setting such as intensive care units. Upon completion, students will be able to demonstrate mastery of concepts and procedures through laboratory evaluation and written examinations.
Prerequisite: RSP 143

RSP 146 Cardipulmonary Anatomy/
Physiology 4 0 0 4
This course teaches methods and techniques of evaluating respiratory and cardiac functions in normal and diseased states. Topics include physiology, electrolyte balance, blood gas relationships, ECG interpretation and hemodynamic evaluation. Upon completion, students will be able to collect and combine appropriate information to accurately assess and evaluate patients' cardiopulmonary status.
Prerequisite: BIO 209 andBIO210

RSP 151 Cardiopulmonary Pharmacology 3 0 0 3

This course includes effects, mechanisms of action, routes and methods of administration, distribution, metabolism, and excretion of drugs pertinent to respiratory care as it pertains to the adult pediatric, neonatal and geriatric patient. Topics include general pharmacology, microbiology, micokinetics, bronchodilators, corticosteroids, antibiotics, respiratory stimulants and depressants, and diagnostic agents. Upon completion, students will be able to use references, compute dosages, interpret and evaluate prescriptions, describe, or prepare the administration of respiratory drugs.

Prerequisite: MAT 160 or permission of the instructor

RSP 152 Pathophysiology 3 0 0 3

This course discusses common respiratory abnormalities and disorders as it pertains to the adult pediatric, neonatal and geriatric patient. Topics include anatomic alterations of the lungs, etiology of the disease process, an overview of clinical manifestations and treatment. Upon completion, students will be able to describe basic pathophysiologic concepts and mechanisms of respiratory disorders, including current treatment and therapeutic interventions.

Prerequisite: BIO 206 or permission of the instructor

RSP 153 Intensive Respiratory Care 2 2 0 3

This course covers techniques of advanced patient assessment for all age groups. Emphasis is placed on understanding the rationale for continuous invasive/noninvasive assessment and treatment, evaluating respiratory modalities based on therapeutic objectives, and documenting the information attained. Upon completion, students will be able to update physiologic assessments, initiate and maintain prescribed therapy, evaluate patient's response and suggest modifications in respiratory management.

Prerequisite: RSP 143, RSP 146

RSP 160 Clinical Experience I & orientation 0 0 18 6

This course provides clinical exposure for basic modalities of respiratory care including introductory oxygen therapy, infection control, patient assessment life support techniques, introductory airway care, implementation of aerosol and hyperinflation modalities, and chest physiotherapy. Emphasis is placed on observing and performing procedures with a clinical instructor in order to acquire clinical competencies in basic respiratory skills such as infection control techniques introductory patient assessment oxygen therapy, aerosol therapy, and CPT. Upon completion, students will be able to demonstrate competencies in all areas of basic oxygen therapy, humidity and aerosol administration, chest physiotherapy and bronchopulmonary toilet.

Prerequisite: RSP 143

Corequisite: RSP 144, RSP 151, RSP 152

RSP 251 Theories and Principles V 2 4 0 4

This course covers advanced modes of ventilator support and innovative techniques of evaluation as it pertains to the adult pediatric, neonatal and geriatric patient. Topics include pharmacology for ventilator maintenance, ventilator monitors, high frequency ventilation, application and complications of airway pressure therapy, nutrition, hemodynamics and PFT's. Upon completion, students will be able to initiate mechanical ventilation, manipulate settings as indicated by changes in patient status, conduct PFT and Hemodynamic interpretations.

Prerequisite: RSP 144

RSP 252 Theories and Principles VI 2 4 0 4
 This course covers home care, rehabilitation and long-term care as it pertains to the adult pediatric, neonatal and geriatric patient. Emphasis is placed on understanding the equipment utilized, the rationale for continuous assessment and treatment nutrition, evaluating respiratory modalities based on therapeutic objectives, and documenting the information attained. Upon completion, students will be able to update physiologic assessments, initiate and maintain prescribed therapy, evaluate patient's response and suggest appropriate modifications in respiratory management.
 Prerequisite: RSP 25 I

RSP 253 Theories and Principles VII 2 4 0 4
 This course provides a study of management theory, advanced in respiratory care technology, and a review of basic respiratory care principles. Emphasis is placed in researching state-of-the-art technology, management of a respiratory department and a comprehensive review of information on the NBRC entry level examination as well as advanced examination. This course utilizes computer aided instruction material to reinforce learning, develop critical thinking skills, and conduct research. Upon completion, students will be able to complete a mock advanced-level examination with a passing score, conduct independent research, and utilize management skills necessary to control a respiratory department.
 Prerequisite: RSP 252 or permission of the instructor.

RSP 260 Clinical Experience II 0 0 27 9
 Students will be scheduled for clinical rotations in college affiliated hospitals in the southeast region. Clinical experiences are subdivided into subrotations which may vary from 1 to 5 weeks. Subrotations include basic therapy, medical and surgical intensive care, cardiac and thoracic intensive care, neonatal and Pediatric intensive care, pulmonary function, cardiac and pulmonary rehabilitation, home care, long term care units, diagnostic laboratory including stress testing, physician rounds and management.
 Prerequisite: RSP 160

RSP 261 Clinical Experience III 0 0 27 9
 A continuation of RSP 260.
 Prerequisite: RSP 260

RSP 262 Clinical Experience IV 0 0 27 9
 A continuation of RSP 261.
 Prerequisite: RSP 26 I

SOC 102 Principles of Sociology 3 0 0 3
 This course is an introduction to the scientific study of human interaction. Emphasis is placed on the study of sociological terminology, elements of society, inequalities in society, institutions, and change.

SOC 215 Interpersonal Relationships & Communications 3 0 0 3
 A basic course dealing with interpersonal and communication skills utilized in helping relationships. Examination is made of barriers which prohibit communication and hamper the helping process. The student will learn techniques of interviewing for specific purposes and acquire in working with people.

SOC 260 Fundamentals of Sociology 5 0 0 5
This course is designed to give the students an overview of sociology, to acquaint them with language and terms of sociology, to emphasize contemporary issues in society, to help the students understand their culture, and to examine the institutions of American society today.

SOC 265 Social Problems 5 0 0 5
This course presents current social problems associated with family, community, school, and work place in the state, the nation, and the world. Emphasis is placed on recognizing, defining, analyzing, and proposing solutions to those problems.
Prerequisite: SOC 260

SPH 265 Fundamentals of Speech 5 0 0 5
This course presents concepts and principles of human communication. Students concentration developing effective one-on-one and small-group relationships, role playing, and public speaking.

WLD 101 Basic Welding 2 0 3 3
This course consists of welding demonstrations by the instructor and practice by students in the use of the arc welding process to fabricate steel. Welded joints are discussed and welded in various positions. Care and maintenance of the arc welder are applied in this course.

WLD 103 Basic Gas Welding 0 0 3 1
This course consists of welding demonstrates by the instructor and practice by students in the welding shop. Safe and correct methods of assembling and operating the welding equipment are included. Practice will be given for surface welding; bronze welding, silver soldering, and flame cutting methods applicable to mechanical repair work.

WI-D 1107 Basic Gas Welding 1 0 3 2
Safe and correct methods of assembling and operating the welding equipment applied to the cutting and assembling of the metal tubing utilized in air conditioning, heating, and refrigeration systems. Practice will be given to brazing and soldering aluminum, copper, and steel tubing.

FACULTY

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

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

Mary Ash, **Department Chairperson, Math and Science: B. S., NC State University; M.AE., Gardner-Webb College**

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

Betty J. Bissell, **English: B.A., UNC Chapel Hill; M.A., UNC Chapel Hill**

Barbara N. Brown, **Nursing: B. S. N., NC Central University; MAEd., Pembroke State University**

Henry C. Bruce, **Carpentry:AAS., Robeson Technical Institute**

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

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

Eloise T. Cook, **Developmental: B. S., Auburn University**

Jack D. Cook, **English: B. S., Evangel College; M.Ed., Auburn University**

William L. Croft, BSAST, RRT, CRIT, **Department Chairperson, Respiratory Care Technology:AAS., Sandhills Community College; B. S., Thomas Edison State College**

Lois R. Currie, **Nursing: R. N., Hamlet Hospital School of Nursing; B.S.N, Atlantic Christian College; MA.Ed., Pembroke State University**

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

George L. Emerick, Law **Enforcement Technology.. A.A.S., El Paso Community College; B. B.A., Campbell College; M.A., Webster College**

Marjorie R. Garner, **Nursing: B. S. N., UNC Charlotte; MA.Ed., Pembroke State University**

Richard Hanchey, **Industrial Maintenance: A.A.S., Robeson Community College**

Byron C. Herring, **Co-Chairperson: Business Academic Computer Systems Administration B. S., Fayetteville State University; M. B.A., Golden Gate University**

Edythe B. Hill, **Nursing: B. S., Winston-Salem State University; MAEd., Pembroke State University**

Evelyn Hunt, **Department Chairperson, Cosmetology: Diploma, Robeson Technical Institute**

Connie P. Ivey, **Business: B.S., Appalachian State University; M. E., NC State University**

Eileen S. Jones, **Cosmetology A.A.S. Lenior Community College**

Queen E. Locklear, **Cosmetology: Diploma, Robeson Technical Institute**

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

John McDonald, **Biology and Science: B. S., North Carolina AT & T State University at Greensboro; M. S., Atlanta University**

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

Elizabeth T. Nye, **Department Chairperson, Nursing: R. N., Robeson County Memorial Hospital School of Nursing; B. S., Pembroke State University; M.Ed., NC State University; M. S. N., East Carolina University**

Cathy W. Penny, **Cosmetology Diploma, Robeson Technical Institute**

Sheila /L Regan, **Biology and Sciences: B. S., Pembroke State University; M. S., UNC Chapel Hill**

J. D. Revels, **Electrical: Diploma, Robeson Technical Institute**

Eileen P. Rimmer, **Respiratory Care: A.A.S., Carteret Community College**

Micah Sampson, **Industrail Electronics: A.A.S., Robeson Community College**

Frances L. Scott, **Developmental: A. B., High Point College; M.A.E., Pembroke State University**

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

Georgia N. Simpson, **Co-Chairperson for Program Instructional Administration: B. S.**, Pembroke State University; **M.A. Ed.**, East Carolina University

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

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

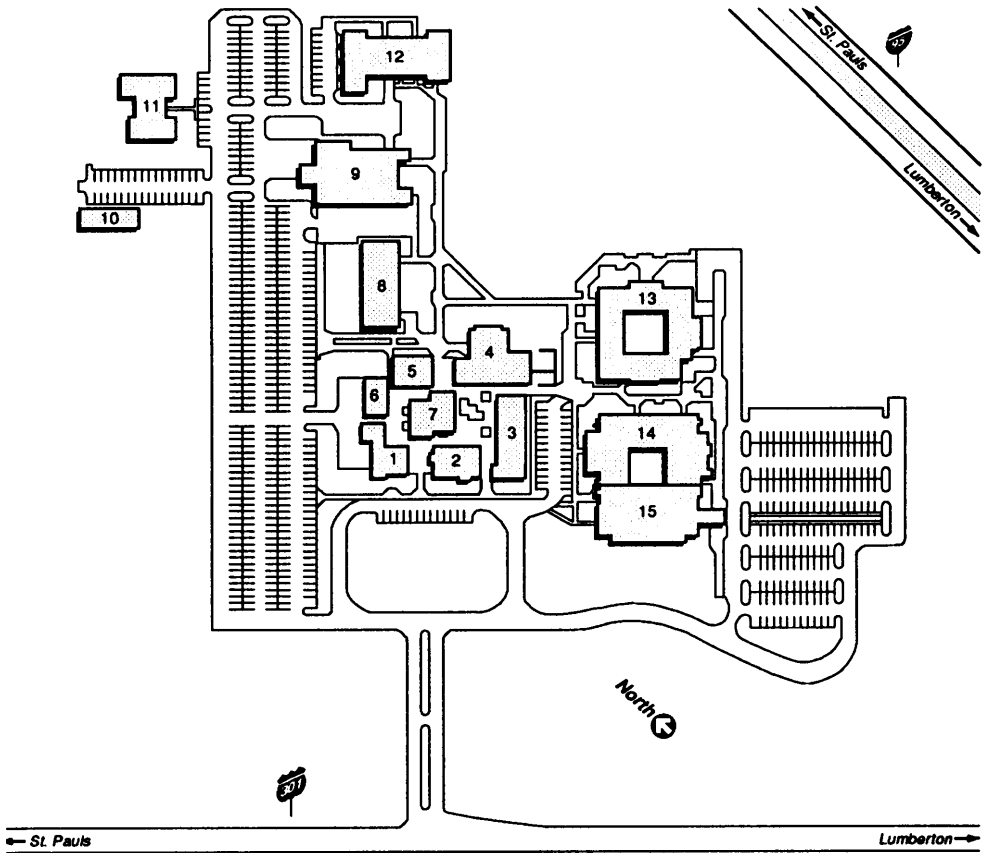
Harvey L. Strong, **Department Chairperson, Engineering Technology Programs: B. S.**, Athens State College; **B. S.**, University of Maryland

H. Ellen Warwick, **Business: B.S.**, High Point College; **M.A.E.**, East Carolina University

Curt K. Watson. Jr., Law **Enforcement Technology: B. S.**, Virginia Commonwealth University; **M. S.**, Eastern Kentucky University

Elaine Whitfield, **Department Chairperson, English: B. S.**, East Carolina University; **M.AE.**, East Carolina University

NOTES



- Building 1: Electronics, welding
- Building 2: Administration, business office
- Building 3: Adult & continuing education, literacy education, cosmetology
- Building 4: Library
- Building 5: Curriculum administration, general classroom
- Building 6: Maintenance department
- Building 7: Science labs, general classrooms
- Building 8: Nursing, respiratory owe, labs, general classrooms
- Building 9: Vocational: air conditioning, auto mechanics, carpentry, electrical installation & maintenance, drafting lab
- Building 10: Institutional storage facility
- Building 11: Emergency services education: administration, classrooms for fire, BLET & emergency medical personnel

- Building 12: Auto body repair, industrial maintenance, industrial labs, continuing education labs, general classrooms, law enforcement
- Building 13: Student services: admissions, records, administrative computer center, counseling, financial aid, student government, cafeteria, lounge, bookstore
- Building 14: *First floor:* business education, continuing education labs, print shop, media center
Second floor: business education programs, small business center, general classrooms, HRD
- Building 15: A. D. Lewis Auditorium, boardroom

Note: Visitor parking in front of Buildings 1 & 2, between Buildings 3 & 14, and in front of Building 13

ADULT AND CONTINUING EDUCATION

Occupational Extension

New and Expanding Industry

Focused Industrial Training

Small Business Center

Emergency Services Education

Community Services Education

Literacy Education

Human Resources Development

General Information

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

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

Class Schedules and Enrollment

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

Admission

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

Fees and Insurance

Most Occupational Extension courses have a registration fee of \$35, and Community Services Education courses range from \$0-\$50, with the most common being \$35. 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 Literacy 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 738-7101, 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; Principles of Air Conditioning and Refrigeration; 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. Courses can be as short as one hour or as long as 440 hours, depending on the extent and the complexity of the material to be taught. Some courses are offered as one-day seminars, while others meet once or twice a week, day or evening, up to 17 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 only direct cost is a \$35 registration fee, regardless of course length.

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

Licensing Preparation Courses

Licensing preparation courses are offered by Robeson Community College Occupational Extension Department for real estate, insurance, day-care, notary public, and vehicle inspection. The following courses are offered:

Child Care Credential I & II **66 hours**

These courses provide the instruction necessary to qualify for the NC Child Care Credential. This credential prepares an individual for entry level employment as a teacher in a child care setting. Areas of study include introduction to the child care profession, child growth and development, and getting to know the whole child. 6.6 CEU'S

Insurance 215 (Life, Accident and Health) **54 Hours**

This course is required by the NC insurance Commission for eligibility to take the state licensing examination. Upon successful completion of this course, the student should be able to discuss exposures, types, policy provisions, and practices of life, health and accident insurance; to program life and health insurance; to interpret the regulations and laws specifically applying to life, health and accident agents; and to describe the various social insurance plans. 5.4 CEU'S

Insurance 216 (Fire and Casualty) 54 Hours

This course is required by the NC Insurance Commission for eligibility to take the state licensing examination. Upon successful completion of this course, the student should be able to discuss automobile insurance, general liability exposures and insurance, worker's compensation, commercial fire and other insurance, homeowner's insurance, crime insurance, and government fire and casualty insurance. 5.4 CUE'S

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 acknowledge of proof and execution or signing of any instrument or writing; take affidavits or depositions; administer oaths and affirmations. **.6 CEU**

Real Estate Fundamentals 78 Hours

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

Real Estate Law 33 Hours

This course will focus on providing students with a practical working knowledge of legal concepts and practices affecting real estate in general and real estate brokerage in particular. It is designed for those preparing for the brokers' exam and those currently working as sales persons. 3.3 CEU'S

Real Estate Finance 33 Hours

This course will focus on providing students with a practical working knowledge of real estate finance concepts and practices. It is designed for those preparing for the brokers' exam and those currently working as sales persons. 3.3 CEU'S

Real Estate Brokerage Operations 33 Hours

This course will focus on providing students with a practical knowledge of how a real estate office operates and how to manage a real estate office. It is designed for those preparing for the brokers' exam and those currently working as real estate sales persons. 3.3 CEU'S

Vehicle Safety Inspection 8.0 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

New and Expanding Industry Training

Training for New and Expanding Industry is a program designed to train the production employees required by a new or expanding manufacturing company. The program has no standard courses. Since the needs of each

new or expanding company are different, a complete customized training package is tailored to each individual company's particular needs.

Program Design

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

The final program design is the result of joint planning by company personnel, one or more industrial training specialists from the college, and the Industry Services Division of the N.C. Department of Community Colleges. Industrial training specialists are available to visit the existing operations of a company and study the job skills, work schedules, production processes, and any other variables pertinent to preparing a training proposal suited specifically to that company's particular needs.

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

Program Length and Location

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

Most often classes are conducted on campus or at the company's plant. If neither of these alternatives is practical, state funds maybe 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 mayor may not be receiving wages during the training period. In either instance, the state does not pay the wages of the trainees.

Cost to Industry

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

Focused Industrial Training

Robeson Community College is one of 38 of North Carolina's 58 community colleges and technical institutes to receive a Focused Industrial Training Program. Focused Industrial Training funds are the result of a special appropriation by the General Assembly. The primary purpose of Focused Industrial Training is to provide skills training to manufacturing

industries in the face of changing technology. As a result of this program, Robeson Community College has the capabilities to upgrade the skill levels of workers presently employed by local manufacturers.

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

Scope of Training Offered

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

Examples of Approved Training

Almost any subject identified as a technical training need of a local manufacturer is justifiable through Focused Industrial Training. The following are examples of some of the training areas previously offered:

Machinist Training	Industrial Safety
Industrial Maintenance	Quality Control
Blueprint Reading	Human Relations
Machine Operator Training	Drafting Measurements
Electricity	Time Management
Electronics	First Line Supervision
Forklift Operator	Industrial Knitting
Program Controls	Textile Technician
Welding	National Electric Code
	Wastewater Operator

Students and Class Size

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

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

Cost to Industry

The majority of the costs of Focused Industrial Training is supported by the state. Therefore, direct costs to students are kept at a minimum. The cost for a non-credit workshop or course is a \$35 registration fee per student, regardless of 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 Focused Industrial Training
Robeson Community College
Post Office Box 1420
Lumberton, NC 28359
Or call (910) 738-7101 Ext. 122

Small Business Center

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

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

Workshops, Seminars and Courses

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

Counseling/Referral

The Center provides limited analysis and evaluation to determine immediate needs. Referral relationships exist with SW (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.

C-sponsorship

Workshops, seminars and courses are cosponsored with other agencies such as the Small Business Administration and Robeson County Chambers 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. Upgrading and retraining for employees are also available through the Center.

Courses 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.

Computers for Small Business

Assessing your needs for a computer, literacy review of hardware and software, applications of computers to small businesses, word processing, spreadsheet, database, accounting, and graphics programs.

Labor Laws and Regulations

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

Credit and Collections

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

Money Management

Understanding the objectives of financial planning, risk management, reducing tax burdens and how to put your dollars to work to maximize profit.

Inventory Control

Identifying the key elements of an effective inventory management system, establishing guidelines for inventory levels and identifying inventory losses through theft and ineffective handling.

Buying and Selling a Small Business

Comparison of initial expenditures between starting or buying a business, determining of price and the value of the business, and advantages and disadvantages of franchise businesses.

Employee Motivation

Strengthening skills of employers in motivating employees with emphasis on job application techniques. Also, recognizing and dealing with job dissatisfaction or problem employees.

Customer Relations

Satisfying customers and keep them coming back, dealing with the angry customer, company image and developing employee appreciation for the customer.

Other Small Business Management Courses

Topics include time management strategies, communication skills, coping with stress, increasing effectiveness at work and home, problem identification and decision making.

Continuing Education for Insurance Agents 3-6 Hours

Approved courses in the areas of property and casualty and life and health fields, as well as the mandatory statute and regulation update are available.

Continuing Professional Education for CPA's 4-20 Hours

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 4-6 Hours

These approved programs are live teleconferences or video replays from the NC Bar Foundation to provide CLE for attorneys.

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, N.C. 28359
Or call (910) 738-7101, Ext. 214

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	Medical Terminology
CPR (Cardiopulmonary Resuscitation)	Mobile Inter. Care Nursing Multimedia First Aid
Death and Dying	Stress Management
Domiciliary Home Management	Nurses Assistant Refresher
Domiciliary Home Continuing Education	Pediatric Advanced Life Support (PALS) PreHospital Trauma Life Support (PHTLS)
First Aid	Advanced Cardiac Life Support (ACLS)
Nurses Assistant I	Basic Trauma Life Support (BTLS)
Home Health Aide	Basic Cardiac Life Support instruction
Hospital Fire Safety	

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 and the EMT Refresher course is offered at least four times a year on the college campus. If demand necessitates, these courses can be taught more often and maybe 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-1 and EMT-D programs are available to state certified EMT's working for the ambulance service and to EMT's on the rescue squads and Lumberton Fire Department.

Fire Service Training

Robeson Community College offers fire training to both volunteer and career firefighters. This training, taken directly to the local fire departments, allows the firefighters to be trained as an organized group utilizing equipment ordinarily used in controlling fire. Highly specialized training such as Arson Investigation is offered at a central location but is open to firefighters from all departments.

Instruction offered by the Fire Service Training program covers nearly every phase of firemanship. Courses are designed not only to develop

necessary skills, but also to develop the firefighter’s initiative and judgment, safe habits, and correct situation experiences. Materials and texts used are those approved by the International Fire Service Training Association.

Recently, Robeson Community College began offering the North Carolina Firefighter Level I and Level II certification programs on campus and at selected 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 in North Carolina.

Courses that are included in the Firefighter I and II Certification program, along with the minimum number of hours for each area, are listed below:

	Level I	II
● Emergency Medical Care	24	NA
● Forcible Entry	18	NA
● Rope Practices	12	6
● Portable Fire Extinguishers	6	NA
● Ladder Practices	15	21
● Fire Hose, Appliances, & streams	27	7
● Salvage Practices	7	NA
● Foam Fire Stream Practices	6	4
● Ventilation	15	15
● Rescue Practices	12	27
● personal Protective Equipment	24	NA
● Sprinklers	12	12
● Fire Alarm and Communications	10	13
● Safety	30	6
● Fire Behavior	3	3
● Fire Department Organization (General)	3	3
. Water Supply	15	15
. Fire Control	18	27
. Overhaul	4	4
● Response to Hazardous Materials	12	24
● Fire Prevention, Public Fire Education & Fire Cause Determination	15	18
● Building Construction	6	9

In addition to the standard training listed above, the following specialized courses are offered:

Arson Investigation	Civil Disorder
Arson Detection	Hospital Fire Safety
Fire Brigade Trng. For Industry	Officer Training
Driver Operator Certification	Fire Safety
Emergency Medical Technician	Radiological Monitoring
Bombing and Bomb Threats	Southeast Fire/Rescue College
Care of Burns	CPR
Hazardous Materials -Awareness	Radio Communication
Hazardous Materials - Operations	First Responder
Introduction to Firefighting	Instructor Certification

Fire Apparatus Practices	(Fire & EMS)
LP Gas Emergencies	Blood borne Pathogens
Basic Rescue Technicians	CPR Instructor
Advanced Rescue Technician	Advanced Forensic Fire Investigation

National Fire Academy classes are offered during the annual Fire/Rescue College **in February**.

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. Sheriffs deputies have one year from the date they are sworn into begin the BLET.

Robeson Community College is certified to conduct the Basic Law Enforcement Training Course which is normally offered four times per year, three times during the day and one class at night.

Other courses are offered periodically or upon request from an individual department. These courses are designed to provide specialized training to the certified law enforcement officer.

Some of the courses available are listed; however, other law enforcement courses are available upon request.

Accident Investigation	Hostage Negotiations
Bomb Threats	Interview Techniques
CPR	Jail Administration School
Civil Liability	Law Enforcement Instructors
Community Relations	Laws of Arrest, Search & Seizure
Criminal Investigation	Radar Operator School
Defensive Tactics	Riot Control and Civil Disturb.
Drivers Training	Supervision for Law Enforcement Officers
Emergency Medical Technician	
Fingerprinting	Blood borne Pathogens
Firearms Recertification	Report Writing
Unarmed Self Defense	Performance Training
First Responder	ASP Training
Homicide Investigation	

Other specialized courses are hosted by Robeson Community College each year. These courses will be announced individually as they are scheduled.

Community Services Education

The Community Services Education Program is designed to meet community needs and to assist adults in the development of new skills or the upgrading of existing ones. The Program is divided into two areas: 1.

Avocational courses provide practical training for persons pursuing additional skills which are not considered their major or primary vocation or focus on an individual's personal or leisure needs rather than their occupation, profession or employment. 2. Cultural and civic activities focus on quality events that are of general interest to the public.

Any adult 18 years of age or older who can profit from instruction may enroll in classes on campus, or at other specified areas in the county. Some of the more popular community services courses offered are listed below. Cost of these courses range from \$0 to \$50.

Auto Body Repair	Furniture Upholstery
Auto Mechanics	Group Piano
Basketweaving	Knitting
Beginning Sewing	Lap Quilting and Crafts
Cake Decorating	Photography
Carpentry	Porcelain Dolls
Ceramics	Pottery
Crafts	Sign Language
Drawing and Oil Painting	Small Engine Repair
Flower Arranging	Water Color
Furniture Refinishing	

Community Services Education Course Descriptions

Auto Body Repair

You can learn a broad range of auto body work techniques. Students become familiar with the terminology, tools, and techniques of auto body repair, and have "hands-n" experience in repair, sanding, painting, and finishing. Students have an opportunity to repair and paint their own vehicles during the class.

Auto Mechanics

Now that the full service gas station is a thing of the past, learn the fundamentals of keeping your car going. Improve your gas mileage, performance, and extend the life of your present vehicle. With a limited number of tools you can do basic maintenance and save yourself money! The course activities will be limited to small maintenance jobs.

Basketweaving

Once a household necessity, the humble basket today commands a high price if handmade and authentically styled. Baskets are known for their durability and design as well as their beauty. Hand crafted out of natural materials, you create your own useful and decorative accent pieces.

Beginning Sewing

Save \$\$'s by learning to sew. Learn to use the sewing machine and be introduced to sewing terms, fabrics, patterns, pressing techniques, and sewing notions to make sewing a pleasure.

Cake Decorating

There's more to cake decorating than just icing the cake. Designed for beginners and advanced students, this course will cover all decorating basics, including baking and icing. Learn from an expert how to master borders, flowers, string work, lattice work, writing, and figure piping.

Carpentry

This will be a basic introductory class in woodworking. It will include instruction of the various machines and tools for woodworking shop, the various uses of these machines, tools and proper safety procedures to follow. Instruction in the use and selection of various materials, as well as other topics, will be included.

Ceramics

Students complete projects cast in molds using a variety of techniques and using several kinds of glazes. Using step-by-step methods, persons with little artistic ability or pottery experience can learn to make quality products.

Crafts

Make unique crafts and seasonal gifts at little or no expense using common household and natural items.

Drawing and Oil Painting

You can learn to draw and paint! Pick your medium - drawing or oil painting. Whether you're just starting or want to continue to sharpen your skills, you'll find your place in this course. You'll receive individual help as you tap these artistic worlds.

Flower Arranging

Whether **it's silk flowers, dried natural plants, or fresh** blooms, you'll learn how to make beautiful arrangements for gifts or for your own home **in this** class. Topics include equipment and materials, container selection, flowers and plants, design concepts, and use of color and texture.

Furniture Refinishing

Learn the fine art of furniture refinishing. The course will include instruction in stripping, surface preparation, staining, making minor repairs, and choosing the finish best suited for your projects. Bring a restoration project to class and turn it into a treasure.

Furniture Upholstery

Don't throw away that old chair - learn how to reupholster or recover it instead. You'll learn how to estimate the amount of material you'll need, use a sewing machine and its attachments, cut and sew coverings, and cover buttons. Students will work on individually selected projects.

Group Piano

Learn how to read notes, build major, minor, augmented, diminished, dominant seventh chords, and the recognition of their chord symbols. Individual time at the keyboard is structured into the course itself.

Knitting

Hand-knit sweaters are definitely in style. Here's your chance to develop your knitting skills from the beginner to the advanced. You'll receive individual attention as you make your unique knitted project. There will be advice on what materials to use, perfecting your skills, and interpreting stitch and pattern directions. You'll also pick up some ideas on new items to knit.

Lap Quilting and Crafts

Learn the old-fashioned art of quilting in this course. Each student will learn all steps necessary for many quilted projects including quilts. Many patterns will be available.

Photography

Learn to get the most from your camera (automatic or manual) in the class for beginning photographers. Class is designed for the person who wants to learn basic photography skills for personal enjoyment.

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 into hand building and glazing. The various uses of color will also be explored. You'll find this course straightforward and enjoyable.

Sign Language

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

Small Engine and Kerosene Heater Repair

Save money and earn some too! Discover how to repair and maintain your small gasoline engines and kerosene heaters. You can work on kerosene heaters, mowers, roto-tillers, garden tractors and more. You can also learn how to earn extra money by repairing them. This course is designed to help you solve engine and heater problems as well as prevent new ones.

Watercolor

Watercolor, a transparent medium emphasizing a variety of techniques, allows the artist great spontaneity. Learn the fundamentals of watercolor painting while exploring color, light, and ways of creating depth in space.

Literacy Education

General Overview

The Basic Education Department has the responsibility of administering Robeson Community College's literacy programs which include Adult Basic Education, Adult High School, Compensatory Educational Development, The Learning Center, General Educational Development, and literacy 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.

The 1990 Census indicated there are in Robeson County approximately 30,500 persons 16 years and older who do not have a high school diploma. Also, 55.6% of those 25 years and older are functionally illiterate. All adults 18 years or older who have not completed high school are eligible to enroll in our basic education program. Minors, 16-17 years of age, under special circumstances, may enroll with permission from the public school superintendent and college president.

All literacy programs are free to participating students. Textbooks and other instructional materials are supplied by RCC.

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

Classes usually meet for a four-hour session twice a week for twelve weeks. Both daytime and evening classes are held in various communities of the county for the convenience of students. Class sites include RCC facilities, public schools, churches, community buildings, industrial sites, Sheltered Workshop, Mental Health, rest homes, and the Robeson Community College Extension Center in Pembroke. 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 four; basic reading, writing, arithmetic.

Level Two: Grades five through eight; reading improvement, writing, mathematics.

Registration is free for all adults who have not completed high school. Textbooks are provided by the college and instructional materials used have been prepared with emphasis on individual needs and interests.

Compensatory Education (CED)

Compensatory Education is a program of study of less than high school level for mentally disabled adults. Classes can be established within im-mured groups if students are diagnosed as mentally disabled by a medical doctor, psychologist, or 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 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 Diploma Equivalency (GED)

Another program for the adult who has not completed high school is the High School Equivalency program. A \$7.50 fee is required prior to testing. Under this plan, individuals may take a series of tests called the General Educational Development tests (GED). Those receiving an acceptable passing score of 225 points with no single test score below 35 and a combined average of 45 will be awarded a High School Equivalency Diploma. This equivalency diploma is generally accepted on a basis equal to a high school diploma for employment, promotion, or further education.

The GED test covers five broad areas: Writing Skills, Social Studies, Science, Interpreting Literature and the Arts and Mathematics, and is administered at the college.

The following requirements must be met before taking the GED test: (1) minimum age, 18, and out of school for six months; (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 Basic Education office of Robeson Community College; (4) have a valid vocational, educational, or other purpose in applying.

The college, through the Learning Center/Adult High School/GED class, offers the individual the opportunity to prepare for the GED test.

All applicants for GED testing shall be referred to the Basic Education Department. Applicants shall complete the following steps:

1. Complete an application for admission.
2. Fill out request for transfer of GED test scores if previously tested at another testing center.

The Chief Testing Officer will:

1. Arrange an agreeable time for testing with the Director of Literacy 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 Director of Literacy Education and the testing officer. Eligible veterans are approved for 726 clock hours in GED preparation.

The Learning Center

The Learning Center is an approach to education with the use of commercially and locally designed programmed instructional materials, teaching machines, and traditional materials. A person's progress is limited primarily by his/her ambition, motivation, and ability.

Any person 18 years of age or older and out of public school for at least six months with the ability to benefit from the program can enroll in the Learning Center to prepare for the high school equivalence examinations (GED), to pursue the Adult High School Diploma, or to improve themselves academically.

The lead instructor serves as the facilitator in the learning process. The lead instructor is trained in programmed and traditional materials, and is capable of making educational decisions and directing students through their assignments. The lead instructor interviews, counsels and tests the prospective enrollee. The student begins study at his/her predetermined educational level and advances through the materials at his own pace.

The Learning Center is approved for eligible Veterans for an initial period of 726 contact hours. Studies toward high school completion do not count against training eligibility beyond high school.

The Learning Center is open from 8:30 a.m. until 10:00 p.m. Monday through Thursday, and 8:30 a.m. until 3:00 p.m. on Friday. Classes are scheduled in the mornings, afternoons and evenings. To receive credit for the quarter, a student must attend 75 percent of the classes as well as successfully complete all course requirements and pass the North Carolina Competency Test.

Industrial/Business/Community Linkages

Contacts are made to all industries and businesses employing eligible adults for the literacy program. Recruiters and other designated staff meet with personnel to further explain the program and to develop partnerships.

Community organizations are also used to advocate the literacy efforts among the workforce and young dropouts. These groups are asked to assist in funding for transportation and childcare, speaking in churches and other group settings, soliciting friends, relatives and associates of illiterates

to encourage enrollment in literacy classes, and providing referrals and direction to the class sites or program headquarters.

For further information contact the Basic Education Department, Extension 130.

Human Resources Development

The Human Resources Development program is designed to help the unemployed and the underemployed adult to develop the skills necessary to obtain and maintain employment. Through group discussions, group activities, and group interactions, students develop: (1) more confidence in themselves and their abilities; (2) attitudes necessary to get along with the work force and skills in completing job applications, writing resumes, and job interviews. The classroom activities and setting are geared to meet the needs of the students with special emphasis on employers' expectations of employees.

Counseling, either personal or job related, is provided from the beginning of class according to individual needs. Student referrals to other special programs or supportive services may be necessary. Follow-up is done on each participant to monitor individual job performance and academic success, or to assist with problems should they occur.

Classes are scheduled on a regular basis and generally last for one month. For additional information, contact the Director of the HRD Program at Robeson Community College.



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