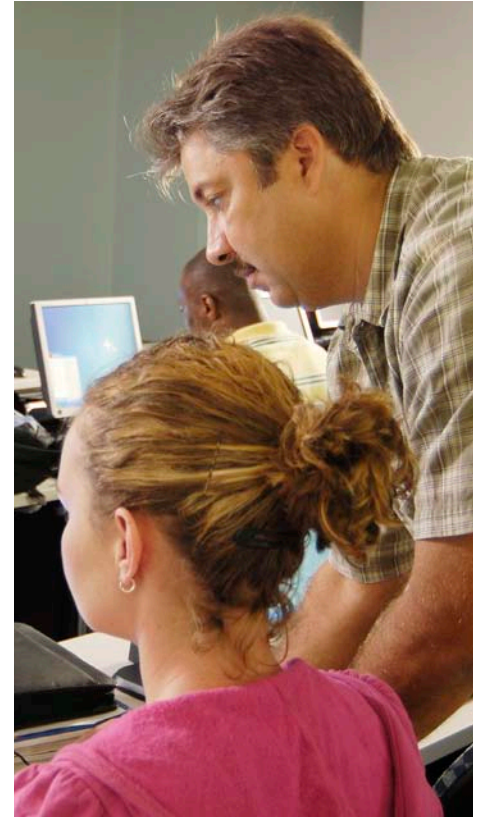# Catalog & Student Handbook

2009-2010

Robeson Community College

ROBESON COMMUNITY COLLEGE

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

Web Address: www.robeson.edu

Catalog & Student Handbook
2009-2010
Volume XL

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

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

GREETINGS

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

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

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

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

Charles V. Chrestman, Ed.D.
President

DIRECTORY OF CORRESPONDENCE

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

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

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Phone: (910) 272-3700 • Fax No.: (910) 272-3328 • Web Address: www.robeson.edu

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Rose Garden

North

301

RCC I-95
Exit #22

← *St. Pauls*

Lumberton & Interstate 95 →

Dawn Drive

♿ Handicapped parking spaces in all lots

C| Callbox

Campus Police

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

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Business Programs .... Building 14, 1st & 2nd Floor

Business Office .... Building 2

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Compensatory Education .... Building 12

Conference Room .... Building 17, 1st Floor

Continuing Education Labs .... Building 12

Cosmetology .... Building 3

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Literacy Education .... Building 3

Media Services .... Library, Building 4

Nursing .... Building 17, 2nd Floor

Nursing Assistant .... Building 17, 2nd Floor

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Open Computer Lab .... Building 17, 1st Floor

Physical Plant Operations .... Building 6

Pottery .... Building 14, 1st Floor

Print Shop .... Building 14, 1st Floor

Public Relations .... Building 2

Radiography .... Building 17, 1st Floor

Records & Registration .... Building 13

Respiratory Therapy .... Building 17, 1st Floor

Science Labs .... Building 7

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Welding .... Building 1

Workforce Development Center .... Building 18

Opening Fall 2009

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

BUILDING DIRECTORY

Building 1: Bioworks, Faculty Offices, Welding

Building 2: Administration, Business Office, Public Relations

Building 3: Adult & Continuing Education, Cosmetology, Faculty Offices, Literacy Education

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

Building 5: Curriculum Administration, Faculty Offices

Building 6: Physical Plant Operations

Building 7: General Classrooms, Science Labs

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

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

Building 10: Institutional Storage Facility

Building 11: Basic Law Enforcement Training, Emergency Medical Personnel, Emergency Services Education, Faculty Offices, General Classrooms

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

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

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

2nd Floor:
Business Programs, Faculty Offices, General Classrooms, Learning Lab, Small Business Center

Building 15: Auditorium, Board Room

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

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

Building 18: Workforce Development Center Opening Fall 2009

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

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

GENERAL INFORMATION

The Campus

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

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

Campus Visits

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

History of the College

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

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

Three building phases beginning in 1972 and finishing in 1988 made the RCC Campus a 188,662 square-foot facility, which now houses over $2 million in equipment and 21 curriculum programs, along with a variety of continuing education programs. In the summer of 1995, the construction of the Emergency Services Training Center began. This center is located southeast of Lumberton Highway 72 at the Carolina Power and Light Weatherspoon Power Plant. Dedication for the facility was held on April 13, 1997. It supports the disciplines of law enforcement, rescue, and firefighting. It is a state-of-the-art facility which allows the College to expand its training opportunities and provide the highest level of quality in each of the courses taught in these occupations.

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

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

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

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

Commitment of RCC to its students and the citizenry of Robeson County was seen with the excellent reports of various auditing agencies in the state. There are currently 189 carefully selected full-time RCC employees who now serve RCC, which represents a figure 30 times as many as when the College first opened its doors in 1965 with six full-time employees. Another 292 part-time personnel teach and provide services to the student body on an annual basis.

The Community College System

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

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

Accreditation

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

in Surgical Technology, and the North Carolina Board of Cosmetic Arts and Redken Laboratories in New York, New York.

Mission Statement

Robeson Community College is a comprehensive, open door two-year public community college with a mission to enhance the lifelong educational opportunities for adults appropriate to their needs, interests, and abilities. The college achieves its mission through a commitment to quality educational programs and student support services that permit individuals to pursue their educational goals in a student-centered environment. The college also seeks to strengthen its mission by providing multicultural, social, economic, and community/public service opportunities for the citizens of Robeson County and surrounding region.

Institutional Goals

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

Comments/Clarifications:

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

   a. **Organization and Administration–**The College will make available contemporary, competent management necessary to bring together its various resources and allocate them effectively to accomplish its institutional goals.

   b. **Fiscal Responsibility–**The College will effect fiscal responsibly by maintaining a financial management system that adheres to generally accepted accounting practices, is audited as prescribed by the state and accrediting entities, and provides financial stability necessary to the successful operation of the institution.

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

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

   e. **Educational Support Services–**The College will provide a variety of support services that include library; instructional support services; student development services; computer services; and those services that complement the educational, cultural, and social development of the student.

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

   g. **Faculty and Staff–**The College will endeavor to recruit, retain and develop high performance faculty and staff needed to achieve the education and training objectives of the institution in a professional and ethical manner.

   h. **Technology–**The College will encourage and support faculty and staff in the effective and efficient use of instructional technology and administrative computing systems.

   i. **Institutional Advancement–**The College will pursue a program of institutional advancement which may include development and fund raising, institutional/public relations, and alumni affairs.

   j. **Institutional Effectiveness–**The College will strive to continually document institutional effectiveness using a system of planning and performance evaluation, institutional research and data analysis.

   k. **Community Service–**The College will serve as a resource to promote the personal, professional, social, and cultural development of people and communities throughout the service area.

ROBESON COMMUNITY COLLEGE
"CRITICAL SUCCESS FACTORS"
2008 REPORT/RESULTS

Performance Measures and Standards

In response to a mandate from the North Carolina General Assembly to review past performance measures and define standards of performance at the 58 community colleges within the North Carolina Community System, the State Board of Community Colleges adopted in February 1999, 12 performance measures for accountability. The action was intended to ensure that the programs and services offered by community colleges in North Carolina are of sufficient quality, and to allow for the implementation of performance funding based on a subset of the 12 accountability standards and measures. In 2007 the North Carolina General Assembly approved modifications to the measures as adopted by the State Board of Community Colleges on March 16th, 2007. As a result of this action, the number of performance measures was reduced to eight (8).

The 2008 report on Performance Measures/Standards and Accountability was released in July of this year. All scores are presented in the table that follows. Robeson Community College fell short of achieving the "Exceptional Performance" rating for 2008, having met only six of the eight required performance standards. Full data on each Robeson Community College score, along with other individual college performance scores can be found in the "2008 Critical Success Factors Report", which may be viewed at http://www.ncccs.cc.nc.us.

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

Source: NCCCS Memo July 8, 2009

Robeson Community College
Performance Measures & Standards
2008 Report Card

North Carolina Community College System "2008 Critical Success Factors Report"			
PERFORMANCE MEASURES	**NCCCS STANDARD**	**RCC'S PERFORMANCE**	**MET STANDARD**
1 Progress of Basic Skills Students	75%	82%	YES
2 Passing Rates on Licensure/Certification Exams for First-Time Test Takers	Aggregate 80% Min/Exam 70%	Agg = 78% Min/Exam = 0 < 70%	NO
3 Performance of College Transfer Students	83%	85%	YES
4 Passing Rates in Developmental Courses	75%	73%	NO
5 Success Rate of Developmental Students in Subsequent College Level Courses	80%	90%	YES
6 Student Satisfaction of Completers & Non-Completer	90%	96%	YES
7 Curriculum Students Retention, Graduation & Transfer	65%	68%	YES
8 Client Satisfaction with Customized Training	90%	96%	YES

RCC Performance: 2008 CSF Report

All Measures Required for Bonus Performance Funding, & Recognition of "Exceptional Performance"	**NCCCS STANDARD**	**STANDARDS MET**	**EXCEPTIONAL PERFORMANCE**
*Performance **Funding Measures** met.	Required = 8	6	NO

GENERAL POLICIES

General

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

Privacy Rights Act of Parents and Students

Public Law 93-380

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

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

Nondiscrimination Policy

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

Drugs and Alcohol Policy

The use and abuse of drugs and alcohol are subjects of immediate concerns in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users and/or abusers of drugs or alcohol may impair the well-being of all employees, students, and the public at large, and may result in property damage to the College. Therefore, in compliance with the Federal Drug-Free Workplace and Drug-Free Schools and Campuses Regulations, it is the policy of Robeson Community College that the unlawful use, possession, distribution, manufacture, or dispensation of a controlled substance or alcohol, is prohibited while on College premises, the College workplace, or as part of any College sponsored activity. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referred for prosecution. The specifics of this policy may be found in the RCC Library and Counseling and Career Center.

Drug and Alcohol Abuse Awareness Prevention Program

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

Statement on AIDS

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

Internet and Computer Network Acceptable Use Policy

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

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

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

- Users may not create, display, transmit, or make accessible threatening, racist, sexist, obscene, offensive, annoying, or harassing language and/or material, such as broadcasting unsolicited messages or sending unwanted mail.

- Use of campus computer resources for commercial gain or profit is not allowed.

- The Internet and associated resources contain a wide variety of material. Information available on the Internet is not generated or selected by Robeson Community College.

- Therefore, the College is not responsible for the accuracy or quality of the information obtained through or stored on the campus network.

- Users are responsible for complying with laws protecting software or other accessed information. Downloading programs and files may violate United States copyright laws that protect information and software. Although the Internet provides easy access to software distributed by companies on a trial basis, this does not mean that the software is free or that it may be distributed freely.

All files downloaded from a source external to the campus must be scanned for viruses.

- Computer users must not deliberately attempt to modify or degrade the performance of college-owned systems. The college computer systems must not be used to intercept data, monitor user accounts, gain unauthorized access, or for any purpose that violates federal, state or local regulations. Individuals are not allowed to engage in activities to damage or disrupt hardware or communication, such as creating and propagating viruses, wasting system resources, and overloading computers with excessive data.

- Security refers to the protection of all equipment resources from any kind of damage and the protection of data from (1) disclosure to any unauthorized person, (2) unauthorized modification, or (3) destruction. While disclosure or damage may occur accidentally or intentionally, the results are the same. The security system implemented in these procedures will, if used properly, prevent the previously mentioned occurrences from happening.

  - Basic access to the College's administrative computer system is controlled through User ID and password protection. Each faculty and staff member has a User ID that must not be shared. The College reserves the right to authorize Computer Services personnel to override user accounts and computer systems if sufficient evidence of inappropriate usage exists.

  - Users should not leave their computer systems unattended. If a user must leave the immediate area of his/her workstation for an extended period of time, he/she should log off the system. Sensitive information should not be left unattended or sent to printers that are located in areas open to the public.

  - Physical access to main academic and administrative systems must be carefully protected.

- RCC Computer Services is responsible for the campus network infrastructure, the wireless network is an extension of this network and Computer Services has sole responsibility for the design, deployment, and management of the institution's wireless LANs. All requests for purchase, installation and configuration of wireless access points must be directed through Computer Services. Wireless passwords and data must be encrypted. Computer Services monitors the wireless network and any unauthorized access points will be removed from the network without prior notice.

- Freedom of expression is a constitutional right afforded to individuals. However, computer users are held accountable for their actions and will respect the rights of individuals who may be offended by the services and images retrieved on the Internet.

- The College will implement appropriate measures to provide security, operability and integrity to the College's network including e-mail, Internet, and other related resources. The College will not guarantee that electronic media stored on microcomputers and transmitted on the network will remain confidential and secure.

Additionally, computer related files and data created or stored on College computer systems are considered open records and are subject to discovery and subpoena during disciplinary and legal actions. The College reserves the right to view, monitor, and disclose the contents of e-mail and data created, transmitted, received, and stored on College owned microcomputers in the following circumstances:

- Investigations that reveal evidence of misconduct and misuse of computing resources.

- Protection of the general welfare of the college employees and students.

- Interferences with the mission of the college.

- Illegal activity that violates federal, state, or local regulations.

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

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

ACADEMIC CALENDAR
2009-2010

FALL SEMESTER 2009

Wednesday, July 1-
Thursday, August 6 .... Fall Semester Registration

Tuesday, August 11-
Wednesday, August 12 .... Drop/Add/Late Registration

Monday, August 17 ....Classes Begin
First Mini Semester Begins

Monday, August 17-
Tuesday, August 18... Section Changes

Monday, September 7.. Labor Day Holiday

Friday, September 25.......................................Last Day to Drop a Class
Without Penalty for the First Mini Semester

Monday, September 28............................... Deadline to Finish Summer
Session Incompletes

Friday, October 9
Monday, October 12-
Tuesday, October 13 .... Fall Break and/or Make-up Days
(Evening Classes Will Meet on October 8)

Thursday, October 15 .... Classes End, First Mini Semester

Friday, October 16 .... Classes Begin For Second
Mini Semester

Friday, October 23 ....Last Day to Drop a Class Without
Penalty for Fall Semester

Monday, October 26-
Wednesday, November 25...................................... Academic Advising
Spring Semester 2010

Friday, November 13...........................Last Day to Drop a Class Without
Penalty for the Second Mini Semester

Thursday, November 26-
Friday, November 27.......................................Thanksgiving Holidays
(Classes end at 3 p.m. on November 25)

Monday, November 30... Classes Resume

Monday, November 30-
Friday, December 11.................... Spring Semester Early Registration
Payment Period

Tuesday, December 8 .... Day and Evening Classes End

Wednesday, December 9-
Thursday, December 10.. Final Examinations
Day and Evening Classes

Friday, December 11...Reading Day

Monday, December 14-
Tuesday, December 15 .... Final Examinations
Day and Evening Classes

SPRING SEMESTER 2010

Monday, October 26-
Wednesday, November 25, 2009...........Spring Semester Registration

Wednesday, January 6 .... Drop/Add/Late Registration

Monday, January 11..Classes Begin
First Mini Semester Begins

Monday, January 11-
Tuesday, January 12 .... Section Changes

Monday, January 18..................................Martin Luther King, Jr. Holiday

Friday, February 19.............................Last Day to Drop a Class Without
Penalty for the First Mini Semester

Monday, February 22...................... Last Day to Complete Fall Semester
Incompletes

Friday, March 5 .... Classes End, First Mini Semester

Monday, March 8 .... Classes Begin For Second
Mini Semester

Friday, March 26 ....Last Day to Drop a Class Without
Penalty for Spring Semester

Monday, April 5-
Friday, April 9 .... Spring Break and/or Make Up Days
(April 7-April 9 would be used as
make-up days if needed))

Monday, April 5-
Tuesday, April 6...Easter Holidays

Monday, April 12-... Classes Resume

Monday, March 29-
Friday, April 30 ....Academic Advising for Fall and
Summer Semester

Wednesday, April 14 ....Last Day to Drop a Class Without
Penalty for Second Mini Semester

Monday, April 26-
Friday, April 30 .... Summer Semester Early Payment

Friday, May 7.. Day and Evening Classes End

Monday, May 10-
Thursday, May 13.. Final Examinations
Day and Evening Classes

Thursday, May 20 .... Rehearsal

Thursday, May 20 .... Commencement
(A.D. Lewis Auditorium)

SUMMER SESSION 2010

Monday, May 24...................................... Registration/Drop/Add Begins

Tuesday, May 25 ....Classes Begin (Regular Session and
First Mini Session Begins)

Monday, May 31..Memorial Day Holiday

Monday, June 14................................Last Day to Drop a Class Without
Penalty for the First Mini Session

Thursday, June 24 .... First Mini Session Ends

Monday, June 28......................................Second Mini Session Begins

Monday, July 5 ....Independence Day Holiday

Tuesday, July 6...................................Last Day to Drop a Class Without
Penalty for Regular Session

Tuesday, July 6..Last Day to Complete Spring
Semester Incompletes

Friday, July 16 ....Last Day to Drop a Class Without
Penalty for the Second Mini Session

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

Wednesday, July 28......................................Second Mini Session Ends

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

BOARD OF TRUSTEES

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

Appointed by Robeson County Board of Commissioners	**Expiration of Term**
Lucille Evans	June 30, 2010
Sammy Cox	June 30, 2011
Harris McCall	June 30, 2012
Noah Woods	June 30, 2013

Appointed by Robeson County Board of Education

Willie J. Goodyear	June 30, 2010
George D. Regan	June 30, 2011
Emma L. Locklear	June 30, 2012
Shirley H. Stockton	June 30, 2013

Appointed by Governor of North Carolina

Willie E. Spruill	June 30, 2010
Tommy Wellington	June 30, 2011
Sue C. Wester	June 30, 2012
Alisia S. Oxendine	June 30, 2013

ADMINISTRATION AND STAFF

President

Dr. Charles V. Chrestman

President's Staff

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

Business Services Staff

Tami B. George .... Vice President
Donna Powers Patterson ....Executive Assistant
Mary Estelle Wiggins ....Equipment Officer
Cathy J. Brayboy .... Purchasing Specialist/Cashier
Ibreta Lewis ....Accounts Receivable Officer
Tammy J. Flowers ....Payroll Specialist
Shawn Chavis...Accounts Payable Clerk
Vanessa Singletary..Accountant
Lettie Navarrete ....Accountant
Valissa Lowery...Grants Accountant
Patricia Bullard .... Personnel Services Specialist

Connie Ivey...Assistant Vice President-IT
Tabitha Locklear...Systems Administrator
Vacant... Computer Technician
Jamey Strickland .... Assistant Systems Administrator
Cyd Burgwyn ....Blackboard/Web Technician
Pauline Oxendine .... Shipping/Receiving Clerk

Institutional Services

Alphonzo McRae, Jr... Vice President
Patricia B. Clark ....Executive Assistant
Vacant...Director, Planning and Research
Stanley Freeman ....Coordinator of Facilities

Instruction & Support Services Staff

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

Ronnie Locklear............................Director of Financial Aid Services

Tela Lambert...Financial Aid Specialist

Kevin Hunt ....Financial Aid Specialist

LaVerna Emanuel ....Financial Aid Specialist

Jennifer B. McLean ....Director of Student Support Services

Susan Mangum Moore ....Counselor

Kimberly Conyers .... Tutorial Coordinator

Regina L. Branch ....Student Support Secretary

Marilyn S. Locklear-Hunt.................Director of Learning Resource
Services

Elizabeth McIntyre...Evening Librarian

Margaret A. Honeycutt......................... Library Technical Assistant

Glenda Durden .... Secretary

Clifton Oxendine ....Library Technical Assistant/Secretary

Jimmy L. Reese ....Graphic Arts Coordinator

Michelle Oxendine .... Secretary

Adult & Continuing Education Faculty and Staff

D. Justin Oliver .... Vice President/Adult and
Continuing Education

Debra Brooks..Executive Assistant

Jo Ann Oxendine .... Director/Industry Services

Karen LeSane.................................Secretary to Director of Small
Business Center/Industry Services

Jennifer Lowery ....Director/Occupational
Extension/Community Services

Lisa Jones .... Secretary/Occupational
Extension/Community Services/HRD

Robert Moore ....Director/Small Business Center

Angela Locklear...Coordinator/HRD

Nancy Blue ....Instructor/HRD

Lee Sessoms III.................Instructor/Pathways HRD Employment

Jeffrey McPherson......................................Instructor/Horticulture

Jeannette Freeman............. Compliance Officer/Law Enforcement

Barbara Sampson.............................. Secretary/Law Enforcement

Flora Lowry-Williams ....Coordinator/Instructor
Emergency Services

Melba Hester ....Secretary/Emergency Services

Tammy Bozeman.......................................Secretary/Emergency
Services Training Center

Leslie Jones..Manager/BioAg

Jennifer Hickman..........................Administrative Assistant/BioAg

Edward Hunt.. Coordinator/BioAg

Vickie Tate.............................Assistant Vice President/Basic Skills

Lynn Davis ....Secretary/Basic Skills

Gwendolyn Roberts................Educational Coordinator/AHS/GED

Susan Barton..............Assistant Assessment/Retention Specialist

Rocky Peterkin................ Educational Coordinator/ABE/CED/ESL

Wendy Hardwick...Assistant Basic Skills
Assessment Retention

Bettie Brockington ....Instructor/CED

Tammy Chavis .... Instructor/ABE

Nancy Freeman ....Instructor/GED

Bender Graham ....Instructor/Family Literacy

Glenda Jackson ....WIA Recruiter/Assessment Assistant

Michelle Bethea... Instructor/ABE

Annie Ray-Fuller..................WIA Recruiter/Assessment Assistant

Severeo Kerns ....Instructor/Learning Center

Vacant..................Basic Skills Assessment/Recruitment Assistant

Gloria Locklear ....Instructor/CED

Barbara Lowery .... WIA Coordinator/Academic Advisor

Dorothy Lowery ....Instructor/CED

Lorraine Lowery.. Instructor/ABE

Katie Miller..................................Lead Instructor/Learning Center

Jacqueline Burns... Instructor/ABE

Erica Powell ....Instructor/GED

Lori Sellers ....Basic Skills Assessment/
Retention Specialist/GED Examiner

Yakamia Tart ....Assessment Eligibility Specialist

Rafael Villalobos ....Instructor/ESL

Demetrice Watkins.. Instructor/AHS

Banessa Williams ....Instructor/CED

Maintenance & Custodial Staff

Samuel Floyd..Groundskeeper

Michael Cromartie ....Groundskeeper

Timmy Hill..Custodial

Charles Locklear...Custodial

Chip McNeill ....Custodial

Sean P. Evans..Custodial

Reginald Walters...Custodial

Sharon Hayes...Custodial

Levander West..Custodial

Rudolph Locklear..Custodial

Dennis Locklear..Custodial

Milton McDowell ....Custodial

Michael McLean ....Custodial

Bookstore

Paula Sampson .... Manager

Vending/Catering

Vacant... Manager

ACADEMIC PROGRAMS OFFERED

Associate in Arts Degree

Transfer Core Diploma-Arts

Associate in Science Degree

Transfer Core Diploma-Science

Associate Degree in Applied Science

Associate Degree Nursing

Business Administration

Computer Information Technology

Criminal Justice Technology

Culinary Technology

Early Childhood Associate

Electrical/Electronics Technology

General Occupational Technology

Industrial Systems Technology

Medical Office Administration

Office Administration

Radiography

Respiratory Therapy

Diploma Programs

Air Conditioning, Heating, and Refrigeration Technology

Cosmetology

Electrical/Electronics Technology

Industrial Systems Technology

Surgical Technology

Certificate Programs

Air Conditioning Installation and Maintenance

Basic Law Enforcement Training

Electrical/Electronics Technology

   Electrical Contractor Preparation

Industrial Systems Technology

   Machine Shop-CNC Operator

Lateral Entry Teacher Certificate

Nursing Assistant

Specialized Studies

Developmental Studies

The following programs are offered as immured programs:

Air Conditioning, Heating, and Refrigeration Technology

Carpentry

Electrical/Electronics Technology

Continuing Education Programs

Adult Basic Education

Adult High School Diploma

Community Services Education

Compensatory Education

Emergency Medical Technician

Emergency Services Education

English as a Second Language

Fire Service Training

Focused Industrial Training

Health Related Training

General Educational Development

Human Resources Development

Law Enforcement Training

New and Expanding Industry Training

Occupational Extension

Small Business Center

Workstation Training

ADMISSIONS POLICY

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

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

> Office of Admissions
> Robeson Community College
> Post Office Box 1420
> Lumberton, North Carolina 28359
> Phone: (910) 272-3342
> Website: www.robeson.edu

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

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

General Admission Requirements

1. High School graduate or the equivalent - Applicants with equivalency certificates must meet minimum requirements set by North Carolina. A high school certificate is not an acceptable substitute for the diploma.

2. Complete an RCC Admissions Application.

3. Transcripts of all previous education - Obtain official transcripts of credits earned from all secondary and post-secondary schools attended. Transfer credits from accredited institutions allowed when applicable. In cases where high school students have not completed their final course work, they shall have their school submit a transcript showing work through the first semester of their senior year as soon as possible after the semester has ended, and a supplementary transcript showing graduation at the close of school.

4. Placement Assessment
   Contact Counseling and Career Services about taking the Placement Assessment. Placement assessment does not determine whether or not students can attend College. The purpose of the assessment is to match the academic readiness of the student with the academic requirements of the curriculum. Persons applying for admission into all diploma or degree programs are required to complete the assessment. The test may be waived in certain circumstances (See Placement Assessment

Waiver). Placement scores are used in conjunction with previous transcripts in determining whether students are academically ready to enter a particular curriculum.

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

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

Test of Essential Academic Skills (TEAS)
   Associate and Diploma Allied Health applicants are required to take the TEAS and meet the minimum composite percentage cut-offs. Additional information about the exam may be obtained in the Counseling and Career Services.

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

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

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

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

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

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

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

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

1. Critical thinking: Allied Health students shall possess critical thinking ability sufficient for the clinical judgment.

   Example: Students must be able to identify cause-effect relationships in clinical situations, develop or participate in development of nursing care plans.

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

   Example: Students will care for clients assigned regardless of race, religion, or diagnosis.

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

   Example: Students in the nursing program will learn to assess the patient's physical and mental health.

4. Interpersonal skills: Allied Health students shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of psychosocial cultural backgrounds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Curriculum-Nursing Assistant with Home Care

All applicants for the Nursing Assistant I (NAS 101) and Home Care (NAS 103) course must complete the General Admission requirements. In lieu of placement assessment guidelines outlined in the General admission requirements; all applicants must satisfactorily complete the reading comprehension exam administered through Adult and Continuing Education. For scheduling of testing dates, please contact Adult and Continuing Education personnel in Building 3. Applicants that have acceptable ASSET, COMPASS, or ACCUPLACER reading scores are exempt from the reading comprehension exam. Applicants should complete entrance testing by August 1 for fall enrollment and December 15 for spring enrollment. Prior to program approval, applicants must provide results from a recent tuberculin skin test or chest X-ray (within the last six months). All applicants must have completed Healthcare Provider CPR prior to the start of the clinical rotation (Clinical rotation begins within one week after the start of the program).

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

Curriculum-Nursing Assistant II

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

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

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

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

Admission Procedures For High School Students

Dual Enrollment

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

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

Huskins Bill

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

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

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

Learn and Earn Online

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

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

Foreign Student Admissions

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

Provisional Admissions

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

Special Credit Students

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

Lateral Entry (Certificate)

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

Distance Learning

Distance Learning (DL) is a medium or an educational format that enables learning to occur when the student and the instructor are physically separated from each other in time and place.

At RCC these courses may be offered via the North Carolina Information Highway or the Internet. Such classes have the same course description, basic content, and credit hours as the traditional courses.

Advantages of a DL Course

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

Characteristics of a Successful Student

A successful online student exhibits. . .

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

How It Works

Online Courses

In an online course, instruction may be synchronous (requires all participants to be online at the same moment) or asynchronous (learning "anytime, anywhere" meaning that the learning process of a particular subject is performed without fixed class hours in classrooms).

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

Hybrid Courses

A hybrid course combines both the online and face-to-face environment. Part of the instruction, such as lectures, is presented online while another segment, such as lab work, is taught in the traditional face-to-face setting. Thus, students should expect to complete assignments and to participate fully in both the online and face-to-face portions of the class.

Web Assisted Course

A web assisted course is a College credit course where the primary delivery is via traditional face-to face method with a requirement that students have Internet access as a supplemental part of the course.

NCIH Course

Through the assistance of a video network, students are seated in a classroom at Robeson Community College while they view their instructor, who is located at another institution, via a television screen. Such a course is offered through NCIH (North Carolina Information Highway).

Special Conditions

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

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

Notification of Acceptance

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

Credit by Examination

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

Credit by Transfer

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

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

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

Foreign Transfer Credit

Foreign students must meet the same admission requirements as other students. Included with the application should be a transcript from an authorized school or university; an English translation must be provided. All applications from countries whose native language is not English must demonstrate proficiency in the English language by scoring no less than 550 on the Test of English as a Foreign Language (TOEFL) or present other acceptable proof of the ability to speak, write, and understand the English language. For additional information concerning international student admissions, contact the Director of Admissions.

General Readmission Policies

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

Allied Health Readmission Policy

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

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

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

Student Right-To-Know

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

STUDENT FINANCES

Robeson Community College receives financial assistance from local, state, and federal sources allowing each student an educational opportunity at minimum cost. Tuition is established by the North Carolina State Legislature and is subject to change without notification. The payments of tuition and fees for each term are required at registration. Tuition is free for North Carolina resident senior citizens 65 or over except for self-supporting classes. However, other fees are payable where applicable.

Residency Requirements

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

2. To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to length of residence in the State.

3. To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period, was for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence of abode incident to enrollment in an institution of higher education.

4. An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the In-State tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the College.

5. Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes.

6. Each enrolled student is responsible for knowing the administrative statement of policy on this subject. Copies of the manual are available on request in the Admissions Office, the Business Office, and in the Library.

TUITION

Fall, Spring and Summer Semester

Full-Time (12 or more credit hours)

In-State
12 credit hours	$600.00
13 credit hours	650.00
14 credit hours	700.00
15 credit hours	750.00
16 credit hours or more	800.00

Out-of-State (12 or more credit hours)
12 credit hours	$2,895.60
13 credit hours	3,136.90
14 credit hours	3,378.20
15 credit hours	3,619.50
16 credit hours or more	3,860.80

Part-Time (less than 12 credit hours)
In-State	$50.00 per credit hour
Out-of-State	$241.30 per credit hour

Tuition rates are subject to change without notice.

Breakage Fee

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

Graduation

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

Institutional Indebtedness

No student will be permitted to graduate nor will a transcript be issued until all financial obligations to the College are satisfied.

Personnel in the Armed Services

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

Laboratory Fees

A $15.00 lab fee is charged for each physical or biological science course with a laboratory component. The lab fee is nonrefundable and may vary from course to course and year to year.

Late Registration Fee

A late registration fee of $15.00 may be charged to all students who register after the announced registration time.

Student Activity Fee

Each student enrolled in 12 semester credit hours or more (full-time status) will pay a $18.00 student activity fee per term. Part-time students (less than 12 semester hours credit) will pay an activity fee of $11.00 per term. Activity fees are charged for enrollment in Fall and Spring Semesters. Summer session students are not required to pay an activity fee.

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

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

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

Technology Fee

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

Transcript Service and Fee

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

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

Malpractice Insurance

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

Student Insurance

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

Textbooks

Textbooks may be purchased in the bookstore. Cost of books vary according to the course of study. Normally, the average cost per semester is $400 for diploma programs and $500 for degree programs.

Refund Policy

The policies relating to tuition refund for students are determined by the North Carolina Community College System Statewide Refund Policy for all North Carolina Community Colleges. Activity and technology fees are not tuition based and are non-refundable.

Tuition Refunds

1. A refund shall not be made except under the following circumstances:

    a. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester or term as noted in the college calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered is cancelled due to insufficient enrollment.

    b. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.

Examples to refund when dropping and adding classes:

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

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

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

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

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    c. For classes beginning at times other than the first week (seven calendar days) of the semester a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.

    d. A 100 percent refund shall be made if the student officially withdraws from a contact hour class prior to the first day of class of the academic semester or term or if the college cancels the class. A 75 percent refund shall be made if the student officially withdraws from a contact hour class on or before the tenth calendar day of the class.

2. To comply with applicable federal regulations regarding refunds, federal regulations supersede the state refund regulations stated in this Rule.

3. When a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations of the college the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

4. For a class(es) which the college collects receipts which are not required to be deposited into the State Treasury account, the college shall adopt local refund policies.

Military Tuition Refund

Upon request of the student, each college shall:

1. Grant a full refund of tuition and fees to military reserve and National Guard personnel called to active duty or active duty personnel who have received temporary or permanent reassignments as a result of military operations then taking place outside the state of North Carolina that make it impossible for them to complete their course requirements; and

2. Buy back textbooks through the colleges' bookstore operations to the extent possible. Colleges shall use distance learning technologies and other educational methodologies to help these students, under the guidance of faculty and administrative staff, complete their course requirements.

FINANCIAL ASSISTANCE

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

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

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

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

Robeson Community College accepts the Free Application for Federal Student Aid. Students can apply online at: **www.fafsa.ed.gov**.

GRANTS
Federal Pell Grant

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

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

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

Do not submit more than one application per school year.

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

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

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

Need more information on Federal Student Aid?

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

Federal Student Aid Information Center
P.O. Box 84
Washington, DC 20044

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

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

State Scholarships

North Carolina Community College Grant (NCCCG)

North Carolina Education Lottery Scholarship (NCELS)

Education Access NC Rewards Scholars (ERN)

North Carolina Student Incentive Grant (NCSIG)

Legal residents of North Carolina accepted for enrollment in an undergraduate program of study may apply. To apply, a student must complete the Free Application for Federal Student Aid at www.fafsa.ed.gov.

These programs are administered through the NC State Education Assistance Authority by College Foundation, Inc. For more information visit College Foundation of North Carolina at www. CFNC.org.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

To be eligible for a Federal SEOG, the student must be enrolled or accepted for enrollment on at least a half-time basis and making satisfactory progress in the course of study he or she is pursuing. The student must be a United States citizen or a permanent resident. To apply students must complete and submit the Free Application for Federal Student Aid at www.fafsa.ed.gov.

SCHOLARSHIPS

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

Scholarships are provided by the following:

Wachovia ....Two scholarships @ $500 each

Sprint Telephone ....Two scholarships @ $550 each

Community College Grant Scholarships...................................
Awards and amount vary each semester

Carolina Power & Light Co. ....One scholarship @ $550

RCC Academic Adult High School Scholarships

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

RCC Foundation Scholarships and Grants

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

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

RCC Foundation Academic Excellence Scholarships

Each year the RCC Foundation recognizes academic excellence by awarding scholarships to students meeting the criteria for the College's President's List. For more information concerning the President's List, please refer to the "Honors" section in this publication. A student meeting eligibility requirements and enrolling the following term as a full-time student will be awarded a scholarship through the Foundation.

RCC Foundation Scholarships for High School Seniors

Each year the RCC Foundation strives to award scholarships to one (1) graduating senior from each of the individual high schools of Robeson County and the RCC Adult High School Program. The scholarships will be applied to the student's tuition, activity fee, and books at RCC.

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

RCC Foundation Endowed Scholarships/Funds

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

EMPLOYMENT

Federal Work-Study Program

The Federal Work-Study Program provides part-time jobs for students who have great financial need and who must earn part of their educational expenses. The Federal Government provides funds to educational institutions which in turn have jobs available for students. At RCC, students work in a variety of offices and departments with their work schedule built around their academic schedule. Students may work up to 20 hours weekly while attending class full-time. Eligibility is determined by enrollment and financial need. For more information, contact the Financial Aid Office.

Sammy and Onita Cox Endowed Nursing Scholarship

RCC Trustee and Foundation Board Member Sammy Cox established this scholarship in May 1998 to honor his wife, Onita Cox. Mrs. Cox is a graduate of Robeson Community College's Nursing Program. This endowment funds an annual scholarship for students pursuing an Associate Degree in Nursing.

Lumbee River Electric Membership Endowed Scholarship

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

John L. and Isabelle G. McLean Endowed Scholarship

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

Pat "Tickie" McNeill Art Scholarship

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

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

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

Dr. J. Graham Pittman Endowed Scholarship

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

Ray V. and Ann Revels Endowed Scholarship

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

Clyde and Charlotte Sessoms Endowed Scholarship

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

Rendal and Mary Lynn Walters Endowed Scholarship

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

Evelyn P. Warwick Endowed Scholarship

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

Bruce Williams Endowed Scholarship

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

Eliza and Fred G. Williams Jr. Endowment

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

Henry M. And Helen W. Callis Endowed Book Fund

Established in December 2001, by RCC's 2001 Teacher of the Year, Mary Ash, and her husband, Andrew, along with her siblings, Kenneth and Ruth Ann Butler; Ralph and Donna Callis; Marshall and Alvetta Callis; Reed and Minde Callis; Martha Callis; and Robert Reed and Susie Callis in honor of their parents, Henry M. And Helen W. Callis. The earnings provide a scholarship to assist first-year students with the cost of text books.

Tupac Amaru Shakur Foundation's Rosa Belle Williams Endowed Scholarship

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

Earl and Joyce Antone Endowed Scholarship

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

Charles F. And Betty C. Edens Endowed Scholarship

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

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

Established through a gift of stock by former RCC Foundation Board Member, Anne Moss-Biggs, in June 2001 in memory of her husband, Dr. J. Irvin Biggs. The earnings from the endowment are used to provide scholarships to second-year students with financial need. The recipient must reside in Robeson County.

Eula Mae Harrell Endowed Scholarship

Established in March 2001 by Lavendar Locklear in memory of Eula Mae Harrell. The earnings from this endowment are used to fund scholarships for students who are enrolled in the Office Systems Technology or Business Administration curriculums with exceptional academic merit (grade point average of 3.0 or better.) Preference is given to female students with strong leadership abilities, and who are displaced workers.

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

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

St. Albans Masonic Lodge Endowed Scholarship

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

Evelyn M. Price Endowed Scholarship

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

Sarah M. Britt Endowed Scholarship

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

Gary N. Powers Endowed Scholarship

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

Wellington Mathematics Education Scholarship

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

Dr. & Mrs. Ray Pennington Endowed Scholarship

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

Don & Linda Metzger Endowed Scholarship

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

Ronald "Ron" G. Turbeville Endowed Nursing Scholarship

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

RCC Foundation Annually-Funded Scholarships

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

Evelyn Hunt Memorial Scholarship

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

Dr. Mac-Adolf Montilus Scholarship

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

Florence Rogers Charitable Trust Scholarship

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

Florence Rogers Charitable Book Fund

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

James A. Comstock Scholarship

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

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

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

Lumberton Rotary I.M. "Murk" Biggs Scholarship

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

Lumberton Area Chamber of Commerce Chairman's Scholarship

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

Progress Energy Scholarship

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

Lumberton Pilots Association Scholarship

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

BB&T Endowed Scholarship

Established originally in 1994 by Southern National Bank whose merger with Branch Banking and Trust allowed the latter to complete the Endowment. The earnings can be used by the Foundation for its General Scholarship Fund, the Hector McLean Program of Public Affairs, Humanities and Cultural Art, or provide a scholarship each year to first or second-year students.

Bill and Sue Wester Endowed Scholarship

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

NAACP Scholarship

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

Ronald G. "Ron" Turbeville Nursing Memorial Scholarship

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

Sarah Britt Endowed Scholarship

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

Theresa Ann Jones Memorial Scholarship

Established in memory of Theresa Ann Jones by RCC Foundation Director, Ericka A. Jones (sister) and Carolyn McNair Jones (mother), former Adult Basic Education Teacher's Assistant. This award is available to students enrolled part-time in the Early Childhood Education Program.

Erich Von Hackney Basic Law Enforcement Training Incentive Scholarship

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

Vocational Rehabilitation for Disabled Veterans

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

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

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

Vocational Rehabilitation

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

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

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

Application Procedure: For more information on services or eligibility, contact your local Vocational Rehabilitation Office, or write to the NC Division of Vocational Rehabilitation Services, P.O. Box 26053, 803 Ruggles Drive, Raleigh, NC 27611-6053 or call at (919) 733-3364. General information may be received from the Counseling and Career Center at Robeson Community College.

Lumbee Regional Development Association (LRDA)

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

Telamon Corporation

Funds are available for qualifying students from low-income families through Telamon. The student is paid a training allowance plus cost of tuition, fee, and books. Contact the Telamon Office in Lumberton, NC.

Workforce Investment Act (WIA)

Funds are available for displaced and/or dislocated workers. Contact your local WIA Office, Employment Security Commission or RCC Financial Aid Office.

Veteran Services

For the Veteran Affairs Office to operate effectively, it is essential that each veteran becomes knowledgeable of certain operating procedures.

This section of this publication is designed to explain some of those procedures. Veterans are urged to become completely knowledgeable of its contents.

It is important for each veteran to know how he is certified to the VA in order that he may carry the proper credit or contact hour load to receive the benefits he expects. Each type of certification will be explained below. The Veteran Affairs Officer can answer specific certification questions.

In some cases, veterans may take electives to meet the necessary credit or contact hour load required to be full-time. Veterans should see the Veteran Affairs Officer before the semester begins or during registration to insure that they have the correct number of credit hours or contact hours.

Veterans receive a monthly benefit only after they have attended school for that month.

Certification of Attendance

Veterans who receive Chapter 30, 1606 or 1607 benefits must certify their attendance at the end of each month. Monthly certification is required and can be done online through the WAVE system at www.gibill.va.gov or by phone at 1-877-823-2378. This process must be completed to initiate monthly payments.

Certification Categories for Veterans

Associate in Applied Science Degree. Veterans in these categories are certified to the Veterans Administration on a credit hour basis. The VA requires a minimum of 12 credit hours for full-time benefits. Three-quarter time would be a minimum of 9 credit hours, and half-time would be a minimum of 6 credit hours. Less than 5 credit hours qualifies the veteran only for tuition and fees.

Change of Program

There are occasions when a veteran may complete a curriculum and enroll into another curriculum during the school year. When this happens, the veteran should report to the Veteran Affairs Office and complete VA form 21E-1995. Also, if he/she transfers to another school, the school to which he/she is transferring will assist in the completion of this form.

Satisfactory Academic Progress

Satisfactory academic progress is the same for veterans and non-veterans.

Records Of Progress

Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished to students, veterans, and non-veterans alike, at the end of each scheduled term.

Student Status

If a veteran increases or decreases his/her registered semester credit hours, VA form 22-1999B must be completed by the Veteran Affairs Officer. The veteran must notify the Veterans Affairs Officer of all schedule changes.

Termination

The Veteran Affairs Officer must be notified immediately if a veteran withdraws from school. The veteran is responsible for this information reaching the Veteran Affairs Officer promptly.

Veterans who are terminated to the Veterans Administration for pay purposes for unsatisfactory progress and/or conduct must go through counseling before they can be reinstated for pay purposes.

Veterans who are terminated to the Veterans Administration due to absences during any part of the term may not be reinstated for pay purposes until the beginning of the next term unless there are extenuating circumstances causing the absences that are beyond the control of the veteran. Veterans whose pay is terminated to the Veterans Administration because of unsatisfactory attendance, need not go through counseling to be reinstated at the beginning of the next term.

STUDENT ACTIVITIES

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

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

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

Student Government

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

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

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

Student Publications

All student publications are governed and approved by the Student Government Association and the College's administration. Student publications must be reviewed by the Editorial Committee for Student Publications prior to publication and distribution. The Committee will consist of the following persons: SGA President, SGA Advisor, Chairperson of the English Department, and an Assistant Vice President in Educational Services appointed by the Vice President for Instruction and Support Services.

Publications should follow the guidelines of standard English and MLA/APA documentation for sources. Misuse or abuse of such publications may cause termination or abolishment of an approved publication.

Total News is a student newspaper which is published every semester. The paper's purpose is to "promote morale on the campus of RCC and create a closer student body," and it is the goal of the Total News Staff to provide the student body with "helpful, enlightening, and encouraging information…" (Total News Constitution) The Total News Staff consists of a Chief, an Editor, a Photographer, and Reporter(s).

The Chief of Total News is elected in October during the SGA elections, after having followed the proper application procedures. All other staff position applications are made to the Chief. Terms for all staff positions are for one year at which point new applications or re-applications for positions may be made.

Athletics

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

Special Events

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

Student Government Association Scholarship

The SGA Scholarship is a merit-based scholarship that will be awarded In congruency with the below stated requirements. The officer must:

a) Maintain a 2.5 GPA or higher

b) Complete 15 hours per month in office time

c) Attend all scheduled meetings. In the event that an officer cannot be present for all meetings, one absence can be excused per Executive board approval (absence must be excused by a majority vote of the Executive Board and the SGA Advisor).

d) Attend all SGA sponsored events with one absence. In the event that an officer cannot be present for all events, one absence can be excused per Executive Board approval (absence must be excused by a majority vote of the Executive Board and the SGA Advisor).

The SGA Advisor and president will ensure that all officers have fulfilled the mandatory requirement before he/she is considered eligible for the scholarship. Once an officer reaches eligibility status, the officer will be awarded the scholarship for that semester. The scholarship, for the President, will be awarded in the form of a total reimbursement of their tuition and fees. For the remainder of the Executive Board each officer will receive a $250.00. Disbursement of funds will occur at the end of the fall and spring semesters.

STUDENT GOVERNMENT CONSTITUTION

Any student who runs for a SGA office must maintain a high standard for the school by upholding high standards and unquestionable personal conduct. Any student who has admitted to or been convicted of a felony is ineligible to run for an office or to remain in one of the elected offices. A prospective candidate for an office must be a full-time curriculum student. He/She must be free of any financial obligations to the College.

SGA CONSTITUTION

PREAMBLE

We, the students of Robeson Community College, in order to foster a spirit of cooperation among students and faculty, coordinate and regulate student activities, maintain a high standard for the school by upholding high standards and personal conduct, promote and encourage activities for the best interest of the school, and develop good citizens through experience in government, do hereby establish this constitution for the Student Government of Robeson Community College.

ARTICLE I
NAMES AND OBJECTIVES OF ORGANIZATION

Section A

The organization shall be known as the Student Government Association. There shall be a smaller body, consisting of student representatives and officers, which shall be known as the Student Council.

Section B

The purpose of the organization shall be to foster a spirit of cooperation among students and faculty; to coordinate and regulate student activities; to maintain a high standard for the school by upholding high standards of personal conduct; to promote and encourage activities for the best interest of the school; to develop good citizenship through experiences in government.

ARTICLE II-QUALIFICATIONS OF MEMBERS

Section A

The members of the Student Government Association shall consist of all students enrolled in curriculum credit courses who pay an activity fee.

Section B

The members of the Student Council shall consist of one representative from each curriculum and the five elected officers.

Section C

The term of office for all members of the Student Council shall be one year.

Section D

There shall be a faculty advisor selected by the administration of the College.

Section E

The SGA Executive Committee members and SGA representatives must attend all meetings or have a legitimate excuse for not doing so. A member who does not attend regularly may be asked to resign the position.

Section F

If SGA representatives cannot be present at a meeting, with a legitimate reason, they must assign someone to attend in their place.

ARTICLE III-OFFICERS, THEIR ELECTION AND DUTIES

Section A

The officers of the Student Government Association shall be elected by Australian ballot during the month of October.

Section B

The representatives shall be elected by SGA members of their specific curriculums.

Section C

The duties of President of the SGA shall be:

(1) to acquire a working knowledge of parliamentary law and procedure and a thorough understanding of the constitution, bylaws, and standing rules of the organization;

(2) to serve as chief executive officer of the organization;

(3) to preside over all the meetings of the Executive Committee and the SGA;

(4) to appoint, with the consent of two-thirds of the Executive Committee, all persons to fill the unexpired terms of elected officers, should vacancies occur;

(5) to appoint, with the consent of the Executive Committee, the chairmen of all standing committees;

(6) to serve as an ex-officio member of such committees if he so chooses;

(7) to have knowledge of the records and monies of the organization;

(8) to perform all other functions pertaining to the office;

(9) to call periodic meetings of the Executive Committee and the Student Council at his discretion;

Section D

The duties of the Vice President of the SGA shall be:

(1) assume the duties of the President should the President, for any reason, be unable to meet his duties;

(2) to fulfill any duties as delegated by the President;

(3) to chair any important committee.

Section E

The duties of the Secretary of the SGA shall be:

(1) to maintain the records of the SGA;

(2) to serve as recorder of the Executive Committee;

(3) to distribute a copy of the minutes of the Executive Committee and the SGA meetings to all members;

(4) to assist in all other areas that the Executive Committee may deem desirable;

(5) to inform all members of the time and place of scheduled meetings;

(6) to file copies of records and minutes in the office of the faculty advisor;

Section F

The duties of the Treasurer of SGA shall be:

(1) to receive monies from student-sponsored activities and to deliver these monies to the Business Office for deposit;

(2) to keep a record of expenditures and receipts, and make a report of the finances at each meeting of the SGA.

Section G

The duties of the Parliamentarian of the SGA shall be:

(1) to maintain parliamentary order at meetings of the SGA;

(2) to serve as an advisor for any procedural problems;

(3) to assist in all other areas that the Executive Committee may deem desirable;

(4) to maintain adherence to the rules in the Robert's Rules of Order in all cases to which these are applicable, and in which they are not inconsistent with the bylaws of the SGA.

Section H

The duties of the representative of the SGA shall be:

(1) to attend all meetings and to report to the students of their respective curriculum the proceedings of the SGA meetings;

(2) to report to the Student Council any suggestions made by the students of his/her curriculum;

(3) to participate in all student functions.

ARTICLE IV-MEETINGS OF THE ORGANIZATION

Section A

The Student Council shall meet whenever it is necessary in order to carry on the business of the SGA. The President of the SGA shall call the meetings and shall be responsible for giving proper notice to all members of the Student Council.

ARTICLE V-AMENDMENTS

Section A

An amendment to this constitution may be adopted by a three-fourths vote of the student body present and voting.

BYLAWS

ARTICLE-I

QUALIFICATIONS AND ELECTION OF OFFICERS

Section A

The President of the Student Government Association shall be any first year student of a two-year curriculum who is enrolled full-time.

Section B

The Vice President of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section C

The Secretary of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section D

The Treasurer of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section E

The Parliamentarian of the Student Government Association shall be any member of the SGA who is enrolled full-time.

Section F

The election of all officers of the SGA, except the President of the SGA, shall be held in October. The elections shall be decided by a majority of the votes cast.

Section G

To run for an office, a candidate must have signatures of at least 10% of the voting membership.

Section H

Installation of officers and representatives will take place at an assembly within two weeks after their election to office.

Section I

To run for an office, a student must have a minimum GPA of 2.0 and maintain this minimum GPA during his term of office. An incoming freshman who has not earned a GPA, must earn it by the end of his first semester and maintain a GPA of 2.0 to remain in office. Failure to maintain a 2.0 GPA will result in replacement of an officer with appointment of a new officer by the means prescribed in Article III, Section C, Item 4.

ARTICLE II-RULES

The rules contained in Robert's Rules of Order shall govern in all cases to which they are not inconsistent with these bylaws.

ARTICLE III-AMENDMENTS

These bylaws may be amended at any regular or special meeting by a vote of two-thirds of the members present and voting, provided previous notice has been given in calling the meeting.

ARTICLE IV-COMMITTEES AND THEIR RULES

Section A

There shall be an Executive Committee consisting of the five officers of the SGA. The duties of the Executive Committee shall be as follows:

(1) to plan the agenda, time and place of meeting;

(2) to call special meetings upon petition of a majority of members;

(3) to interpret the constitution;

(4) to maintain close liaison with the school administration and with the Student Council advisors.

Section B

There shall be a Constitution Committee, the duty of which shall be to review the constitution periodically and to propose any changes deemed necessary.

Section C

There shall be a Publicity Committee, the duty of which shall be to inform all students of the Student Government activities.

Section D

There shall be an Activities Committee, the duty of which shall be to plan activities to help promote school spirit.

Section E

There will be an SGA suggestion box in the Student Lounge at all times. Therefore, SGA will know where SGA improvements are needed.

Section F

If the SGA Executive Committee and SGA representative feel that a member of the SGA is not fulfilling his/her duties, they will, therefore, vote and if the majority feels the same, the person will be asked to give up this position.

CAMPUS SERVICES

Academic Advising

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

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

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

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

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

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

Bookstore

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

Business Office

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

Returned Check Policy

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

Campus Security

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

Counseling and Career Services

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

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

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

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

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

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

Placement Testing and Specialized Tests: Placement Testing is handled through Counseling and Career Services. Testing does not determine whether or not students can attend College. The purpose of Placement Testing is to match the academic readiness of the student with the academic requirements of the curriculum. Persons applying for admission into all diploma or degree programs are required to test. Placement Test scores are used in conjunction with previous transcripts in determining whether students are academically ready to enter a particular curriculum. Testing is administered in the following areas: Writing, Reading Comprehension, and Mathematical skills. Testing is scheduled after applicants have submitted an application to the College. There is no charge for taking the test. TEAS testing is required for Allied Health applicants. The TEAS test measures reading comprehension and basic mathematics. The TEAS provides an objective measurement of critical thinking skills, test taking, stress levels, social interaction and learning styles. Students may contact Counseling & Career Services about TEAS testing.

Placement Test Waiver: Placement Testing may be waived in some situations where students have earned credits at other colleges or achieved qualifying test scores on the SAT or ACT tests. For information concerning testing waivers, students should contact Admissions or Counseling Services.

Transferring Test Scores: Robeson Community College uses the ASSET, COMPASS and Accuplacer Tests by American College Testing for placement testing. Applicants who wish to take the test, or who have taken the test, at another college need to request to have their test scores sent to the RCC Testing Office. To facilitate this process, "Test Score Request" forms are available from the RCC Admissions Office and Counseling and Career Services. Request forms can also be downloaded from the Internet at www.robeson.cc.nc.us/studserv. Transferred test scores must be official copies sent from the other college to RCC.

RCC Retest Policy: Testing is used to place students in appropriate level courses rather than for admissions purposes. Therefore, retesting is not recommended for regular programs unless it is determined that first test scores are invalid.

Right of Appeal: Any student who thinks that special consideration should be given to him or 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.

Additional specialized tests are available to anyone wishing to find out more about themselves, their abilities, and their interests. Specialized tests/inventories are administered upon requests by students and faculty. Some examples of specialized tests may include interest inventories, personality tests, aptitude tests, diagnostic tests, achievement, and general ability tests.

Drug and Alcohol Abuse Awareness Prevention Program

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

There is a Drug/Alcohol Display Center in the Counseling and Career Services where persons can receive free information concerning

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

Hotline Numbers for Drug/Alcohol Information:

Local: Crime stoppers 738-1133 (do not have to give name)

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 on Drug Abuse (NIDA) - 1-800-638-2045

3. NIDA Hotline (Directs callers to local cocaine abuse centers. Free materials on drug abuse may also be requested. All information and referrals confidential.)

4. Cocaine Hotline - 1-800-COCAINE

5. Fetal Alcohol Syndrome (FAS) Hotline - 1-800-532-6302

Drugs and Alcohol Policy

The use and abuse of drugs and alcohol are subjects of immediate concerns in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users and/or abusers of drugs or alcohol may impair the well-being of all employees, students, and the public at large, and may result in property damage to the College. Therefore, in compliance with the Federal Drug-Free Workplace and Drug-Free Schools and Campuses Regulation, it is the policy of Robeson Community College that the unlawful use, possession, distribution, manufacture, or dispensation of a controlled substance or alcohol is prohibited while on College premises, the College workplace, or as part of any College sponsored activity. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referred for prosecution. The specifics of this policy may be found in this publication, the RCC Library, and Counseling and Career Services.

Aids Awareness

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

The Center of Disease Control's National AIDS Hotline (1-800-342-AIDS) offers 24-hour service seven days a week to respond to any questions about HIV infection and AIDS. The number for the Robeson County Health Department is 671-3200.

Disability Services

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

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

The Office of Disability Services also adheres to the mandates outlined in the Americans with Disabilities Act of 1990 which ensures that reasonable accommodations are provided to all individuals with disabilities.

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

1. Disability Services Application

Individuals interested in receiving disability services must complete an application packet. This is the first step to begin the process for determining eligibility to receive disability services. Application packets must be received at least one month prior to requesting accommodations. Application packets are available in the Office of Disability Services which is located within the Office of Counseling and Career Services.

2. Documentation Guidelines

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

a. Documentation must be current and from a service provider who is certified or licensed to evaluate or diagnose a particular disability. These professionals may include a medical doctor, psychologist, ophthalmologist, educational diagnosticians, and other certified service providers. If you received services in high school, please provide a copy of your most recent psychological or psycho-educational plan to the Office of Disability Services.

- It should be noted that a school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery.

- Prior history of accommodation does not, in and of itself, warrant the provision of similar accommodations.

b. All documentation provided to the Office of Disability Services is confidential information and will not be disclosed to a third party without consent except in emergency situations. All documentation provided to determine eligibility remains in the Office of Disability Services and does not become part of the student's academic record.

3. Verification of Eligibility

Once the Office of Disability Services verifies an individual's eligibility for services, a meeting will be scheduled to develop an individualized accommodation plan. Accommodations are determined on an individual case. Individuals with similar disabilities may not receive the exact same accommodations.

4. Typical Accommodations

Accommodations may include, but are not limited to:

- Test administration modification
- Calculators/keyboard with large buttons
- Individual counseling
- Assistive technology
- Tutorial services
- Assistive Listening Devices
- Braille/talking calculators
- Enlarged print
- Note taking services
- Scribe
- Alternative forms of textbooks
- Reader
- Sign language interpreting services
- Special seating
- Assistance with completing forms

a. As the liaison between faculty and students, the Office of Disability Services will send out Disability Certification Notices which identifies the accommodations that students qualify to receive. Instructors are responsible to provide accommodations identified on the Disability Certification Notice.

b. Students are to meet with each instructor to discuss how accommodations will be implemented in the classroom. Students are responsible for monitoring progress with instructors and ask for additional assistance if needed.

c. At the end of each semester and before the upcoming semester, students receiving accommodations should meet with the Counselor in the Office of Disability Services to re-evaluate the individualized accommodation plan. Revisions will be made during this time.

5. Late Request for Accommodations

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

Division of Learning Resource Services

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

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

The RCC Library supports Distance Learning. From the RCC Web Page, the library's on-line book collection is accessible. Other resources include periodicals and newspapers that have been

selected to support the degree, diploma and enrichment programs offered by the college. The internet provides access to NC LIVE and NewsBank that provides abstract, full-text journals, encyclopedia and newspaper articles. An orientation program to educate patrons to fully utilize resources and services is also available.

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

Library

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Media Services

Media Services, located in the library, provides a variety of media equipment and services to meet the needs of the College. Services include equipment and materials circulation, production services,

and consultant services. Patrons are encouraged to consult the media handbook for a complete listing of materials and services available.

Graphic Arts

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

Health Services

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

Housing

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

Student Orientation

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

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

1. Acquaint students with campus regulations.

2. Introduce students to key personnel on campus.

3. Advise students of college support services.

4. Provide academic information.

5. Acquaint students with college survival skills.

ACA 115–The Success and Study Skills course is designed to help you become a more successful student. This course is an extension of new student orientation and gives the student more detailed information about the college experience. Talk with your academic advisor to register for this class.

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

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

ACA 122 - The College Transfer Success course is designed specifically for students enrolled in the College Transfer curriculum, Associate of Arts of Science or the Transfer Core Diploma, either Arts or Science.

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

Student Services

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

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

1. To interpret the College's objectives, opportunities, and policies to prospective students.

2. To assist in the implementation of the "Open Door" philosophy and policy.

3. To assist the student in satisfactorily selecting, entering, progressing within, and completing a course of study whether general, technical, trade, upgrading, basic education, or cultural in nature.

4. To provide a professional, competent, and continuing, counseling program in assisting students with academic, vocational, personal, and social-economic problems.

5. To properly record, maintain, and make available to proper persons information regarding students.

6. To provide, develop, encourage, and evaluate a program of student activities.

7. To encourage suitable vocational-educational placement upon termination of individual studies at the college.

8. To promote and encourage programs related to the health, safety, and physical welfare of the student.

9. To initiate, encourage, complete and share systematic research and the results thereof.

10. To continuously evaluate and improve Student Service.

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

Student Support Services

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

The office of Student Support Services (SSS) at Robeson Community College is designed to enrich student life academically, culturally, and socially to ensure a supportive environment for students adjusting to college life. Our staff will provide the 160 students who are accepted into the program with supportive services that include advising, counseling, no-cost tutoring, workshops, educational support plans, career development, financial aid counseling, and cultural enrichment programs. The program also includes an initiative to assist students who want to transfer to a four-year institution. SSS is committed in increasing the retention/graduation rates and in helping students attain academic, social and personal success.

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

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

Those students who are not sure of their status or would like to learn more about our SSS program please contact Jennifer B. McLean, 272-3348. SSS is located in Building 14.

Tutorial Services

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

The objectives of tutorial services are:

1. To provide reinforcement of class work and class assignments.

2. To clarify information.

3. To assist with remediation of background "gaps".

4. To provide "modeling" of successful learning and study strategies for a particular discipline of study.

5. To serve as a liaison between student, faculty, and tutor.

6. To reduce the failure rate of students in courses.

7. To reduce the dropout rate of students.

8. To become an active participant in the learning process and enhance self-confidence.

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

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

Veterans Services

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

Voter Registration Assistance

Information, forms and assistance completing voter registration materials can be secured by contacting a counselor in the Counseling and Career Services Office located in Room 1302 of the Student Center. Veterans are also referred to: http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/Transcript_FAQs.htm for more information and for forms specific to each branch of service.

HELPFUL AIDS AVAILABLE TO STUDENTS

Alumni Affairs

RCC Alumni are special guests at SGA sponsored functions, as well as other functions sponsored by RCC. The Student Services Staff regularly communicates with RCC Alumni through newsletters, surveys, etc.

Bulletin Board Communication

Bulletin boards are used for official communication of the College. Students are expected to read announcements daily to keep informed about pertinent information. Bulletin boards are located throughout the campus. Prior to the posting of information, approval must be granted. For all academic related facilities, contact Educational Services. For posting of information in the Student Center, contact Records and Registration.

Emergency Notification

Emergency telephone calls and messages for students are handled by counselors in the Counseling and Career Services. Only messages that are emergency in nature will be delivered to students. Any person requesting an emergency message delivered to a student will be asked the nature of the emergency in order to assist the counselor in addressing the emergency.

Lost and Found

Lost and found articles are handled in the Office of Records and Registration. Items found should be turned in promptly. Unclaimed items will be held for thirty days.

School Colors

The school colors are royal blue and white.

Telephone

Pay telephones are located in the entry way near the Student Lounge in the Student Center and in Buildings 7, 11, 12, & 14 for making local and long distance calls. RCC business telephones may not be used by students for making outgoing telephone calls.

CAMPUS STANDARDS

Policies Governing Student Misconduct
Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of this academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the community. Students should exercise their freedom with responsibility. As members of the academic community, students are subject to the obligations which accrue to them by virtue of this membership. As members of the larger community of which the College is a part, students are entitled to all rights and protection accorded them by the laws of that community.

By the same token, students are also subject to all laws, the enforcement of which is the responsibility of duly constituted authorities. When students violate laws, they may incur penalties prescribed by legal authorities. In such instance, college discipline will be initiated only when the presence of the student on campus will disrupt the educational process of the college. However, when a student's violation of the law also adversely affects the College's pursuit of its recognized educational objectives, the college may enforce its own regulations. When students violate college regulations, they are subject to disciplinary action by the College whether or not their conduct violates the law. If a student's behavior simultaneously violates both college regulations and the law, the College may take disciplinary action independent of that taken by legal authorities.

Student Code of Conduct

The College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when, in the judgment of college officials, a student's conduct disrupts or threatens to disrupt the college community, appropriate disciplinary action will be taken to restore and protect the sanctity of the community.

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

The following Campus Standards are expected to be observed while on campus or at college-sponsored, off-campus events. Violations of these Campus Standards will result in disciplinary actions which may include suspension or expulsion from Robeson Community College:

Rule 1. The College reserves the option to refer cases involving violations of local, state, and/or federal laws to appropriate officials off campus.

Rule 2. Academic Dishonesty - Cheating and plagiarism are dishonest, deceiving, and both are considered serious offenses. Extreme care should be taken to ensure that all work completed measures up to a standard of honesty. The faculty member directly concerned may deal with this offense through disciplinary actions (such as failure on the assignment), file charges under the Campus Standards, or may refer the matter to the division chair.

Rule 3. Alcohol - The primary goal of Robeson Community College is to provide an atmosphere where students can achieve their educational goals. As a result, the possession or use of alcohol is prohibited on campus and at college-sponsored events off campus. Alcohol abuse which results in public intoxication, destruction of property, abuse of or personal injury to an individual, litter, or misconduct of any kind, is a violation of the alcohol policy. Being under the influence of alcohol is not a valid reason for inappropriate behavior.

Rule 4. Animals - A student may not have an animal of any kind on campus. This includes animals left in a vehicle. Working dogs, such as Seeing Eye dogs and police dogs, are permitted.

Rule 5. Arson - Tampering with fire alarm systems and/or safety equipment or intentionally lighting a fire on college property is strictly prohibited.

Rule 6. Assault - Malicious assault, physical abuse, or verbal harassment of any person on campus will not be tolerated. This includes physical or verbal actions which threaten or endanger the health and/or safety of any such persons.

Rule 7. Complicity in Standards Violation - Any student who is aware that a violation of any standard, regulation, law, or ordinance is about to occur or is taking place shall make some reasonable effort to stop the offense or notify a college staff member immediately.

Rule 8. Disorderly Conduct - Robeson Community College students are expected to act in an orderly and responsible manner. Therefore, students may not be involved in such actions as physical restriction, coercion, or intimidation of any person on campus; participation in or encouragement of any effort to disrupt any class or other college functions; disrespect, belligerence, or racial prejudice toward any college staff member (instructional or non-instructional), any student in a supervisory capacity, or a fellow student. Indecent or obscene language or behavior will result in disciplinary action.

Rule 9. Failure to Comply with Judicial Action - Students who are notified of judicial-related appointments and who fail to attend the scheduled meeting/hearing will be subject to disciplinary action. Students who cannot attend a scheduled meeting or hearing should contact the Assistant Vice President of Student Services at least twenty-four (24) hours in advance.

Violations of penalties rendered by Robeson Community College will be considered very serious violations of the Campus Standards.

Rule 10. Forgery - Forgery, alteration or misuse of college documents, deceiving records, or instruments of identification with intent to deceive, will be considered a violation of the Campus Standards.

Rule 11. Gambling - Gambling is not permitted on campus property or at college-sponsored events off campus.

Rule 12. Internet and Computer Network Usage - The College has detailed guidelines outlining the appropriate use of the Internet and Computer Resources. Users of the College's computer network agree to follow established guidelines. Computer usage should be for academic purposes only.

Rule 13. Narcotics, Stimulant Drugs - The possession, use, or sale of illegal drugs, stimulants, hallucinogens, depressants, or any other illegal substance will be a violation of Robeson Community College Campus Standards. The definition of possession of dangerous drugs includes the presence of such materials on the student's person, among the property owned by the student, or among such school property as is being used by the student.

Rule 14. Responsibility - Each student is responsible for his/her own actions on the Robeson Community College campus or at college-sponsored events off campus. Students are required to carry identification cards issued by the College and must identify themselves to college officials upon request.

All visitors to the campus are required to observe these standards of the College. Hosts/hostesses of visitors are responsible for the actions of their guests on the Robeson Community College campus or at college-sponsored events off campus.

Rule 15. Sales, Solicitations, or Distributions - No sales, solicitations, or distributions of any kind shall be made on college property or at any college-sponsored events except those which are approved in advance by Business Services.

Rule 16. Sexual Harassment - A student may not sexually harass, either verbally or physically, any member of the College community, including other students, College employees, or other persons on the College campus.

Rule 17. Theft - Theft of college property, property of a member of the college community, a campus visitor on college property or attending a college function off campus is strictly prohibited.

Rule 18. Tobacco - Smoking and/or using other forms of tobacco products are not permitted in classrooms, shops, labs, or other unauthorized areas.

Rule 19. Unauthorized Programs - Participating in or conducting an assembly, demonstration, or gathering in a manner which threatens or causes injury to persons or property; which interferes with free access to, ingress or egress of college facilities; which is harmful, obstructive, or disruptive to the educational process or institutional functions of the College; and/or remaining at the scene of such an assembly after being asked to leave by a representative of the college staff is strictly prohibited.

Rule 20. Vandalism - Malicious destruction of public or private property on campus will be considered a violation of the Campus Standards.

Rule 21. Weapons - Possession or use of any firearms, incendiary devices, or explosives are prohibited on college property. Prior permission must be obtained where weapons are authorized for possession/use in a college-approved activity. This standard includes possession in a vehicle located on college property.

Hearing Procedures

All violations of the Robeson Community College Campus Standards will be handled by administrative action and when necessary through judicial procedures. When a student violates a Campus Standard, he/she is expected to accept responsibility for his/her actions.

The establishment, interpretation, and enforcement of Campus Standards is designed to assist each student in the realization of educational goals and to assist in providing an environment in which every student may achieve his or her potential. Hence, disciplinary actions vary according to the situation. Each action taken as a result of a Campus Standards violation must be tailored to fit the circumstances of the situation.

The disciplinary history of an individual student remains active throughout his/her period of enrollment at Robeson Community College. Thus, disciplinary violations carry over from semester to semester and may impact on determining appropriate sanctions after a decision of guilt has been rendered in reviewing an incident.

Under normal conditions, the following principles, guidelines, and procedures prevail in dealing with violations of Campus Standards:

Incident/Notification

Any alleged violation shall be reported immediately to the Assistant Vice President of Student Services. Students will be accorded due process in all disciplinary proceedings.

The student charged with alleged violation(s) will be notified in writing of the specific charges, the process followed by the college in the investigation of the charges, and information concerning student rights/privileges. The Assistant Vice President of Student Services will initiate the written notification to the student charged with the alleged violation(s) within three (3) school days of the receipt of the complaint. The student must make a conference appointment with the appropriate official as outlined in the written notification to discuss the incident.

Conference Guidelines

It will be the responsibility of the Assistant Vice President of Student Services or his/her designee to act as a reviewer for the alleged incident. He/she will review all written materials concerning the incident, talk with witnesses, staff persons involved, etc., who have clarifying information, and review these findings with the student charged with violation(s).

Upon discussing the situation with the student and reviewing the findings with the student, the Assistant Vice President of Student Services will have the following options to develop/implement:

a. Dismiss the alleged violation(s) because of insufficient evidence, obvious innocence of the charges, etc.

b. Find the student guilty of the violation. Then the penalty which is appropriate for the violation(s) will be issued. Any extenuating circumstances will be taken into account in determining the penalty.

c. Due to the complexity of the alleged violation(s) or previous incident(s), the incident may be referred to the Campus Standards Committee for action.

d. Due to the seriousness of the alleged violation(s) and/or the possible threat to the welfare of the college community, the student may be suspended from the college immediately.

At the conclusion of whichever option is implemented by the Assistant Vice President of Student Services or his/her designee, the student will be provided with a copy of the decision, his/her requirements in working toward fulfilling the stated penalty, and appeal options to follow.

Upon written notification, a student may request a hearing by the Campus Standards Committee if that written notification is made within five (5) school days following the decision of the Assistant Vice President for Student Services.

Campus Standards Committee

Committee Memberships - The Committee will consist of members from the faculty, staff, and students. The faculty and staff members of the Committee will be appointed by the College President. Student members will be nominated by the President of the Student Government Association along with being confirmed by the Executive Council of the Student Government Association, and approved by the President of the college.

The Campus Standards Committee will be composed of two faculty members, two staff members, and two students. The College President will appoint one administrator to serve as Committee chairperson, who will vote only in cases of a tie. For each hearing, a minimum of four (4) Committee members must be present.

If the hearing is not waived, it should be scheduled after class hours on the second (2nd), third (3rd), or fourth (4th) school day after the notification has been received. The chairperson may schedule a different date for the hearing if good and sufficient cause is shown by either the student or by the Assistant Vice President of Student Services. Insofar as is feasible, however, the hearing should not be held later than the fourth (4th) school day following the day that the student receives the notification.

Chairperson Responsibilities - The chairperson has the following duties and responsibilities:

1. Schedule hearings

2. Notify Committee members of hearings

3. Provide adequate opportunities before the hearing to the student charged with the alleged violation(s) to ask any questions concerning the procedures followed by the Campus Standards Committee.

4. Chairs/conducts the hearing (**Note**: In cases in which the chairperson has prior knowledge of the incident, the chairperson may select from the Campus Standards Committee an individual to serve in the capacity of chairperson.)

5. Notify student in writing of the findings of the Committee and maintain all records of the hearing.

Hearing Procedures - Whenever a student is charged with alleged violation(s) and a hearing is scheduled, the following due process procedures, as well as rules imposed by the chairperson in special circumstances, shall apply:

1. The jurisdiction and authority of the Committee is to hear evidence relevant to the alleged violation(s), to make findings of fact, and to reach a decision concerning the alleged violation(s).

2. No member of the Campus Standards Committee who has prior knowledge or interest in the case shall be allowed to participate in the hearing. The College President may appoint replacement(s) when needed.

3. The hearing will be closed to the public and will be tape-recorded. Tapes become the property of Robeson Community College, and access to them will be determined by the chairperson and the Assistant Vice President of Student Services. All tapes will be maintained in the Office of the Assistant Vice President of Student Services.

4. Any student charged with a violation who plans to have an attorney present must inform the chairperson in writing two (2) school days prior to the hearing.

5. Any proposed witness must submit a written statement of his/her testimony to the chairperson at least two (2) school days prior to the date of the hearing so that the chairperson can verify him/her as a witness or classify him/her as a member of the public. If it is impossible for a witness to attend the hearing, the written information provided to the chairperson may be used as evidence.

6. Once the hearing is called to order, charges will be read to the accused and to the Committee.

7. The plea of the accused will be given.

8. The student charged with the alleged violation(s) shall be present throughout the presentation of the evidence.

9. Witnesses may be present at the hearing only during the time they are called to present testimony.

10. When all evidence has been presented and any questions answered, the Committee will then proceed into an executive session to reach a decision of guilty or innocent. If a decision of guilty is rendered, then the Committee will review previous disciplinary-related problems of the student and reach a decision regarding the appropriate penalty.

11. The student will be notified in writing by the Campus Standards Committee chairperson of the decision of the Committee, as well as appeal options. (Copies of correspondence will be forwarded to the Assistant Vice President of Student Services.)

Appeal Procedure

Any decision made by the Assistant Vice President of Student Services or the Campus Standards Committee may be appealed to the President of Robeson Community College or his designee. A student who refuses to accept the findings of the Campus Standards Committee may appeal in writing to the College President within five (5) school days after receipt of the Committee's decision. In an appeal, the student should demonstrate that: (1) there is new evidence; (2) the Assistant Vice President of Student Services, his designee, and/or the Campus Standards Committee exhibited prejudice or other unfair treatment to the student; and/or (3) the decision does not relate appropriately to the charges. The College President shall have the authority to: (1) review the findings of the proceedings of the Committee; (2) hear from the student, Assistant Vice President of Student Services, and the members of the Committee before ruling on an appeal; (3) approve, modify, or overturn the decision of the Committee; and/or (4) inform the student in writing of the final decision within ten (10) school days of the receipt of the appeal.

All decisions resulting in a penalty of suspension or expulsion will be reviewed by the College President.

Additionally, a student may appeal the College President's decision to the Board of Trustees. The appeal must be in writing and must occur within five (5) school days of the College President's decision. The Board of Trustees or a committee of the Board may review information to date and render a decision without the personal appearance before them of the parties of the Campus Standards Committee or student, or they may choose to have the prior personnel involved in the hearing appear before them before rendering a decision. The decision of the Board of Trustees will be made within twenty (20) school days and will be final.

Penalties

Written Warning - A written communication which gives official notice to the student that any subsequent offense against the student code of conduct will carry heavier penalties because of this prior infraction. The written warning will be initiated by the Assistant Vice President of Student Services.

Disciplinary Probation - A student placed on disciplinary probation may have the following types of sanctions included within Disciplinary Probation guidelines:

1. Meet with a counselor or other designated person on a regular basis.

2. Not be guilty of any further violations of Campus Standards.

3. Removal from campus facilities. For example, a student may be allowed to attend class and complete all academic requirements but would not be allowed to visit the student lounge.

4. Other stipulations may be added to tailor the sanction to meet the needs of the institution and/or student.

5. The minimum time period that a student may be placed on disciplinary probation is one (1) semester.

Suspension - Suspension means that a student is dropped from the College. The minimum length of a suspension is the remainder of the current semester. Based on the seriousness of the violation, a longer suspension may be implemented. The student may apply for readmission after the specified time and may return if his/her application is approved by the Director of Admissions and the Assistant Vice President of Student Services. Notice of suspension will be placed in the student's official record file, but will be removed at the end of the suspension period.

Expulsion - Expulsion means that the student is separated from the College. The student loses indefinitely his/her student status. Notice of expulsion will be placed in the student's official record file. The student may be readmitted to the College only with approval of the College President.

Other Penalties or Sanctions - Other sanctions may be imposed for various violations. These sanctions will be reviewed by the Assistant Vice President of Student Services. For example, a student found guilty of vandalism to college property will be required to pay the College to repair/replace vandalized item(s); withholding transcript, diploma, or right to register imposed when financial obligations are not met; loss of academic credit or grade imposed as a result of academic dishonesty.

Temporary Suspensions

If the Assistant Vice President of Student Services or his designee determines that the behavior of an individual is dangerous to the welfare of the persons and/or property on the College campus and that immediate removal from campus is necessary, the Assistant Vice President of Student Services or designated official, in consultation with the College President or his designee, may implement a temporary suspension. A student who is temporarily suspended must leave campus immediately. The student will not be allowed to return until date and time of a scheduled review initiated by the Assistant Vice President of Student Services.

Withdrawals

A student may choose to withdraw from the College when confronted with disciplinary action. If a student withdraws from the College or leaves college, the investigation will be completed. Based on the completion of the investigation, appropriate judicial action will be initiated. In situations where an investigation results in judicial proceedings, the former student will be notified and will be allowed to participate in the proceedings. However, in cases where the former student is unable to participate in the judicial proceedings, the proceedings will be completed in the absence of the individual.

Student Grievance Procedure

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

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

CAMPUS POLICIES

AIDS Policy

The primary goal of Robeson Community College in relation to AIDS will be education. There is no medical cure for AIDS. In addition, there is presently no vaccine to prevent further spread of the AIDS virus. Education about AIDS and its transmission is the most effective measure in the control of the disease.

1. Robeson Community College has established an AIDS Task Force to provide the best possible advice concerning issues related to the AIDS epidemic.

2. Educational programs about AIDS will be available to all curriculum and non-curriculum students, college employees, faculty and staff.

3. No person with AIDS, ARC, or confirmed HTLV-III antibody test will be denied admission to Robeson Community College on that factor alone. The College will analyze and respond to each case as required by its own particular facts. Persons with AIDS or AIDS-Related Conditions (ARC) represent no threat for AIDS transmission in the classroom and should be provided an education in the usual manner.

4. All students will be encouraged to inform the Vice President of Instruction and Support Services if they have AIDS, ARC or positive HTLV-III antibody test. Strict confidentiality will be maintained of any information and will only be used by the College to provide persons with proper medical care and education.

5. Robeson Community College will not screen students or employees for antibody to HTLV-III or require that they be screened. The AIDS Task Force will be familiar with sources of testing for antibody to HTLV-III and will refer students or employees requesting such testing.

6. No specific or detailed medical information of complaints or diagnosis of students or employees with AIDS, ARC, or a positive HTLV-III antibody test will be given to faculty, administrators, or parents without the expressed written permission of the student. This position is covered by the Family Education Rights and Privacy Act of 1974 as stated in this publication.

7. Medical information will not be included in the student's record as unauthorized disclosure of it may create liability. The number of people at Robeson Community College who are aware of the existence and/or identity of students or employees who have AIDS, ARC, or a positive HTLV-III antibody test should be kept to an absolute minimum.

Campus Law Enforcement/Campus Security

The mission of Campus Security is to provide the safest educational environment possible for all faculty, staff, students and visitors at all of RCC's campus locations.

Campus security is provided by Uniformed Officers of the Lumberton Police Department. While on duty at RCC these officers

possess all powers of sworn police officers to make arrests for both felonies and misdemeanors and charge for infractions. Officers are on campus during most periods when students and visitors are present.

The Main Campus is located within the city limits of Lumberton and is under the jurisdiction of the Lumberton Police Department.

The one Pembroke facility is under the jurisdiction of the Robeson County Sheriff's Department.

The EMT facility is not within city limits; and is under the jurisdiction of the Robeson County Sheriff's Department.

Law Enforcement Support Agencies

NC State Bureau of Investigation

NC State Highway Patrol

Lumberton Police Department

Robeson County Sheriff's Department

Pembroke Police Department

Access To Campus Facilities

All RCC Campus locations are open to faculty, staff, students and visitors during normal operating hours.

All persons, while on the premises, are expected and required to obey all federal, state, and local laws and ordinances, as well as college procedures governing appropriate conduct.

Persons in violation of the above will be subject to any action deemed appropriate by competent authority.

The following procedure will be followed for access to campus buildings:

Accessibility During Closed Hours

There will be no access to RCC's buildings during the hours of 11:00 p.m. and 7:00 a.m.

Access during other closed hours will be governed by the following procedures:

1. **Off-campus locations:** Prior arrangements must be made and approved by the person responsible for these locations.

2. **Main Campus:** Prior arrangements must be made with and approved by the Assistant Vice President, Director or other supervisor in charge of the building or facility. The Facilities Coordinator's Office must be notified of the arrangements with times noted. The Security Guard or other such personnel on campus should be immediately located and notified upon arrival.

Students desiring access to any academic facility must be accompanied by a staff or faculty member. Two persons must be present at all times when using a facility such as a shop or laboratory where potential for injury exists.

Distribution of Keys

Keys will be distributed by the Facilities Coordinator's Office only. All keys are deemed controlled items and will not be duplicated. Keys will be distributed as follows:

1. **Grand Master Keys** - President, Vice Presidents, Facilities Coordinator, Maintenance Supervisors and others approved in writing by the President.

2. **Building Master Keys** - Directors, Supervisors and others as may be authorized in writing by a Vice President.

3. **Room Key** - For individual offices, shops or laboratories. Instructors and staff may be issued these keys authorized by Director or Assistant Vice President/Vice President.

Criminal Activity Reporting

Faculty/Staff/Students/Visitors: Known and suspected violations of Federal and North Carolina criminal laws will be reported to the College switchboard. The switchboard will notify the V.P. for Institutional Services or his designee in order that appropriate action may be initiated.

Note: In life threatening situations, staff and/or faculty members should immediately call 911 to summon appropriate Emergency Services.

V.P. for Institutional Services or his designee: will, upon notification of criminal activity:

1. Involve (as necessary) the appropriate law enforcement support agency.

2. Conduct necessary follow-up activities and file required documentation to the College administration.

Responsible Administrator(s): Will review campus crime reports with the V.P. for Institutional Services to ensure that:

1. The data required by the Crime Awareness and Campus Security Act is compiled and disseminated.

2. Campus Crime prevention programs are followed with special emphasis placed on campus community involvement.

3. The information flow stresses the necessity for individual awareness and that staff, faculty and students take some responsibility for their own personal safety.

Criminal Activity At Off-Campus Student Organization Sponsored Activities

Criminal incidents occurring off campus to students participating in a college function should be reported to the law enforcement agency having jurisdiction. The Assistant Vice President of Student Services and the Vice President for Institutional Services should be informed of the incident as soon as possible.

Dress Code

Robeson Community College stresses a standard of neatness, cleanliness, and appropriateness of attire.

Students should keep in mind that prospective employers visit the College and the employability of our graduates may be affected by the visitor's impressions.

With this in mind, the following regulations are given for proper dress:

1. Dress should be neat and appropriate at all times. (Appropriateness of dress will be dictated by the specific occasions.)

2. Shoes and shirts must be worn at all times on campus.

3. Caps and hats are not to be worn inside the classroom (unless required in your area of study).

Evacuation Instructions

Numerous natural and man-made conditions could make it necessary to evacuate the buildings from time to time. Plans have been formulated to provide for the orderly and rapid evacuation of RCC buildings. Evacuation instructions and diagrams are posted in each building. Each student is encouraged and expected to read, be knowledgeable of, and comply with these instructions and directions. Copies of the Emergency Procedures/Safety Plan Handbook are available from the office of the Vice President of Continuing Education. The contents of this handbook are covered by the instructors in the classrooms.

Hazardous Chemicals

It is important that each student enrolled in a classroom which may expose the student to hazardous chemicals be knowledgeable of classroom hazards and the appropriate control measures. Students are encouraged to review hazardous chemical safety procedures described in the Emergency Procedures/Safety Plan; Chemical Hygiene Plan; and Exposure Control Plan Handbooks.

I.D. Cards

Student identification cards are produced after each curriculum student has paid fees and tuition the first semester for which the student is enrolled for the academic year. The I.D. card will be valid for a period of two years from the date issued. Students must provide a registration form or paid receipt as proof of payment of fees. Students must follow the Student Services guidelines and policies to obtain an I.D. card. The hours of operation are posted in the Student Center and it is the student's responsibility to review and follow these guidelines.

The I.D. card will be the student's ticket to SGA sponsored functions, activities and their Library access card. Possession of an I.D. card often provides the student with other advantages; i.e., store discounts, lower air fares, and lower fees at athletic activities. The replacement cost to the student for an I.D. card is $5.00.

Inclement Weather Policy

During periods of inclement weather, there may be times in which the College may close if the weather conditions present a safety hazard to students and college personnel. The following radio and television stations will be notified of official closings of the college:

Radio

Fairmont	WSTS
Fayetteville	WKML
Fayetteville	WQSM & WFNC
Laurinburg	WFLB-FM
Fayetteville	WZFX
Red Springs	WTEL-AM

Television

Durham	WTVD (Channel 11)
Raleigh	WRAL (Channel 5)
Fayetteville	WUVC (Channel 40)
Wilmington	WECT (Channel 6)
Florence	WBTW (Channel 13)

Patent and Copyright Policy

It is the policy of Robeson Community College to comply with all applicable laws regarding copyright use and ownership. As an institution devoted to the creation, discovery, and dissemination of knowledge, RCC shall support responsible, good faith exercise of full fair use rights as codified in 17 U.S.C. Section 107, by faculty, librarians, and staff in furtherance of teaching and service activities and copyright ownership for creative, non directed works by faculty, staff, and students subject to the "Copyright Use and Ownership Policy" and the "Patent Policy" on file in the Student Services Office.

Parking

All faculty, staff and student vehicles shall be registered and shall display a current RCC parking decal. Hang the decal on the rear view mirror post. The green/or red side MUST face the outside. The decals are issued by Institutional Services Department to students, staff and faculty located in Room 226, Building 2. A decal must be displayed on all vehicles to be operated on campus. If a decal is lost or stolen, it should be reported immediately to the Institutional Services Office in Room 226, Building 2.

Vehicles are not allowed in the spaces reserved for disabled persons, visitors or areas reserved for official school vehicles. Any vehicle that is double parked, parked on curb, parked in unmarked areas, parked over the designated parking lines, blocking a drive way or in any way disrupting the orderly flow of traffic will be subject to a fine of $5 and/or be towed away at the owner's expense. Parking in a space designated for handicapped persons is an infraction and carries a penalty of at least $50.00 but no more than $100.00.

Section I - General Regulations

1. These regulations constitute the traffic code of Robeson Community College and shall be applicable to all faculty, staff, students and any other persons operating a motor vehicle on RCC owned or controlled property.

2. Traffic regulations are enforced at all times.

3. RCC reserves the right to regulate the use of any and all of its vehicle parking facilities to the extent of:

    a. Denying vehicle parking privileges to an individual or group of individuals.

    b. Reserving vehicle parking facilities for the exclusive use of selected and designated individuals and/or groups.

4. The responsibility for locating legal parking spaces rests with the operator of the motor vehicle.

5. Non-enforcement of any specific regulation does not negate RCC's authority to enforce that regulation in the future.

6. RCC reserves the right to amend these regulations and to add, remove or re-allocate parking spaces as the need arises. These changes, if any, will be effective with the posting of signs and/or markings as appropriate and will be communicated in college publications.

SECTION II - Vehicle Registration

1. It is the operator's responsibility to keep his/her vehicle properly registered with the college at all times. To register a vehicle you must obtain a vehicle registration form from the Institutional Services located in Room 226, Building 2. You will be issued a mirror hang tag when you return the completed form. The hang tag must be hung from the rearview mirror.

2. One vehicle hang tag will be issued per vehicle registered. Vehicle registration will be cross-referenced to student enrollment records and employment records. Termination of current enrollment or employment will terminate vehicle registration.

3. The Student Services Department will be notified of change in enrollment or employment status by the appropriate office or department.

4. Motorcycles and motor scooters must be registered and the parking decal affixed to the rear fender.

SECTION III - Driving and Parking Regulations

1. Areas posted "No Parking" shall be enforced at all times.

2. The maximum speed limit on campus is fifteen (15) miles per hour unless otherwise posted.

3. Vehicle movement on campus is not to be obstructed by stopping or standing for any reason except to park.

4. Driving or parking on lawns or walkways are prohibited.

5. Pedestrians shall be given the right-of-way.

6. All accidents involving motor vehicles shall be reported to campus Security.

7. Vehicles illegally parked or abandoned on campus will be towed away and placed in commercial storage. Towing and storage charges shall be borne by the owner of the vehicle.

8. Parking on or over white lines used to separate parking spaces is a violation.

9. Individuals with repeated violations may be prohibited from driving or parking on campus.

10. The following areas are off limits to general vehicles: loading and unloading areas, walking trails, shop ramps and enclosures, etc. Only maintenance, security, and grounds keeping vehicles may use these areas.

SECTION IV - Enforcement Procedures

1. Campus traffic regulations as published by RCC shall be administered under the supervision of the Institutional Services Office. Under North Carolina Statutes, these regulations have the force and effect of ordinances of the state and shall be enforced as such.

2. Campus police will issue citations to violators of most traffic and parking laws. In cases of moving or other major violations, campus police or other legally authorized law enforcement offices may issue citations of summons.

3. Fine and Penalties
    a. In all cases where a summons to civil or criminal court is issued, the fine upon conviction will be set by the court judge.

    b. Citations given by campus police will carry a $5 fine.

    c. Recipients of campus citations will pay the fine at the cashiers office located in the Business Office in Building 2. Recipients of campus citations who do not agree with the citation may appeal the issuance of the citation to the V.P. for Institutional Services. His ruling is final.

    d. Students who do not pay fines during the current semester will not be able to register for the next semester. Diplomas and transcripts cannot be obtained until all financial obligations are met.

    e. Employees who do not pay their fines will be subject to dismissal pursuant to Article 60 of Chapter 133 of the General Statutes of North Carolina.

Handicapped Parking

Special parking facilities are available for students with physical disabilities in cars and vans. Spaces are marked appropriately throughout campus. All vehicles parked in a designated handicapped parking area must display a Handicapped License Plate or Handicapped Parking Placard. Persons parked illegally in designated handicapped parking spaces are in violation of General Statute 620-37.9 and will be issued an illegal parking ticket by the Lumberton Police Department with fines up to $100.00.

Smoking, Eating, Drinking, Radios

Smoking is not permitted in any building on campus. Ash trays are located at building entrances to dispose of cigarette butts.

The Student Center has a grill area along with snack machines where food and drinks can be purchased and eaten. Eating and drinking are not allowed in classrooms, shops, or laboratories. Please use the trash containers located in the Student Center and throughout the campus to properly dispose of trash.

Radios and recorders are not permitted in the Student Lounge, classrooms or buildings except for instructional purpose. They are permitted on outside areas of the campus as long as the volume is controlled and they do not disturb others.

Visitors

We welcome all visitors, and ask that they report to the receptionist area in Building 2 or the Office of Admissions in Building 13 upon arrival on campus. All visitors must be accompanied by a tour guide and are subject to the regulations of the school while on campus. Former students are classified as visitors and must follow the same procedure. Any unauthorized personnel on campus can be requested to leave the College's premises. Refusal to leave the campus when requested will result in a request to the appropriate law enforcement personnel for removal. Trespassing charges may be filed.

ACADEMIC POLICIES AND PROCEDURES

Academic Freedom and Responsibility Policy

It is the policy of Robeson Community College to support the concept of academic freedom for its faculty, and as such respect the faculty member's right to teach, investigate, and publish freely in accordance with the provisions and clarifications provided in this policy.

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

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

ACADEMIC EXPECTATIONS

Student Expectations of Faculty

The faculty of Robeson Community College pledges to provide the highest level of service possible to all of its students all of the time. Your faculty member knows what students need to do to succeed in the course you are taking, and your instructor wants you to succeed. To this end, it is reasonable for students to expect that faculty will:

- provide you with a syllabus that outlines the content and objectives of the course and spells out the instructor's grading and attendance policies

- be a professional who will treat each student respectfully, equally, and honestly.

- Start class on time, be prepared, and use effective teaching strategies to promote learning of the subject material activities for the full time allotted for all classes.

- Strive to create a positive environment in which you may pursue learning.

- Be accessible and approachable.

- Provide timely and consistent feedback regarding student progress.

- Provide reasonable assistance on an individual basis as may be necessary and appropriate.

- Preserve the academic integrity of the course.

Faculty Expectations of Students

Robeson Community College is an institution for adult learning. It is a partnership between instructors with the desire to teach and students with the desire to learn. Instructors seek to guide

you, motivate you, and outline for you the body of knowledge to be learned. To this end, we believe it is reasonable to expect that students will:

- Treat other students and faculty with respect and treat the classroom as a professional environment.

- Accept the challenge of collegiate studying, thinking, and learning.

- Anticipate that the level and quantity of work in some courses will exceed prior experiences.

- Be informed about instructors' policies presented in the course syllabus, as well as the policies of the college published in this publication

- Attend all classes, except when emergencies arise.

- Adhere to class start times and end times that are prescribed.

- Be an active participant in class.

- Study course material routinely.

- Refrain from any behavior that may distract others.

- Silence all cell phones, pagers, and other communications devices in every class.

- Use the internet for valid, academic purposes only while in any RCC campus computer lab.

- Transact personal business with the instructor (such as asking him or her to sign forms) before instruction begins or after class.

- Let no temptation cause you to compromise or surrender your integrity, ethics, or morals.

Attendance Policy and Procedures

Regular class attendance is expected of students. Faculty keep accurate records of class attendance and tardiness and these records become part of the official records of the institution. The College is committed to the principal that regular and punctual class attendance is essential to the student optimizing his/her scholastic achievement and that it is the responsibility of the student to attend class regularly without being tardy. As students are adults with many responsibilities, an occasional absence might be necessary. However, such absences in no way lessen the students' responsibilities for meeting the requirements of the class.

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

2. Once a student is officially enrolled in a class, regular class attendance is expected. Absences are a serious deterrent to

good scholarship, and it is impossible to receive instruction, obtain knowledge, or develop skills when absent from class.

3. Inasmuch as the College's students are adults, it is understood that absences may be required for a variety of reasons, but when these occurs, it is the student's responsibility to make up missed class work or assignments.

4. Being late arriving for class or leaving a class early can be a disruption for both the faculty member and the students, hence tardiness is strongly discouraged.

5. A Student Withdrawal shall occur when a student officially withdraws/drops a class. The withdrawal/drop shall be effective as of the date the student takes his/her official action.

6. An Administrative Withdrawal shall occur when a student fails to maintain class attendance as described in the instructor's course syllabus or attendance records indicate thee is a lack of participation by the students as evidenced by consecutive absences over a period of time to be determined in accordance with class meeting frequency and times as stated below.

Consecutive Absences for a Period Exceeding One Full Week of Classes

- Classes meeting one time a week-drop if not in attendance the second time.

- Classes meeting twice a week-drop if not in attendance the third class.

- Classes meeting three times a week-drop if not in attendance the fourth class.

- Classes meeting four times a week-drop if not in attendance the fifth class.

- Classes meeting five times a week-drop if not in attendance the sixth class.

- Students taking Distance Learning classes must adhere to the RCC Attendance Policy. All syllabi for online classes will specify the attendance procedures for the class. Examples of attendance requirements may include a weekly test/quiz, class assignment, and/or discussion forum participation.

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

7. An instructor may execute an Administrative Withdrawal for a student if reasonably assured that the student does not intend to pursue the learning activities of the class due to excessive absences, lack of effort or participation or other good cause.

8. An instructor may execute an Administrative Withdrawal when a student completes the minimum objectives stated for a class or transfers to another class.

9. Students attending Robeson Community College must attend 75% of the required contact hours for the class in order to receive

credit for the class. Once a student has missed 20% of the class time, the instructor should refer the student to the appropriate Assistant Vice President for Educational Services. The assistant vice president may grant a waiver allowing the student to miss an additional 5% of the contact hours. If the waiver is not granted or the student misses hours in excess of the approved waiver, the instructor will drop the student from the course. In no case will a student receive credit for a course if he/she misses in excess of 25% of the required contact hours. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though he student may register late.

10. Students who attend Robeson Community College must attend 80% of the time scheduled for a regular class meeting to be counted present when the class meets.

11.   Inasmuch as the faculty member of record for a class is responsible for official class attendance and tardy records, students who have a grievance regarding class attendance or tardies shall resolve them with the instructor.

12. Students who attend Robeson Community College must attend 80% of the time scheduled for a regular class meeting to be counted present when the class meets.

Tardies

The College is committed to the principle that regular and punctual class attendance is essential to the student optimizing his/her scholastic achievement and that it is the responsibility of the student to attend class regularly without being tardy. Students who attend Robeson Community College must attend 80% of the time scheduled for a regular class meeting to be counted present when the class meets.

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

National Student Clearinghouse

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

Noncontinuous Enrollment

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

Reinstatement Policy

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

1. Pick up a drop/add form from Records and Registration.

2. Take it to the appropriate instructor(s) and get the form completed and their signature.

3. Take the drop/add form to the appropriate Assistant Vice President in Educational Services, for approval and signature.

4. Return the drop/add form to Records and Registration.

Computing Grade Point Average

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

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

Course Substitution

A student may be permitted to take higher level courses (degree) up to 9 credit hours in lieu of lower level courses (diploma) upon request to the Registrar.

Credit by Examination

Advance placement is offered to students who because of their demonstrated abilities are qualified to accelerate their studies. To earn advanced placement, a student may take a proficiency examination in most subject areas which he/she can demonstrate a mastery of theory and practical application. A list of courses and/or subject areas which are not suitable nor allowable for proficiency exams may be obtained from the Records and Registration Office. Under no circumstances will credit be given when the challenge examination grade is less than "C". Total credits earned by examination and/or transfer credit cannot exceed fifty percent of the program requirements or a maximum of thirty-eight (38) credit hours by examination.

The following courses may be taken by proficiency:

AHR	110	AHR	111
AHR	112	AHR	113
AHR	114	AHR	120
AHR	130	AHR	140
AHR	133	AHR	151
BIO	140	BPR	111
BPR	115	BPR	130
CIS	110	CUL	110
CUL	120	CUL	130
CUL	135	CUL	240
CUL	260	DFT	119
ELC	112	ELC	113
ELC	114	ELC	115
ELC	117	ELC	118
ELC	128	ELC	228
ELN	133	ELN	229
ELN	231	ELN	232
ELN	275	ELN	233
HRM	145	HRM	215
HYD	110	ISC	110
MAT	101	MAT	115
MAT	121	MAT	122
MAT	140	MAT	151
MAT	171/MAT 171A	MAT	172/MAT 172A
MAT	263	MAT	271
MAT	272	MEC	110
MEC	111	MEC	263
MNT	110	NUT	110
OST	131	OST	223
OST	224	PLU	111
PSY	150	SOC	210
WLD	112	WLD	212

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

1. The following persons will not be permitted to take proficiency examinations.
    a. Persons who have taken the proficiency examination previously.
    b. Persons who have either enrolled in and/or dropped from the course.
    c. Persons who were enrolled in and failed the course.
    d. Persons who have a cumulative grade point average less than 2.5.

2. For new students enrolled in a curriculum program, the Registrar may grant approval.

3. Make application to the Registrar for the proficiency exam. Application must be made during the drop/add period, and if approved, students are required to register for the exam during the drop/add period.

4. Application approval will be forwarded to the appropriate Assistant Vice President of Educational Services for instructor assignment. NOTE: Only full-time instructors give proficiency exams.

5. Upon approval of the application, an examination in theory and practicum (where applicable) will be given. ALL EXAMS MUST BE TAKEN PRIOR TO THE MID-TERM OF THE SEMESTER.

6. After evaluation of the examination by the instructor, test results will be forwarded to the Registrar and the appropriate Assistant Vice President in Educational Services.

7. Credit earned by proficiency examination will be entered on the student's transcript as credit hours passed. No grade or quality point value will be assigned. Credit earned by proficiency examination will not be used in determining grade point average (GPA) or verification of enrollment.

8. Applicants must be in a program of study. All prerequisites must be met where applicable.

9. Proficiencies are not approved for Summer Term.

For credit by examination, full-time students enrolled in sixteen credit hours or more are exempt from additional tuition charges. However, part-time students must pay the Business Office the tuition charge required by the state for each semester hour credit; this fee is not refundable. A registration form must be completed in the Records and Registration Office after approval has been obtained to take a proficiency examination. Fees will be paid in the Business Office. Any exceptions to the above procedures and requirements must be approved by the Assistant Vice President of Student Services. Exceptions will be made only under rare circumstances.

CREDIT BY TRANSFER

New Students

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

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

submit translated documents to WES (World Education Services) and request that course-by-course evaluations and course descriptions be forwarded to Robeson Community College. WES's website is www.wes.org.

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

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

NON-TRADITIONAL CREDIT

CLEP/AP Credit

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

College Level Examination Program (CLEP)

P.O. Box 6600

Princeton, NJ 08541-6600

Telephone: (609) 771-7865

Advanced Placement Program (AP)

45 Columbus Ave.

New York, NY 10023-6992

Telephone: (212) 713-8058

RCC may also award general education credits for acceptable completion of International Baccalaureate courses. International Baccalaureate transcripts may be obtained from: http://www.ibo.org/.

Community Service Credit

Robeson Community College does not award credit based upon community service education.

Military Credits

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

DANTES

P.O. Box 6604

Princeton, NY 08541-6604

AARTS Operation Center

415 McPherson Avenue

Fort Levenworth, KS 66027-1173

(Fax) (913) 684-2011

Transfer of Credit Within Robeson Community College

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

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

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

Auditing Courses

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

Grade Appeal Process

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

Individual Course Assignment

1. A student may appeal a grade derived from a singular course event as outlined below:

    a. Any student who has an issue with a grade resulting from an individual course event (i.e. test, pop quiz, term paper, etc.) must attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three

working days from the date the graded process is returned or made known to the student.

b. In the event the matter cannot be resolved, the student may appeal the grade following the outline below:

i. The student shall present the appeal in writing to the Department Chair/Program Director of the area in which the contested grade was awarded within three working days of the faculty member's response.

ii. The Department Chair/Program Director shall confer with the student and the instructor to seek a resolution of the appeal within three working days of receipt of appeal. If the instructor happens to also be the Department Chair/Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Vice President providing administrative supervision for the course within three working days.

iv. The decision of the Assistant Vice President providing administrative supervision for the course shall be made within three working days and the decision shall be considered final.

Final Course Grade

2. Students may appeal a final course grade as outlined below:

a. Any student who has an issue with the final course grade should attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three working days from the receipt of the final grade.

b. In the event the matter cannot be resolved, the student may appeal the grade following the procedure outlined below:

i. The student shall present the grade appeal in writing to the Department Chair/Program Director of the area within which the contested grade was awarded.

ii. The Department Chair/Program Director shall confer with the student and instructor to seek a resolution of the appeal within three working days of the receipt of the appeal. If the instructor happens to also be the Department Chair/Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the

appeal to the appropriate Assistant Vice President providing administrative supervision for the course for review within three working days.

iv. The Assistant Vice President providing administrative supervision for the course shall convene a hearing before the Academic Appeals Committee within three working days. The Assistant Vice President shall serve as the committee chair. The Committee shall consist of four faculty members randomly selected from the Academic Appeals Committee membership. The Committee shall meet to discuss the grade appeal and may hear from the student, the instructor, and any other individuals that the Committee deems appropriate. If the Committee finds the grade received was inappropriate, the Committee shall determine a method by which the grade will be re-evaluated. The resulting grade, if different, must be submitted within College guidelines and may not be appealed further. Should the Committee find the grade received by the student as appropriate, the Committee shall direct that no action be taken to change the final grade and the findings shall be submitted to the Vice President for Instruction and Support Services within 24 hours. The Vice President shall notify the student of the committee's findings within three working days.

v. In cases where the Academic Appeals Committee finds that the grade received by the student was inappropriate, the student may submit a written appeal to the Vice President for Instruction and Support Services within three working days. The Vice President shall review all evidence related to the appeal, conduct any interviews deemed appropriate, and render a decision within three working days. The decision rendered by the Vice President for Instruction and Support Services will be considered final.

3. Failure of a student to pursue a grade appeal in accordance with the provisions of this policy or any publications derived there from shall be deemed unacceptable and the grade assigned will be the grade of record.

4. This policy shall apply to all credit courses offered by the College regardless of length, credit awarded, method of delivery, time of delivery, or other similar factors.

Grade Reports
Grade reports are available online to students at the end of each semester.

Records Of Progress
Records of progress are kept by this institution on veteran and non-veteran students alike. Online progress records are furnished to students, veterans, and non-veterans alike, at the end of each scheduled term.

Grading System

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

Grade		Meaning	Grade Points Per Credit Hour
A	93-100	Excellent	4
B	85-92	Good	3
C	77-84	Average	2
D	70-76	Poor, but Passing	1
F	Below 70	Failure	0
W		Withdrew (no grade points calculated)	0
WF		Withdrew Failing	0
I		(Computed as failure) The "I" Grade is computed as an "F" until the course requirements are met to the instructor's satisfaction. Incomplete work must be completed within six (6) weeks of the next semester, otherwise, it will remain as a punitive grade of "F".	0
AU		Audit (Must be declared during drop/add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Grading System-Associate Degree Nursing Program

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

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

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

D	70-79	Failing in the ADN Program. (NUR courses)	1
F	Below 70	Failure	0

		Meaning	Grade Points
W		Withdrew (no grade points calculated)	0
WF		Withdrew Failing (Computed as failure)	0
I		Incomplete (Incomplete work must be completed in the ADN Program before registering for the next semester. The "I" grade is compute as an "F" until the course requirements are met to the instructor's satisfaction.)	0
AU		Audit (Must be declared during drop/add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Grading System-Allied Health Programs (Except Nursing)

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

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

Grade		Meaning	Grade Points Per Credit Hour
A	93-100	Excellent	4
B	85-92	Good	3
C	77-84	Average	2
D	70-76	Passing Related and general education areas	1
D	70-76	Failing in the Allied Health major courses	1
F	Below 70	Failure	0
W		Withdrew (no grade points calculated)	0
WF		Withdrew Failing (Computed as failure)	0

I	Incomplete	0
	(Incomplete work must be completed in the RCC Program before registering for the next semester. The "I" grade is computed as an "F" until the course requirements are met to the instructor's satisfaction.)	
AU	Audit not permitted in the Allied Health courses.	0
CP	Credit by Proficiency	0
TC	Transfer Credit	0

Distance Learning Education

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

Developmental Course(s) Completion and Exit Criteria

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. Full-time students enrolled in developmental studies are expected to complete ACA 115 during their first term. Part-time students are expected to complete ACA 115 or 122 during their first year of enrollment. Once assigned to the appropriate courses and levels, students are expected to adhere to the exit criteria listed below:

Exit Criteria for All Developmental Courses

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

ENG 080   Writing Foundations

ENG 090   Composition Strategies

ENG 090A   Composition Strategies Lab

RED 080   Introduction to College Reading

RED 090   Improved College Reading

MAT 060   Essential Mathematics

MAT 070   Introductory Algebra

MAT 080   Intermediate Algebra

OST 080   Keyboarding Literacy

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

ENG 102   Applied Communications II (ENG 080 and RED 080)
*Follow Diploma Course Placement Criteria

ENG	111	Expository Writing	(ENG 090 and RED 090)
MAT	101	Applied Mathematics I	(MAT 060)
MAT	115	Mathematical Models	(MAT 070 and RED 080)
MAT	121	Algebra/Trigonometry I	(MAT 070 and RED 080)
MAT	140	Survey of Mathematics	(MAT 070 and RED 080)
MAT	161	College Algebra	(MAT 080 and RED 080)
MAT	171	Pre-Calculas Algebra	(MAT 080 and RED 080)

Repeating Course Work

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

Waiver of Prerequisites

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

Program (Curriculum) Change Procedures

To change from one curriculum to another or change from special credit status: Students must request an interview in the Admissions Office to discuss changing programs. When a program change is approved in the Admissions Office, the program change becomes effective at the beginning of the ensuing semester.

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

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

Program Completion Requirements

Students are allowed a maximum of five years to complete a program. If the student does not complete the program within a five year period, he/she will be required to follow the current catalog and student handbook or state approved curriculum guide (if different from catalog, will appear as an addendum to the catalog) in selection and registering for courses. Any credits over ten years old whether earned at Robeson Community College or other accredited institutions will not be counted toward meeting graduation requirements. Exceptions will be made only for general education component courses when a prospective student has completed an Associate or higher level degree and the courses are equivalent to courses in the curriculum applied for at Robeson Community College. The following list of courses will not be counted towards graduation requirements if they are over five years old: ACC 129, CIS 165, CTS 125, CTS 130, DBA 110, NET 110, NOS 110, NOS 130, NOS 230.

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

EDUCATIONAL RECORDS

Enrollment and Degree Verification-National Student Clearinghouse

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

Directory Information - The items listed below are designated as "Directory Information" by Robeson Community College and may be released for any purpose at the discretion of RCC.

Category I - Name, address, telephone number, dates of attendance, class.

Category II - Previous institution(s) attended, major field of study, awards, honors (includes Honor's and President's Lists), degree(s) conferred (including dates).

Category III - Past and present participation in officially recognized sports and activities, date and place of birth.

Under the provisions of the Family Educational Rights and Privacy Act of 1974, you have the right to withhold the disclosure of any or all of the categories of "Directory Information".

Please consider very carefully the consequences of any decision by you to withhold any category of "Directory Information". Should you decide to inform RCC not to release any or all of this "Directory Information," any future request for such information from non-institutional persons or organizations will be refused.

The College will honor your request to withhold any of the categories listed but cannot assume responsibility to contact you for subsequent permission to release them. Regardless of the effect upon you, the College assumes no liability for honoring your instructions that such information be withheld.

If you wish to indicate your disapproval for RCC to disclose any or all the public or directory information listed, the required form is available in the Registrar's Office and must be submitted no later than 10 calendar days after enrolling. Robeson Community College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

Request to Prevent Disclosure of Directory Information
By Robeson Community College

Year _____

Please mark the appropriate boxes and affix your signature below to indicate your disapproval for the College to disclose the following public or directory information.

Category I: Name, address, telephone number, dates of attendance, class.

Category II: Previous institution(s) attended, major field of study, awards, honors (includes President's and Honor's List), degree(s) conferred (including dates).

Category III: Past and present participation in officially recognized sports and activities, date and place of birth.

Date_____

Student Signature _____

Right of Access–Any currently enrolled or former student has a right to inspect and review any and all official records, files, and data directly related to the student including all material that is incorporated into each student's cumulative record folders. Request for review of records shall be in writing to the Registrar. Request to review and inspect records shall be granted as soon as possible, but no later than 45 days following the date of request. The inspection and review shall occur during regular school hours.

The Registrar shall notify the student of the location of all official records which have been requested and provide personnel to interpret records when appropriate. A sample copy of Request to Review Education Records is printed in this publication. These forms are available in the Registrar's Office.

Student records are maintained in a manner to insure privacy of all such records and Robeson Community College shall not, except as authorized, permit any access to or release of any information therein except as follows:

1. Access to student records may be permitted to any person or institution for whom the student has executed written consent specifying the records to be released. A sample of Written Consent Waiver is in this publication. These forms are available in the Registrar's Office.

2. Access to student's records or components thereof must be disclosed without the student's written consent to the following:

   a. Authorized representatives of the following for audit and evaluation of federal and state supported programs:

      i.   Comptroller General of the United States

      ii. The Secretary of the United States Department of Health, Education and Welfare.

      iii. The US Commissioner of Education, Director of National Institute of Education or Assistant Secretary of Education

   b. State and local officials to whom disclosure is required by state statute adopted prior to Nov. 19, 1974.

3. Access to student records without written consent is permitted to:

   a. The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

   b. Officials of other institutions in which the student seeks to enroll.

   c. Persons or organizations providing to the student financial aid or determining financial aid decisions concerning eligibility, amount, condition, and enforcement of terms of said aid.

   d. Organizations conducting studies to develop, validate, and administer predictive tests, to administer student aid programs, or to improve instruction. Those organizations may not disclose personal identification of students, and information secured must be destroyed when no longer needed for their projects. Robeson Community College will obtain such assurance in writing.

   e. Accrediting organizations carrying out their accrediting functions.

   f. Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1954, Section 152.

   g. Persons in compliance with a judicial order or a lawfully issued subpoena, provided that the College first makes a reasonable attempt to notify the student.

   h. Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of the student or other persons.

Robeson Community College may release without written consent those items identified as public or directory information on any student not currently enrolled.

Robeson Community College is responsible for informing parties to whom personally identifiable information is released that recipients are not permitted to disclose the information to others without written consent of the students.

Example:

IN ACCORDANCE WITH PUBLIC LAW 93-380

THE INFORMATION ON THIS RECORD MAY

NOT BE RELEASED TO A THIRD PARTY

WITHOUT PERMISSION OF SAID STUDENT

Challenge of the Contents of Education Records:

1. Robeson Community College provides students with the opportunity to challenge the contents of their education records which the student considers to be inaccurate, misleading, or otherwise in violation of their privacy or other rights.

2. When Robeson Community College receives a challenge request, it will decide within 15 days whether or not corrective action consistent with the student's request will be taken. The student will be notified of the decision. If the decision is in agreement with the student's request, the appropriate records shall be amended.

3. When a student is not provided full relief sought by the challenge he/she shall be informed by the Registrar of his/her rights to a formal hearing on the matter.

4. A student's request for a formal hearing must be in writing. Student Request for Formal Hearing form is available in the Records Office. This form may be picked up in the Registrar's Office. Within 15 days after receiving the request, the student shall be informed of the date, place, and time of the hearing.

5. Students shall be afforded a full and fair opportunity to present evidence relevant to the issue raised. A student may be assisted or represented at the hearing by one or more persons of his/her choice, including an attorney at the student's own expense.

6. The decision of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of a written statement summarizing the evidence, and stating the reasons of the decision which will be delivered to all parties concerned.

   a. Robeson Community College will correct or amend any educational records in accordance with the decision of the hearing panel if the decision is in favor of the student.

   b. If the decision is unsatisfactory to the student, the Registrar will inform the student that: (1) The student has the opportunity to place with the education records a written statement about the information in the records, or a statement giving any reason for disagreeing with the decision of the hearing panel. (2) That the written statement given by the student will be placed in the education records and will be maintained as part of the record for so long as the records are held by Robeson Community College. (3) When the education records are disclosed to the authorized party, the statement filed by the student shall be included.

   c. A student cannot use his rights of challenge to question substantive education judgments which are correctly recorded. A student does not have the right to challenge a grade given in a course because he/she feels a higher grade should have been given.

7. Students will not be permitted to inspect and review the following information that may be a part of their education records:

   a. Financial information submitted by parents.

   b. Confidential letters and recommendations placed in their files prior to January 1, 1975, provided these letters were collected under established policies of confidentiality and were used only for the purposes for which collected.

   c. Confidential letters and recommendations associated with administrations, employment or job placement, or honors to which students have waived right of inspection and review.

Location of Student's Education Records

A copy of all curriculum student education records is kept in the Office of Records and Registration. The Registrar is chiefly responsible for maintaining all of these records.

A copy of all continuing education records are kept in the Continuing Education Department. The directors and secretaries are chiefly responsible for keeping all of these records.

Other officials which are responsible for student education records are as follows:

Financial Aid Officer - Student financial aid, benefits, and services.

Veteran Affairs Officer - VA records on all veteran students.

Placement Officer - The placement folder contains a personal data sheet with the following information: biography, education, experience, preferred placement and references. Also a faculty evaluation sheet on the student's quality of work, appearance, cooperation, dependability, initiative, personality, judgment, and leadership.

Counselors - Computer printouts on academic and probation standing.

Advisors - Scholastic records and grade reports, advisory information sheets.

Other Locations - Robeson Community College's campus vault; Safe Deposit Box, BB&T, Lumberton, NC.

Transcript Release Form

I hereby authorize Robeson Community College to furnish a copy of my RCC college transcript to:

Person and/or Organization _____

Address _____

_____

_____

In compliance with the Family Education Rights and Privacy Act of 1974, it is the policy of Robeson Community College not to release this transcript to any individual, agency, or organization without the written consent of the student.

_____
Signature

_____ / _____
Date   Telephone No.

_____
Witness

The following information is provided to help in locating my records:

Name of student while attending RCC _____

Social Security No. _____

Program entered at RCC _____

Last Date Attended _____

— —

FOR OFFICE USE ONLY

_____ Date Picked Up _____

_____ Date Mailed _____

_____ Signature _____

Request to Inspect and Review Education Records

Date Submitted _____

To: Registrar

I wish to inspect my education record maintained in the following office(s):

_____

_____

Print Name (Student)_____

Address:_____

Student's Signature _____ Tel. _____

....

To: Student

Your request for inspection of your record was received on (**date**). The requested record will be available for review on (**date**).

Date_____ School Official's Signature _____

....

To: Registrar

I have inspected and/or have been informed of the contents of the requested education record identified above and am satisfied with its accuracy and completeness.

Date_____ Student's Signature_____

....

To: Registrar

I have inspected and/or have been informed of the contents of the requested education record identified above and am not satisfied with its accuracy and completeness for the following reason(s):

_____

_____

Date_____ Student's Signature_____

Student Request for Formal Hearing

To: _____
<div align="center">(Chairperson, Hearing Board)</div>

From: _____ Date:_____
<div align="center">(Student's Name)</div>

Subject: Request for Hearing Concerning Student Education Records

I request a formal hearing concerning correction of what I believe to be inaccurate or misleading information, described below, contained in my education records:

<table>
<tr><td align="center">Contested Information</td><td align="center">Education Record Contested</td></tr>
<tr><td>_____</td><td>_____</td></tr>
<tr><td>_____</td><td>_____</td></tr>
<tr><td>_____</td><td>_____</td></tr>
</table>

Please notify me of the date, time, and place of hearing. My address and telephone number follows:

Address:_____

Student's Signature _____ Tel. _____

<div align="center">

First Endorsement

</div>

From: _____Date: _____
<div align="center">(Chairperson, Hearing Board)</div>

To: _____
<div align="center">(Student's Name)</div>

The decision of the Hearing Board is as follows:

_____

_____

_____

REGISTRATION PROCEDURES/ POLICIES

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

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

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

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

Contact Hours
The contact hours shown in the course descriptions are minimal. The policy of the College permits students to enroll in additional subjects and laboratory work beyond those shown in this publication.

Credit Hours
Semester hours of credit are awarded as follows: one semester hour of credit for each hour per week of class work; one semester hour of credit for each two hours per week of lab work; one semester hour of credit for every three hours of shop work; and one semester of credit for every ten hours of cooperative work experience. A student may take up to a maximum of 25 credit hours per semester.

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

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

2. Absences are computed from the first class meeting regardless of add date.

3. A student adding a course will be responsible for all makeup work required.

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

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

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

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

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

Semester System
Robeson Community College operates on the semester system. The fall and spring semesters are each approximately sixteen weeks in length. The summer session is approximately nine weeks in length. The College is in session five days and four nights a week.

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

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

Transfer Agreements

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

Transfer to Other Colleges

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

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

Standards of Acceptable Academic Progress

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

Financial Aid Satisfactory Academic Progress

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

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

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

Academic Probation

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

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

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

Academic Suspension

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

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

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

Criteria for Graduating with Honors

Graduates who have earned a grade point average of 3.5 and have completed at least half of their degree or diploma requirements in residence at Robeson Community College will be granted a degree or diploma with honors. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining honors status. The College furnishes honor stoles to be worn for the graduation exercise.

Graduation Requirements

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

1. Students must submit applications for graduation to the Registrar before registering for the final semester of study. It

is the student's responsibility to complete this form. Students planning to participate as candidates for graduation in the May commencement are advised to submit their applications by the deadline of January 15. Late applicants might not be able to claim their diplomas until several weeks after the graduation ceremony. Applications are available in the Records and Registration Office.

2. Complete all required courses.

3. Transferring students must complete a minimum of fifty (50) percent of the total number of credit hours required for a certificate, diploma, or degree program at Robeson Community College.

4. Have a minimum cumulative grade point average of 2.0.

5. Make an appointment with the Registrar to review graduation status.

6. Have final grades on courses originally graded "I".

7. Must have all financial obligations to the college taken care of, including those with the Business Office, the Library, or any other financial debt to the College.

8. Commencement exercises are held in May at the end of the spring semester.

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

Diplomas

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

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

Marshals

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

HONORS

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

Criteria for President's List

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

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

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

Criteria for Honor's List

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

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

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

Criteria for Phi Theta Kappa Honor Society

Students eligible for membership in the Honor Society must be enrolled in a two-year program of study and must have completed 12 semester hours at Robeson Community College and have a grade point average of 3.5 or higher. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

Criteria for National Technical Honor Society

Students eligible for membership in the Honor Society must be actively enrolled in a certificate, degree or diploma program, excluding college transfer, and must have completed 12 semester hours at Robeson Community College and have a grade point average of 3.25 or higher. This Honor Society is available to part-time and full-time students. Students must be nominated by at least one teaching faculty member.

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

EDUCATIONAL PROGRAMS

General Education Competencies

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

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

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

Communication

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

Critical Thinking

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

Computational/Information Skills

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

Quantitative/Analytical Reasoning

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

Historical/Social Awareness

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

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

COLLEGE TRANSFER

College Transfer: General Information and Articulation Agreements

Effective in Fall 2006

Six (6) course units in language, including

- Four (4) units in English emphasizing grammar, composition, and literature, and

- Two (2) units of a language other than English

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

- Algebra I and II, Geometry, and one unit beyond Algebra II,

- Algebra I and II, and two units beyond Algebra II, or

- Integrated Math I, II, and III, and one unit beyond Integrated Math III

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

Three (3) course units in science, including:

- At least one unit in life or biological science (for example, biology)

- At least one unit in physical science (for example, physical science, chemistry, physics), and

- At least one laboratory course

Two (2) course units in social studies, including one unit in U.S. History. (An applicant who does not have the unit in U.S. History may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year).

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

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

1. Earn an Associate of Arts Degree or an Associate of Science Degree

2. Complete the following:
   - Six (6) semester hours of freshman composition.
   - Six (6) semester hours of a foreign language sequence.
   - Six (6) semester hours of college-level mathematics (must have an MAT prefix).

- Six (6) semester hours of natural sciences.
- Six (6) semester hours of social and behavioral sciences.

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

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

To facilitate the transfer of students between the North Carolina Community College System and the constituent institutions of the University of North Carolina System, the North Carolina General Assembly mandated the Comprehensive Articulation Agreement (CAA). The CAA applies to students who are pursuing an Associate in Arts or an Associate in Science degree and provides guidance to those who are pursuing an Associate in Fine Arts degree. The main difference between the Associate in Arts and the Associate in Sciences degrees is that the Associate in Science degree requires a stronger background in math and science. Both degrees consist of a general education core of at least 44 semester hours and 20-21 semester hours of electives. The core provides opportunities for students to know the philosophy, literature, institutions, and art of their own culture and other cultures; to understand math and science; to communicate with others and develop a sense of community. The core also helps students achieve competencies in the following: reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers (SACS Criteria 4.2.2). The electives provide opportunities for students to explore other areas of interest.

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

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

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

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

If students do not complete an associate degree (64 semester hours) or the general education core (44 semester hours),

receiving institutions will evaluate the transfer credits on a course-by-course basis; and students will come under the basic studies requirements of the receiving institution.

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

COLLEGE/UNIVERSITY TRANSFER PROGRAMS

Associate in Arts & Associate in Science

Degree Programs

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

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

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

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

Diploma Programs

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

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

ASSOCIATE IN ARTS DEGREE A10100
College Transfer
Curriculum Description

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

Fourth Semester (Spring)						
+Social/Behavioral	Science Elective	3	0	0	0	3
	Humanities Elective	3	0	0	0	3
	Physical Education Elective	0	2	0	0	1
	General Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
	General Elective	3	0	0	0	3
		—	—	—	—	—
		15	2	0	0	16

Total 65 or 66

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

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

GENERAL ELECTIVES CAN BE TAKEN FROM THE FOLLOWING LIST:

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

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

Literature:

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

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

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

Natural Sciences and Mathematics:

Course		Title	Credit Hrs.
BIO	163	Basic Anatomy & Physiology	5
BIO	168	Human Anatomy and Physiology I	4
BIO	169	Human Anatomy and Physiology II	4
BIO	175	General Microbiology	3
BIO	275	Microbiology	4
BIO	280	Biotechnology	3
BIO	285	Research and Measurements	4
CHM	132	Organic and Biochemistry	4
CHM	151	General Chemistry I	4
CHM	152	General Chemistry II	4
PHY	151	College Physics I	4
PHY	152	College Physics II	4
+MAT	151	Statistics I	3
+MAT	171	Precalculus Algebra	3
MAT	171A	Precalculus Algebra Lab	1
MAT	172	Precalculus Trigonometry	3
MAT	172A	Precalculus Trigonometry Lab	1
MAT	263	Brief Calculus	3
MAT	271	Calculus I	4
MAT	272	Calculus II	4

Business:

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

Criminal Justice:

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

Computer Science:

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

Other Major Hours:

Course		Title	Credit Hrs.
ACA	115	Success and Study Skills	1
ACA	122	College Transfer Success	1
HEA	112	First Aid & CPR	2
COM	231	Public Speaking	3
PED	110	Fit and Well for Life	1
PED	120	Walking for Fitness	1
PED	130	Tennis-Beginning	1
PED	143	Volleyball-Beginning	1

TRANSFER CORE DIPLOMA (Arts- D10100)

General Education Core Requirements

44 Semester Hours

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

Humanities/Fine Arts (12 semester hrs / 4 courses)
Select **four** courses from at least **three** of the following discipline areas. At least one course must be a literature course.
Art (ART 111)
Foreign Language (SPA 111, 112)
Literature (ENG 131, 231, 232, 241, 242 and 261)
Music (MUS 110)
Religion (REL 110, 211 and 212)

Social/Behavioral Sciences (12 semester hrs / 4 courses)
Select **four** courses from at least **three** of the following discipline areas. At least one course must be a history course.
Economics (ECO 251 and 252)
History (HIS 121, 122, 131, 132)
Political Science (POL 120)
Psychology (PSY 150 and 241)
Sociology (210, 213 and 220)

Natural Science / Mathematics
Natural Science (8 semester hrs / 2 courses)
Select **two** courses, including accompanying laboratory work, from the biological and physical sciences.
Biology (BIO 111 and 112 or 140/140A)
Chemistry (CHM 151 and 152)
Physics (PHY 151 and 152)
Mathematics (6 semester hrs / 2 courses)

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

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

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

ASSOCIATE IN SCIENCE DEGREE A10400

College Transfer

Curriculum Description

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

Third Semester (Fall)

Literature Elective	3	0	0	0	3
+Social/Behavioral Science Elective	3	0	0	0	3
Mathematics/Natural Science Elective	3	3	0	0	4
Mathematics/Natural Science/ Computer Science Elective	3	2	0	0	4
Physical Education Elective	3	0	0	0	1
	15	5	0	0	15

Fourth Semester (Spring)

Humanities Elective	3	0	0	0	3
General Elective	3	0	0	0	3
Mathematics/Natural Science/ Computer Science Elective	3	3	0	0	4
Mathematics/Natural Science/ Computer Science Elective	3	2	0	0	4
Physical Education Elective	2	0	0	0	1
	14	5	0	0	15

Total 65

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

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

GENERAL ELECTIVES CAN BE TAKEN FROM THE FOLLOWING LIST:

Humanities:

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

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

Literature:

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

Social/Behavioral Sciences:

Three (3) courses required from at least two (2) of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. One course must be a history course.

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

Mathematics, Natural Sciences, and Computer Science:

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

Course	Title	Credit Hrs.
BIO 163	Basic Anatomy & Physiology	5
BIO 168	Human Anatomy & Physiology I	4
BIO 169	Human Anatomy & Physiology II	4
BIO 275	Microbiology	4
BIO 280	Biotechnology	4
BIO 285	Research & Measurement	4
CHM 132	Organic and Biochemistry	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
PHY 151	College Physics I	4
PHY 152	College Physics II	4
+MAT 151	Statistics I	3
+MAT 263	Brief Calculus	3
+MAT 271	Calculus I	4
MAT 272	Calculus II	4
CIS 115	Intro to Programming and Logic	3

Business:

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

Criminal Justice:

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

Other Major Hours:

Course	Title	Credit Hrs.
ACA 115	Success and Study Skills	1
ACA 122	College Transfer Success	1
HEA 112	First Aid & CPR	2
COM 231	Public Speaking	3
PED 110	Fit and Well for Life	1
PED 120	Walking for Fitness	1
PED 130	Tennis-Beginning	1
PED 143	Volleyball-Beginning	1

TRANSFER CORE DIPLOMA (Science-D10400)

General Education Core Requirements
44 Semester Hours
English Composition (6 semester hrs / 2 courses)
+ENG 111 and ENG 112

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

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

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

Economics (ECO 251 and 252)
History (HIS 121, 122, 131, 132)
Political Science (POL 120)
Psychology (PSY 150 and 241)
Sociology (210, 213 and 220)
Natural Science / Mathematics
Natural Science (8 semester hrs / 2 courses)
Select **two** courses, including accompanying laboratory work, from the biological and physical sciences.

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

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

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

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

ASSOCIATE DEGREE NURSING A45120

Associate of Applied Science Degree

Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
NUR 111	Intro to Health Concepts	4	6	6	0	8
+ENG 111	Expository Writing	3	0	0	0	3
		10	9	6	0	15
Second Semester (Spring)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
NUR 112	Health-Illness Concepts	3	0	6	0	5
NUR 114	Holistic Health Concepts	3	0	6	0	5
+PSY 150	General Psychology	3	0	0	0	3
		12	3	12	0	17
Third Semester (Summer)						
NUR 113	Family Health Concepts	3	0	6	0	5
ENG 114	Prof. Research & Reporting	3	0	0	0	3
		6	0	6	0	8
Fourth Semester (Fall)						
NUR 211	Health Care Concepts	3	0	6	0	5
NUR 212	Health System Concepts	3	0	6	0	5
BIO 275	Microbiology	3	3	0	0	4
PSY 241	Developmental Psychology	3	0	0	0	3
		12	3	12	0	17
Fifth Semester (Spring)						
NUR 213	Complex Health Concepts	4	3	15	0	10
ENG 131	Introduction to Literature	3	0	0	0	3
		7	3	15	0	13

Total 70

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

++ Students admitted to the Nursing Program must successfully complete CIS 110 prior to admission and must have a current listing as a Nurse Aid I without substantiated findings.

+++ A Licensed Practice Nurse (LPN) with a current, unencumbered license to practice as an LPN in North Carolina and a minimum of one year of work experience as a LPN may apply for advanced placement in the Associate Degree Nursing (ADN) program after completing all admission requirements. Acceptance is subject to availability.

* Effective 2010, LPN Advanced Placement applicants meeting admission requirements may be accepted and enrolled during the summer semester. Upon acceptance, LPN applicants may be awarded credit for prior nursing courses. All other general education and college science courses listed as prerequisites must be completed as indicated. Science courses must have been completed within 5 years of the enrolling semester.

BUSINESS ADMINISTRATION A25120
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+CIS 110	Introduction to Computers	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
ACC 120	Prin. of Financial Acct	3	2	0	0	4
BUS 121	Business Math	2	2	0	0	3
BUS 115	Business Law I	3	0	0	0	3
		13	6	0	0	16
Second Semester (Spring)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
ACC 121	Prin. of Managerial Acct	3	2	0	0	4
OST 136	Word Processing	2	2	0	0	3
MKT 120	Marketing	3	0	0	0	3
		16	6	0	0	19
Third Semester (Fall)						
+	Social Science Elective	3	0	0	0	3
ENG 114	Professional Research/ Reporting	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
ACC 150	Acct. Software Appl.	1	2	0	0	2
BUS 125	Personal Finance	3	0	0	0	3
CTS 125	Presentation Graphics	2	2	0	0	3
		15	4	0	0	17
Fourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
DBA 110	Database Conc. & Applications	2	2	0	0	3
ACC 129	Individual Income Taxes	2	2	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
		16	4	0	0	18
						Total 70

Social Science Electives

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

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

COMPUTER INFORMATION TECHNOLOGY A25260
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BUS 110	Introduction to Business	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
NET 110	Networking Concepts	2	2	0	0	3
+	Social Science Elective	3	0	0	0	3
		16	4	0	0	18
Second Semester (Spring)						
CTS 130	Spreadsheet	2	2	0	0	3
NOS 110	Operating Systems	2	3	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
CIS 115	Intro to Programming and Logic	2	3	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
		13	13	0	0	18
Third Semester (Fall)						
NOS 120	Linux/Unix Single User	2	2	0	0	3
CTS 120	Hardware/Software Support	2	3	0	0	3
NOS 130	Windows Single User	2	2	0	0	3
DBA 115	Database Applications	2	2	0	0	3
CTS 285	Systems Analysis & Design	3	0	0	0	3
SEC 110	Security Concepts	3	0	0	0	3
		14	9	0	0	18
Fourth Semester (Spring)						
CTS 220	Advanced Hardware/ Software Spt.	2	3	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
CTS 289	System Support Project	1	4	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
BUS 270	Professional Development	3	0	0	0	3
CTS 250	User Support and Software Evaluation	2	2	0	0	3
		13	11	0	0	18
						Total 72

Social Science Electives

Course	Title	Credit Hrs.
+PSY 150	General Psychology	3
+SOC210	Introduction to Sociology	3
+ECO251	Principles of Microeconomics	3
+ECO252	Principles of Macroeconomics	3

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

CRIMINAL JUSTICE TECHNOLOGY A55180
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
CJC 111	Intro to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
+SOC 210	Introduction to Sociology	3	0	0	0	3
		17	2	0	0	18
Second Semester (Spring)						
CJC 113	Juvenile Justice	3	0	0	0	3
CJC 122	Community Policing	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CJC 132	Court Procedure & Evidence	3	0	0	0	3
+PSY 150	General Psychology	3	0	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
		18	0	0	0	18
Third Semester (Fall)						
CJC 212	Ethics & Community Relations	3	0	0	0	3
CJC 215	Organization and Administration	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 233	Correctional Law	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
		18	2	0	0	19

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
Fourth Semester (Spring)						
CJC 222	Criminalistics	3	0	0	0	3
CJC 223	Organized Crime	3	0	0	0	3
CJC 231	Constitutional Law	3	0	0	0	3
CJC 232	Civil Liability	3	0	0	0	3
BIO 111	General Biology	3	3	0	0	4
ENG 131	Introduction to Literature	3	0	0	0	3
		18	3	0	0	19

Total 74

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

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

CULINARY TECHNOLOGY A55200
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
CUL 140	Basic Culinary Skills	2	6	0	0	5
HRM 110	Introduction to Hospitality	2	0	0	0	2
CUL 110	Sanitation and Safety	2	0	0	0	2
CUL 110A	Sanitation and Safety Lab	0	2	0	0	1
+MAT 115	Mathematical Models	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
		11	10	0	0	16
Second Semester (Spring)						
+CIS 110	Introduction to Computers	2	2	0	0	3
CUL 240	Advanced Culinary Skills	1	8	0	0	5
CUL 150	Food Science	1	2	0	0	2
CUL 120	Purchasing	2	0	0	0	2
CUL 120A	Purchasing Lab	0	2	0	0	1
ENG 114	Professional Research & Reporting	3	0	0	0	3
		9	14	0	0	16

Summer Session

		Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CUL 160	Baking I	1	4	0	0	3
CUL 135	Food & Beverage Service	2	0	0	0	2
CUL 135A	Food & Beverage Ser. Lab	0	2	0	0	1
CUL 130	Menu Design	2	0	0	0	2
		5	6	0	0	8

Third Semester (Fall)

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

Fourth Semester (Spring)

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

Total 68

Humanities

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

Social Science

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

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

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

EARLY CHILDHOOD ASSOCIATE A55220
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ CIS 110	Introduction to Computers	2	2	0	0	3
EDU 119	Intro to Early Childhood Ed.	4	0	0	0	4
+ EDU 131	Child, Family, & Community	3	0	0	0	3
*+ EDU 234	Infants, Toddlers & Twos	3	0	0	0	3
+ ENG 111	Expository Writing	3	0	0	0	3
+ PSY 150	General Psychology	3	0	0	0	3
		18	2	0	0	19
Second Semester (Spring)						
+ EDU 153	Health, Safety, and Nutrition	3	0	0	0	3
+ EDU 151	Creative Activities	3	0	0	0	3
*+ EDU 235	School-Age Dev. & Program	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
+ MAT 140	Survey of Mathematics	3	0	0	0	3
+ EDU 146	Child Guidance	3	0	0	0	3
PSY 244	Child Development I	3	0	0	0	3
		21	0	0	0	21
Third Semester (Fall)						
*** HEA 112	First Aid & CPR	1	2	0	0	2
+ EDU 271	Educational Technology	2	2	0	0	3
**+ EDU 261	Early Childhood Administration I	3	0	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
+ SOC 210	Introduction to Sociology	3	0	0	0	3
PSY 245	Child Development II	3	0	0	0	3
+ EDU 259	Curriculum Planning	3	0	0	0	3
		18	4	0	0	20
Fourth Semester (Spring)						
***+ SOC 213	Sociology of the Family	3	0	0	0	3
**+ EDU 262	Early Childhood Administration II	3	0	0	0	3
+ EDU 280	Language & Literacy	3	0	0	0	3
***+ EDU 250	Praxis I Preparation	1	0	0	0	1
+ EDU 221	Children with Exceptionalities	3	0	0	0	3
+ EDU 284	Early Child Capstone Practicum	1	9	0	0	4
		14	9	0	0	17

Total 65

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

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

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

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

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

ELECTRICAL/ELECTRONICS TECHNOLOGY A35220
Associate of Applied Science Degree
Curriculum Description

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

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

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

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

Total 76

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

INDUSTRIAL SYSTEMS TECHNOLOGY A50240
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
WLD 112	Basic Welding Processes	1	3	0	0	2
ELC 112	DC/AC Electricity	3	6	0	0	5
+MAT 121	Algebra/Trigonometry I	2	2	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
BPR 111	Blue Print Reading	1	2	0	0	2
MNT 110	Intro. to Maintenance Procedures	1	3	0	0	2
		10	18	0	0	17
Second Semester (Spring)						
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
MAT 122	Algebra/Trigonometry II	2	2	0	0	3
+ENG 111	Expository Writing	3	0	0	0	3
ELN 229	Industrial Electronics	3	3	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
		12	14	0	0	17
Summer Session						
MEC 110	Introduction to CAD/CAM	1	2	0	0	2
MEC 111	Machine Processes I	1	4	0	0	3
ELC 128	Introduction to PLC	2	3	0	0	3
ISC 110	Work Place Safety	1	0	0	0	1
		5	9	0	0	9
Third Semester (Fall)						
BPR 115	ELC/Fluid Power Diagrams	1	2	0	0	2
PHY 121	Applied Physics I	3	2	0	0	4
ENG 114	Professional Research/ Reporting	3	0	0	0	3
ELC 228	PLC Applications	2	6	0	0	4
AHR 120	HVACR Maintenance	1	3	0	0	2
WLD 212	Inert Gas Welding	1	3	0	0	2
		11	16	0	0	17
Fourth Semester (Spring)						
+SOC 210	Introduction to Sociology	3	0	0	0	3
PLU 111	Intro. to Basic Plumbing	1	3	0	0	2
MNT 263	Electro-Pneu Components	2	4	0	0	4
MEC 288	Mfg. Eng. R & D Project	0	2	0	0	1
ENG 131	Introduction to Literature	3	0	0	0	3
		9	9	0	0	13

Total 73

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

MEDICAL OFFICE ADMINISTRATION A25310
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ENG 111	Expository Writing	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
+OST 131	Keyboarding	1	2	0	0	2
OST 141	Medical Terminology	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
+	Social/Behavioral Science Elective	3	0	0	0	3
		15	4	0	0	17
Second Semester (Spring)						
ENG 114	Professional Research & Reporting	3	0	0	0	3
+MAT 115	Mathematical Models	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
DBA 110	Database Concepts & Applications	2	3	0	0	3
OST 134	Text Entry & Formatting	2	2	0	0	3
OST 142	Medical Terminology II	3	0	0	0	3
		15	5	0	0	18
Third Semester (Fall)						
ACC 120	Principles of Financial Accounting	3	2	0	0	4
CTS 125	Presentation Graphics	2	2	0	0	3
OST 148	Medical Coding, Billing & Insurance	3	0	0	0	3
OST 164	Text Editing & Applications	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
		15	8	0	0	19
Fourth Semester (Spring)						
ACC 150	Accounting Software & Applications	1	2	0	0	2
BUS 270	Professional Development	3	0	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
+	Social/Behavioral Science Elective	3	0	0	0	3
OST 289	Admin. Office Management	2	2	0	0	3
OST 243	Med. Office Simulation	2	2	0	0	3
		14	2	0	0	17
					Total	**71**

Social Science Electives

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

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

OFFICE ADMINISTRATION A25370
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+OST 131	Keyboarding	1	2	0	0	2
+CIS 110	Introduction to Computers	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
BUS 121	Business Math	2	2	0	0	3
ACC 120	Prin. of Financial Acct	3	2	0	0	4
OST 162	Executive Terminology	3	0	0	0	3
		14	8	0	0	18
Second Semester (Spring)						
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Text Editing Applications	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
OST 132	Keyboard Skill Building	1	2	0	0	2
		14	6	0	0	17
Third Semester (Fall)						
CIS 165	Desktop Publishing	2	2	0	0	3
ACC 150	Acct. Software Appl.	1	2	0	0	2
OST 236	Adv. Word Processing	2	2	0	0	3
OST 134	Text Entry & Formatting	2	2	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
		12	10	0	0	17

Fourth Semester (Spring)

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
BUS 270	Professional Development	3	0	0	0	3
OST 223	Administrative Office I Transcription	2	2	0	0	3
OST 224	Machine Transcription II	1	2	0	0	2
OST 289	Office Administrative Management	2	2	0	0	3
DBA 110	Database Concepts & Applications	2	3	0	0	3
ENG 131	Introduction to Literature	3	0	0	0	3
+	Social Science Elective	3	0	0	0	3
		16	9	0	0	20

Total 72

Social Science Electives

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

OST 223 & OST 224 will be taught as a split course.
OST 223 First 8 Weeks
OST 224 Second 8 Weeks

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

RADIOGRAPHY A45700
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 168	Anatomy and Physiology I	3	3	0	0	4
+ENG 111	Expository Writing	3	0	0	0	3
+MAT 140	Survey of Mathematics	3	0	0	0	3
RAD 110	RAD Introduction & Patient Care	2	3	0	0	3
RAD 111	RAD Procedures I	3	3	0	0	4
RAD 151	RAD Clinical Education I	0	0	6	0	2
		13	11	6	0	19
Second Semester (Spring)						
BIO 169	Anatomy and Physiology II	3	3	0	0	4
ENG 114	Professional Research & Reporting	3	0	0	0	3
RAD 112	RAD Procedures II	3	3	0	0	4
RAD 121	Radiographic Imaging I	2	3	0	0	3
RAD 161	RAD Clinical Education II	0	0	15	0	5
		11	9	15	0	19

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
Third Semester (Summer)						
RAD 122	Radiographic Imaging II	1	3	0	0	2
RAD 131	Radiographic Physics I	1	3	0	0	2
RAD 171	RAD Clinical Education III	0	0	12	0	4
		2	6	12	0	8
Fourth Semester (Fall)						
+PSY 150	General Psychology	3	0	0	0	3
RAD 211	RAD Procedures III	2	3	0	0	3
RAD 231	Radiographic Physics II	1	3	0	0	2
RAD 241	Radiation Protection	2	0	0	0	2
RAD 251	RAD Clinical Education IV	0	0	21	0	7
		8	6	21	0	17
Fifth Semester (Spring)						
RAD 245	Image Analysis	1	3	0	0	2
RAD 261	RAD Clinical Education V	0	0	21	0	7
RAD 271	Radiography Capstone	0	3	0	0	1
	Humanities/Fine Arts Elective	3	0	0	0	3
		4	6	21	0	13

Total 76

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

NOTE: *Refer to electives listed on page 65.*

RESPIRATORY THERAPY A45720
Associate of Applied Science Degree
Curriculum Description

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

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 163	Anatomy and Physiology	4	2	0	0	5
+MAT 115	Mathematical Models	2	2	0	0	3
RCP 110	Introduction to Respiratory	3	3	0	0	4
+ENG 111	Expository Writing	3	0	0	0	3
+CIS 110	Introduction to Computers	2	2	0	0	3
		14	9	0	0	18
Second Semester (Spring)						
BIO 175	General Microbiology	2	2	0	0	3
RCP 111	Therapeutics/Diagnostics	4	3	0	0	5
ENG 114	Professional Research & Reporting	3	0	0	0	3
RCP 114	C-P Anatomy & Physiology	3	0	0	0	3
RCP 133	Clinical Practice I	0	0	9	0	3
		12	5	9	0	17

Summer Session

		Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
RCP 210	Critical Care Concepts	3	3	0	0	4
RCP 115	Pathophysiology	2	0	0	0	2
RCP 132	Clinical Practice I	0	0	6	0	2
RCP 122	Special Practice Lab	0	2	0	0	1
		5	5	6	0	9

Third Semester (Fall)

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

Fourth Semester (Spring)

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

Total 75

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

NOTE: *Refer to electives listed on page 65.*

ASSOCIATE IN GENERAL EDUCATION A10300
Curriculum Description

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

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

GENERAL OCCUPATIONAL TECHNOLOGY A55280
Curriculum Description

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

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

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

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

AIR CONDITIONING, HEATING AND REFRIGERATION TECHNOLOGY D35100
Diploma Program
Curriculum Description

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

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments.

Diploma graduates should be able to assist in the start up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
+ENG 102	Applied Communications II	3	0	0	0	3
+MAT 101	Applied Mathematics I	2	2	0	0	3
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 112	Heating Technology	2	4	0	0	4
BPR 130	BluePrint Reading / Const.	1	2	0	0	2
AHR 110	Introduction to Refrigeration	2	6	0	0	5
		12	16	0	0	20
Second Semester (Spring)						
+CIS 110	Introduction to Computers	2	2	0	0	3
AHR 113	Comfort Cooling	2	4	0	0	4
AHR 133	HVAC Servicing	2	6	0	0	4
PSY 118	Interpersonal Psychology	3	0	0	0	3
AHR 151	HVAC Duct Systems I	1	3	0	0	2
		10	15	0	0	16
Summer Session						
AHR 130	HVAC Controls	2	2	0	0	3
AHR 140	All Weather Systems	1	3	0	0	2
AHR 114	Heat Pump Technology	2	4	0	0	4
		5	9	0	0	9

Total 45

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

COSMETOLOGY D55140

Diploma Program

Curriculum Description

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

Required Core Courses:

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
COS 111	Cosmetology Concepts I	4	0	0	0	4
COS 112	Salon I	0	24	0	0	8
+ENG 102	Applied Communications II	3	0	0	0	3
		7	24	0	0	15
Second Semester (Spring)						
COS 113	Cosmetology Concepts II	4	0	0	0	4
COS 114	Salon II	0	24	0	0	8
PSY 118	Interpersonal Psychology	3	0	0	0	3
		7	24	0	0	15
Summer Session						
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
		4	12	0	0	8
					Total	**38**

OPTIONAL - To complete State Board Requirements for 1500 hours.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
Third Semester (Fall)						
COS 117	Cosmetology Concepts IV	2	0	0	0	2
COS 118	Salon IV	0	21	0	0	7
		2	21	0	0	9
					Total	**47**

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

COSMETOLOGY (Evening) D55140

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
COS 111A	Cosmetology Concepts I	2	0	0	0	2
COS 112A	Salon I	0	12	0	0	4
+ENG 102	Applied Communications	3	0	0	0	3
		5	12	0	0	9
Second Semester (Spring)						
COS 111B	Cosmetology Concepts I	2	0	0	0	2
COS 112B	Salon I	0	12	0	0	4
PSY 118	Interpersonal Psychology	3	0	0	0	3
		5	12	0	0	9
Summer Session						
COS 113A	Cosmetology Concepts II	1	0	0	0	1
COS 114A	Salon II	0	10	0	0	3
		1	10	0	0	4
Third Semester (Fall)						
COS 113B	Cosmetology Concepts II	3	0	0	0	3
COS 114B	Salon II	0	14	0	0	5
		3	14	0	0	8
Fifth Semester (Spring)						
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
		4	12	0	0	8
					Total	**38**

OPTIONAL - To complete State Board Requirements for 1500 hours.

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
Summer Session						
COS 117A	Cosmetology Concepts IV	1	0	0	0	1
COS 118A	Salon IV	0	10	0	0	3
		1	10	0	0	4
Fifth Semester (Fall)						
COS 117B	Cosmetology Concepts IV	1	0	0	0	1
COS 118B	Salon IV	0	11	0	0	4
		1	11	0	0	5
					Total	**47**

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

ELECTRICAL/ELECTRONICS TECHNOLOGY D35220

Diploma Program

Curriculum Description

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

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

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

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

Total 37

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

INDUSTRIAL SYSTEMS TECHNOLOGY D50240

Diploma Program

Curriculum Description

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

Students will learn technical skills in blueprint reading, mechanical systems maintenance, motor and controls, hydraulics/pneumatics, PLCs, welding, machining or fabrication, and includes various diagnostic and repair procedures.

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

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

Total 40

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

SURGICAL TECHNOLOGY D45740

Diploma Program

Curriculum Description

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

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

Graduates of accredited programs will be eligible to apply to take the national certification exam for Surgical Technologists which is administered by the National Board of Surgical Technology and Surgical Assisting. Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

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

Total 47

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

AIR CONDITIONING INSTALLATION AND MAINTENANCE C35100

Certificate

Curriculum Description

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

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

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

Total 12

BASIC LAW ENFORCEMENT TRAINING C55120

Certificate

Curriculum Description

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

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

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

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

Total 19

ELECTRICAL/ELECTRONICS TECHNOLOGY C35220
Electrical Contractor Preparation
Certificate
Curriculum Description

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

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

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

Total 15

INDUSTRIAL SYSTEMS TECHNOLOGY C50240
Machine Shop-CNC Operator
Certificate
Curriculum Description

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

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

Total 12

LATERAL ENTRY TEACHER CERTIFICATE
Certificate
Curriculum Description

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

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

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

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

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

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

Total 27

NURSING ASSISTANT C45480
Certificate
Curriculum Description

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

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

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

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

Total 14

AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY C35100

Immured Program

Curriculum Description

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

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

Total 18

CARPENTRY C35180

Immured Program

Curriculum Description

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

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

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

Total 14

ELECTRICAL/ELECTRONICS TECHNOLOGY C35220

Immured Program

Curriculum Description

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

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

Total 13

DEVELOPMENTAL STUDIES COURSES

Curriculum Description

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

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

Developmental Course(s) Completion and Exit Criteria
Students' grades must be "C" or better in the following courses to advance to the next developmental course and/or first curriculum course in English, reading, math, keyboarding and/or computer information technology:

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

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

*Follow Diploma Course

Placement Criteria

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

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

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
ENGLISH						
ENG 080	Writing Foundations	3	2	0	0	4
ENG 090	Composition Strategies	3	0	0	0	3
ENG 090A	Composition Strategies Lab	0	2	0	0	1
MATHEMATICS						
MAT 060	Essential Mathematics	3	2	0	0	4
MAT 070	Introductory Algebra	3	2	0	0	4
MAT 080	Intermediate Algebra	3	2	0	0	4
READING						
RED 080	Intro. to College Reading	3	2	0	0	4
RED 090	Improved College Reading	3	2	0	0	4
BASED ON ADVISOR'S RECOMMENDATION						
ACA 115	Success & Study Skills	0	2	0	0	1
KEYBOARDING						
OST 080	Keyboarding Literacy	1	2	0	0	2

COURSE DESCRIPTIONS

	Course Title	Class			Credit
ELC 115	*Industrial Wiring*	2	6	0	4

Prerequisites: ELC 113 —— Prerequisite(s)

Corequisites: None —— Corequisite(s)

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

Course Prefix and Number — *Text Body* — *Lab/Clinical* — Work Exp.

ACA 115   Success and Study Skills   2   0   0   1

Prerequisites: None

Corequisites: None

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

ACA 122   College Transfer Success   1   0   0   1

Prerequisites: None

Corequisites: None

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

ACC 120   Prin Of Financial Acct   3   2   0   4

Prerequisites: None

Corequisites: None

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision making and address ethical considerations. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

ACA 115   Success and Study Skills   2   0   0   1

Prerequisites: None

Corequisites: None

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

ACA 122   College Transfer Success   1   0   0   1

Prerequisites: None

Corequisites: None

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

ACC 120   Prin Of Financial Acct   3   2   0   4

Prerequisites: None

Corequisites: None

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision making and address ethical considerations. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

ACC 121   Principles of Managerial   3   2   0   4
**   Accounting**

Prerequisites: ACC 120

Corequisites: None

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

ACC 129   Individual Income Taxes   2   2   0   3
Prerequisites: None
Corequisites: None

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

ACC 150   ACC Software Applications   1   2   0   2
Prerequisites: ACC 115 or ACC 120
Corequisites: None

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems. This course is also available through the Virtual Learning Community (VLC).

AHR 110   Intro to Refrigeration   2   6   0   5
Prerequisites: None
Corequisites: None

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

AHR 111   HVACR Electricity   2   2   0   3
Prerequisites: None
Corequisites: None

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

AHR 112   Heating Technology   2   4   0   4
Prerequisites: None
Corequisites: None

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

AHR 113   Comfort Cooling   2   4   0   4
Prerequisites: None
Corequisites: None

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

AHR 114   Heat Pump Technology   2   4   0   4
Prerequisites: AHR 110 or AHR 113
Corequisites: None

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

AHR 120   HVACR Maintenance   1   3   0   2
Prerequisites: None
Corequisites: None

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

AHR 130   HVAC Controls   2   2   0   3
Prerequisites: AHR 111 or ELC 111
Corequisites: None

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

AHR 133   HVAC Servicing   2   6   0   4
Prerequisites: None
Corequisites: AHR 112 or AHR 113

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

AHR 140 All-Weather Systems   1   3   0   2
Prerequisites: AHR 112 or AHR 113
Corequisites: None

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

AHR 151 HVAC Duct Systems I   1   3   0   2
Prerequisites: None
Corequisites: None

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

ART 111 Art Appreciation   3   0   0   3
Prerequisites: None
Corequisites: None

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

BIO 111 General Biology I   3   3   0   4
Prerequisites: None
Corequisites: None

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

BIO 112 General Biology II   3   3   0   4
Prerequisites: BIO 111
Corequisites: None

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

BIO 140 Environmental Biology   3   0   0   3
Prerequisites: None
Corequisites: None

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

BIO 140A Environmental Biology Lab   0   3   0   1
Prerequisites: None
Corequisites: BIO 140

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

BIO 163 Basic Anatomy & Physiology   4   2   0   5
Prerequisites: None
Corequisites: None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 168 Anatomy and Physiology I   3   3   0   4
Prerequisites: None
Corequisites: None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 169   Anatomy and Physiology II   3   3   0   4
Prerequisites: BIO 168
Corequisites: None
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 175   General Microbiology   2   2   0   3
Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165 or BIO 168
Corequisites: None
This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 275   Microbiology   3   3   0   4
Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165, or
*   BIO 168*
Corequisites: None
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 280   Biotechnology   2   3   0   3
Prerequisites: BIO 111 or CHM 151
Corequisites: None
This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify laboratory techniques and instrumentation in basic biotechnology. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 285   Research & Measurement   2   4   0   4
Prerequisites: BIO 112 and CHM 132
Corequisites: None
This course provides an intensive laboratory experience with an investigative approach. Emphasis is placed on the use of various laboratory equipment and field techniques to enhance research and measurement competencies in ecology, natural resources, and other related topics. Upon completion, students should be able to demonstrate competencies with laboratory equipment and prepare a presentation of a selected research topic. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BPR 111   Blueprint Reading   1   2   0   2
Prerequisites: None
Corequisites: None
This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BPR 115   ELC/Fluid Power Diagrams   1   2   0   2
Prerequisites: None
Corequisites: None
This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate an understanding of, and draw sketches and schematics commonly used in industry.

BPR 130   Blueprint Reading/Construction   1   2   0   2
Prerequisites: None
Corequisites: None
This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

BUS 110   Introduction to Business   3   0   0   3
Prerequisites: None
Corequisites: None
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

BUS 115   Business Law I   3   0   0   3
Prerequisites: None
Corequisites: None
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

BUS 121   Business Math   2   2   0   3
Prerequisites: None
Corequisites: None
This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business. This course is also available through the Virtual Learning Community (VLC).

BUS 125   Personal Finance   3   0   0   3
Prerequisites: None
Corequisites: None
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

BUS 137   Principles of Management   3   0   0   3
Prerequisites: None
Corequisites: None
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).

BUS 228   Business Statistics   2   2   0   3
Prerequisites: MAT 115, MAT 140, or MAT 161
Corequisites: None
This course introduces the use of statistical methods and tools in evaluating research data for business applications. Emphasis is placed on basic probability, measures of spread and dispersion, central tendency, sampling, regression analysis, and inductive inference. Upon completion, students should be able to apply statistical problem solving to business. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BUS 230   Small Business Management   3   0   0   3
Prerequisites: None
Corequisites: None
This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan. This course is also available through the Virtual Learning Community (VLC).

BUS 270   Professional Development   3   0   0   3
Prerequisites: None
Corequisites: None
This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

CAR 111   Carpentry I   4   15   0   9
Prerequisites: None
Corequisites: None
This course introduces the theory and construction methods associated with the building industry, including framing, materials, tools and equipment. Topics include safety, hand/power tool use, site preparation measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely layout and perform basic framing skills with supervision.

CAR 113   Carpentry III   3   9   0   6
Prerequisites: CAR 111
Corequisites: None
This course covers interior trim and finishes. Topics include safety, hand/power tool use, measurement and layout, specialty framing, interior trim and finishes, cabinetry, and other related topics. Upon completion, students should be able to safely install various interior trim and finishes in a residential building with supervision.

CHM 132   Organic and Biochemistry   3   3   0   4
Prerequisites: CHM 131 and CHM 131A or CHM 151
Corequisites: None

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).

CHM 151   General Chemistry I   3   3   0   4
Prerequisites: None
Corequisites: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 152   General Chemistry II   3   3   0   4
Prerequisites: CHM 151
Corequisites: None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CIS 110   Introduction to Computers   2   2   0   3
Prerequisites: OST 080
Corequisites: None

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).

CIS 115   Intro to Prog & Logic   2   3   0   3
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095,
*   MAT 120, MAT 121, MAT 161, MAT 171, or*
*   MAT 175*
Corequisites: None

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).

CIS 165   Desktop Publishing I   2   2   0   3
Prerequisites: None
Corequisites: None

This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications. This course is also available through the Virtual Learning Community (VLC).

CJC 100   Basic Law Enforcement   9   30   0   19
**   Training**
Prerequisites: None
Corequisites: None

This course covers the skills and knowledge needed for the entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. This is a certificate level course.

CJC 111   Intro to Criminal Justice   3   0   0   3
Prerequisites: None
Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

CJC 112   Criminology   3   0   0   3
Prerequisites: None
Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113   Juvenile Justice   3   0   0   3
Prerequisites: None
Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 121   Law Enforcement Operations   3   0   0   3
Prerequisites: None
Corequisites: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

CJC 122   Community Policing   3   0   0   3
Prerequisites: None
Corequisites: None

This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing.

CJC 131   Criminal Law   3   0   0   3
Prerequisites: None
Corequisites: None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132   Court Procedure & Evidence   3   0   0   3
Prerequisites: None
Corequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141   Corrections   3   0   0   3
Prerequisites: None
Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

CJC 212   Ethics & Comm Relations   3   0   0   3
Prerequisites: None
Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 215   Organization & Administration   3   0   0   3
Prerequisites: None
Corequisites: None

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

CJC 221   Investigative Principles   3   2   0   4

Prerequisites: None
Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222   Criminalistics   3   0   0   3

Prerequisites: None
Corequisites:: None

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 223   Organized Crime   3   0   0   3

Prerequisites: None
Corequisites: None

This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system.

CJC 231   Constitutional Law   3   0   0   3

Prerequisites: None
Corequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

CJC 232   Civil Liability   3   0   0   3

Prerequisites: None
Corequisites: None

This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

CJC 233   Correctional Law   3   0   0   3

Prerequisites: None
Corequisites: None

This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel

COM 231   Public Speaking   3   0   0   3

Prerequisites: ENG 112 or ENG 114
Corequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This course is also available through the Virtual Learning Community (VLC).

COS 111   Cosmetology Concepts I   4   0   0   4
DAY

Prerequisites: None
Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 111A Cosmetology Concepts I   2   0   0   2
EVENING

Prerequisites: None
Corequisites: COS 112A

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 111B Cosmetology Concepts I   2   0   0   2
EVENING
Prerequisites: COS 111A
Corequisites: COS 112B

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112   Salon I   0   24   0   8
DAY
Prerequisites: None
Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 112A Salon I   0   12   0   4
EVENING
Prerequisites: None
Corequisites: COS 111A

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 112B Salon I   0   12   0   4
EVENING
Prerequisites: COS 112A
Corequisites: COS 111B

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113   Cosmetology Concepts II   4   0   0   4
DAY
Prerequisites: COS 111
Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 113A Cosmetology Concepts II   2   0   0   2
EVENING
Prerequisites: COS 111A, COS 111B
Corequisites: COS 114A

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 113B Cosmetology Concepts II   2   0   0   2
EVENING
Prerequisites: COS, 111A, COS 111B, COS 113A
Corequisites: COS 114B

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114   Salon II   0   24   0   8
DAY
Prerequisites: COS 112
Corequisites: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 114A Salon II   0   12   0   4
EVENING
Prerequisites: COS 112A, COS 112B
Corequisites: COS 113A

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 114B Salon II   0   12   0   4
EVENING
Prerequisites: COS 112A, COS 112B, COS 114A
Corequisites: COS 113B

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115   Cosmetology Concepts III   4   0   0   4
DAY
Prerequisites: COS 111
Corequisites: COS 116
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 115   Cosmetology Concepts III   4   0   0   4
EVENING
Prerequisites: None
Corequisites: COS 116
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 116   Salon III   0   12   0   4
DAY
Prerequisites: None
Corequisites: COS 115
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 116   Salon III   0   12   0   4
EVENING
Prerequisites: COS 112A, COS 112B, COS 114A, COS 114B
Corequisites: COS 115
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 117   Cosmetology Concepts IV   2   0   0   2
DAY
Prerequisites: COS 111, COS 113, COS 115
Corequisites: COS 118
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 117A Cosmetology Concepts IV   1   0   0   1
EVENING
Prerequisites: COS 111A, COS 111B, COS 113A, COS 113B,
*   COS 115*
Corequisites: COS 118A
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 117B Cosmetology Concepts IV   1   0   0   1
EVENING
Prerequisites: COS 111A, COS 111B, COS 113A, COS 113B,
*   COS 115, COS 117A*
Corequisites: COS 118B
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118   Salon IV   0   21   0   7
DAY
Prerequisites: COS 112, COS 114, COS 116
Corequisites: COS 117
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

COS 118A Salon IV   0   10   0   3
EVENING
Prerequisites: COS 112A, COS 112B, COS 114A, COS114B,
COS 116,
Corequisites: COS 117A

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

COS 118B Salon IV   0   11   0   4
EVENING
Prerequisites: COS 112A, COS 112B, COS 114A, COS114B,
COS 116, COS 118A
Corequisites: COS 117B

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

CTS 120   Hardware/Software Support   2   3   0   3
Prerequisites: CIS 110 or CIS 111
Corequisites: None

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

CTS 125   Presentation Graphics   2   2   0   3
Prerequisites: CIS 110 or CIS 111
Corequisites: None

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text, graphics, audio and video. Upon completion, students should be able to design and demonstrate an effective presentation.

CTS 130   Spreadsheet   2   2   0   3
Prerequisites: CIS 110 or CIS 111 or OST 137
Corequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS 220   Adv Hard/Software Support   2   3   0   3
Prerequisites: CTS 120
Corequisites: None

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

CTS 250   User Support & Software Eval   2   2   0   3
Prerequisites: CTS 120 and NOS 130
Corequisites: None

This course provides an opportunity to evaluate software and hardware and make recommendations to meet end-user needs. Emphasis is placed on software and hardware evaluation, installation, training, and support. Upon completion, students should be able to present proposals and make hardware and software recommendations based on their evaluations.

CTS 285   Systems Analysis & Design   3   0   0   3
Prerequisites: CIS 115
Corequisites: None

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

CTS 289   System Support Project   1   4   0   3
Prerequisites: CTS 285
Corequisites: None

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

CUL 110 Sanitation & Safety   2   0   0   2
Prerequisites: None
Corequisites: None

This course introduces the basic principles of sanitation and safety and their relationship to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of sanitation and safety procedures in the hospitality industry.

CUL 110A Sanitation & Safety Lab   0   2   0   1
Prerequisites: None
Corequisites: CUL 110

This course is a laboratory to accompany CUL 110. Emphasis is placed on practical experiences that enhance the materials presented in CUL 110. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry.

CUL 120 Purchasing   2   0   0   2
Prerequisites: None
Corequisites: None

This course covers purchasing for hotels and restaurants. Emphasis is placed on procurement, yield tests, inventory control, specification, planning, forecasting, market trends, terminology, cost controls, pricing, and food service ethics. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

CUL 120A Purchasing Lab   0   2   0   1
Prerequisites: None
Corequisites: CUL 120

This course is a laboratory to accompany CUL 120. Emphasis is placed on practical experiences that enhance the materials presented in CUL 120. Upon completion, students should be able to demonstrate practical applications of purchasing within the hospitality industry.

CUL 130 Menu Design   2   0   0   2
Prerequisites: None
Corequisites: None

This course introduces menu design. Topics include development of standardized recipes, layout, nutritional concerns, product utilization, demographics, and customer needs. Upon completion, students should be able to write, lay out, and produce effective menus for a variety of hospitality settings.

CUL 135 Food & Beverage Service   2   0   0   2
Prerequisites: None
Corequisites: None

This course covers the practical skills and knowledge for effective food and beverage service in a variety of settings. Topics include reservations, greeting and service of guests, styles of service, handling complaints, and sales and merchandising. Upon completion, students should be able to demonstrate competence in human relations and technical skills required in the service of foods and beverages.

CUL 135A Food & Beverage Serv Lab   0   2   0   1
Prerequisites: None
Corequisites: CUL 135

This course is a laboratory to accompany CUL 135. Emphasis is placed on practical experiences that enhance the materials presented in CUL 135. Upon completion, students should be able to demonstrate practical applications of skills required in the service of foods and beverages.

CUL 140 Basic Culinary Skills   2   6   0   5
Prerequisites: None
Corequisites: None

This course introduces the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks/sauces/soups, and other related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the food service industry.

CUL 150 Food Science   1   2   0   2
Prerequisites: None
Corequisites: None

This course covers the chemical and physical changes in foods that occur with cooking, handling, and processing. Topics include heat transfer and its effect on color, flavor, and texture; and emulsification, protein coagulation, leavening agents, viscosity, and gel formation. Upon completion, students should be able to demonstrate an understanding of the principles covered as they apply to food preparation in an experimental setting.

CUL 160 Baking I   1   4   0   3
Prerequisites: None
Corequisites: None

This course covers basic ingredients, weights and measures, baking terminology, and formula calculations. Topics include yeast-raised products, quick breads, pastry dough, various cakes and cookies, and appropriate filling and finishing techniques. Upon completion, students should be able to prepare and evaluate baked products.

**CUL 180   International & American Reg   1   8   0   5
                  Cuisine**
Prerequisites: CUL 140
Corequisites: None
This course provides practical experience in the planning, preparation, and service of representative foods from different countries and regions of America. Emphasis is placed on eating habits, indigenous foods and customs, nutritional concerns, and traditional equipment. Upon completion, students should be able to research and execute international and domestic menus.

CUL 220   Food Service for Spec Ops   1   8   0   5
Prerequisites: None
Corequisites: None
This course covers menu planning principles, food preparation, food procurement, and food management skills needed to provide appealing and profitable food service in special operations. Topics include fast-food cookery, convenience-store food service, supermarkets, delicatessens, and take-out venue. Upon completion, students should be able to plan, organize, and prepare food service items for special operations.

CUL 240   Adv Culinary Skills   1   8   0   5
Prerequisites: CUL 140
Corequisites: None
This course is a continuation of CUL 140. Emphasis is placed on meat fabrication and butchery; vegetable, starch, and protein cookery; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

CUL 260   Baking II   1   4   0   3
Prerequisites: CUL 160
Corequisites: None
This course is a continuation of CUL 160. Topics include specialty breads, understanding, development and maintaining of natural sourdough, classical desserts, laminated pastry dough, cake and torte decorating and dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation and plating, specialty sourdough production, cake decorating, and dessert buffet production skills.

DBA 110   Database Concepts   2   3   0   3
Prerequisites: None
Corequisites: None
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

DBA 115   Database Applications   2   2   0   3
Prerequisites: DBA 110
Corequisites: None
This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.

DFT 119   Basic CAD   1   2   0   2
Prerequisites: None
Corequisites: None
This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

ECO 251   Principles of Microeconomics   3   0   0   3
Prerequisites: MAT 070, RED 090
Corequisites: None
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ECO 252   Principles of Macroeconomics   3   0   0   3
Prerequisites: MAT 070, RED 090
Corequisites: None
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

EDU 119   Intro to Early Child Education   4   0   0   4

Prerequisites: None

Corequisites: None

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

EDU 131   Child, Family, & Community   3   0   0   3

Prerequisites: Take one set

     Set 1: ENG 080, RED 080

     Set 2: ENG 085

Corequisites: None

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children. This course is also available through the Virtual Learning Community (VLC).

EDU 146   Child Guidance   3   0   0   3

Prerequisites: Take one set

     Set 1: ENG 080, RED 080

     Set 2: ENG 085

Corequisites: None

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. This course is also available through the Virtual Learning Community (VLC).

EDU 151   Creative Activities   3   0   0   3

Prerequisites: Take one set

     Set 1: ENG 080, RED 080

     Set 2: ENG 085

Corequisites: None

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments. This course is also available through the Virtual Learning Community (VLC).

EDU 153   Health, Safety & Nutrition   3   0   0   3

Prerequisites: Take one set

     Set 1: ENG 080, RED 080

     Set 2: ENG 085

Corequisites: None

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations. This course is also available through the Virtual Learning Community (VLC).

EDU 163L Classroom Mgt & Instruction   3   0   0   3

Prerequisites: Take one set

     Set 1: ENG 080 and RED 080

     Set 2: ENG 085

Corequisites: None

This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.

EDU 221   Children with Exceptional   3   0   0   3

Prerequisites: *Take one set*
            Set 1: ENG 090, RED 090, EDU 144 EDU 145
            Set 2: ENG 090, RED 090, PSY 244 PSY 245
            Set 3: ENG 095, EDU 144 EDU 145
            Set 4: ENG 095, PSY 244 PSY 245

Corequisites: *None*

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).

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

Prerequisites: *Take one set*
            Set 1: ENG 090, RED 090, EDU 119
            Set 2: ENG 095, EDU 119

Corequisites: *None*

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

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

Prerequisites: *Take one set*
            Set 1: ENG 090, RED 090
            Set 2: ENG 095

Corequisites: *None*

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

EDU 243L   Learning Theory   3   0   0   3

Prerequisites: *Take one set*
            Set 1: ENG 090 and RED 090
            Set 2: ENG 095

Corequisites: *None*

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

EDU 244L   Human Growth/Development   3   0   0   3

Prerequisites: *Take one set*
            Set 1: ENG 090 and RED 090
            Set 2: ENG 095

Corequisites: *None*

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

EDU 245L   Policies and Procedures   3   0   0   3

Prerequisites: *Take one set*
            Set 1: ENG 090 and RED 090
            Set 2: ENG 095

Corequisites: *None*

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

EDU 250   PRAXIS I Preparation   1   0   0   1

Prerequisites: *Take one set*
            Set 1: ENG 090, RED 090
            Set 2: ENG 095

Corequisites: *None*

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

EDU 259   Curriculum Planning   3   0   0   3

Prerequisites: Take one set
　　　　　　 Set 1: ENG 090, RED 090, EDU 119
　　　　　　 Set 2: ENG 095, EDU 119

Corequisites: None

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

EDU 261   Early Childhood Admin I   3   0   0   3

Prerequisites: Take one set
　　　　　　 Set 1: ENG 090, RED 090
　　　　　　 Set 2: ENG 095

Corequisites: EDU 119

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards. This course is also available through the Virtual Learning Community (VLC).

EDU 262   Early Childhood Admin II   3   0   0   3

Prerequisites: Take one set
　　　　　　 Set 1: ENG 090, RED 090, EDU 261
　　　　　　 Set 2: ENG 095, EDU 261

Corequisites: EDU 119

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. This course is also available through the Virtual Learning Community (VLC).

EDU 271   Educational Technology   2   2   0   3

Prerequisites: Take one set
　　　　　　 Set 1: ENG 090, RED 090 and CIS 110
　　　　　　 Set 2: ENG 095

Corequisites: None

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments. This course is also available through the Virtual Learning Community (VLC).

EDU 280   Language & Literacy Exp   3   0   0   3

Prerequisites: Take one set
　　　　　　 Set 1: ENG 090, RED 090
　　　　　　 Set 2: ENG 095

Corequisites: None

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences. This course is also available through the Virtual Learning Community (VLC).

EDU 284   Early Child Capstone Practice   1   9   0   4

Prerequisites: Take one set

   Set 1: ENG 090, RED 090, EDU 119, EDU 144,
    EDU 145, EDU 146, EDU 151
   Set 2: ENG 090, RED 090, EDU 119, PSY 244,
    PSY 245, EDU 146, EDU 151
   Set 3: ENG 090, RED 090, EDU 119, PSY 245,
    EDU 144, EDU 146, EDU 151
   Set 4: ENG 090, RED 090, EDU 119, PSY 244,
    EDU 145, EDU 146, EDU 151
   Set 5: ENG 095, EDU 119, EDU 144, EDU 145,
    EDU 146, EDU 151
   Set 6: ENG 095, EDU 119, PSY 244, PSY 245,
    EDU 146, EDU 151
   Set 7: ENG 095, EDU 119, EDU 144, PSY 245,
    EDU 146, EDU 151
   Set 8: ENG 095, EDU 119, EDU 145, PSY 244,
    EDU 146, EDU 151

Corequisites: None

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

ELC 112   DC/AC Electricity   3   6   0   5

Prerequisites: None
Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.

ELC 113   Basic Wiring I   2   6   0   4

Prerequisites: None
Corequisites: None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 114   Basic Wiring II   2   6   0   4

Prerequisites: ELC 113
Corequisites: None

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

ELC 115   Industrial Wiring   2   6   0   4

Prerequisites: ELC 113
Corequisites: None

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

ELC 117   Motors and Controls   2   6   0   4

Prerequisites: ELC 112 or ELC 131
Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 118   National Electrical Code   1   2   0   2

Prerequisites: None
Corequisites: None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

ELC 128   Intro to PLC   2   3   0   3

Prerequisites: None
Corequisites: None

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

ELC 228   PLC Applications   2   6   0   4
Prerequisites: ELC 128
Corequisites: None

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

ELC 229   Applications Project   1   3   0   2
Prerequisites: ELC 112, ELC 113, or ELC 140
Corequisites: None

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

ELN 133   Digital Electronics   3   3   0   4
Prerequisites: None
Corequisites: None

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

ELN 229   Industrial Electronics   3   3   0   4
Prerequisites: ELC 112, ELC 131, or ELC 140
Corequisites: None

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

ELN 231   Industrial Controls   2   3   0   3
Prerequisites: ELC 112, ELC 131, or ELC 140
Corequisites: None

This course introduces the fundamental concepts of control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret schematics and demonstrate an understanding of electromechanical and electronic control of rotating machinery.

ELN 232   Intro to Microprocessors   3   3   0   4
Prerequisites: ELN 133
Corequisites: None

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

ELN 233   Microprocessor Systems   3   3   0   4
Prerequisites: ELN 232
Corequisites: None

This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment.

ELN 275   Troubleshooting   1   3   0   2
Prerequisites: None
Corequisites: ELN 133 or ELN 141

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

ENG 080   Writing Foundations   3   2   0   4
Prerequisites: ENG 070 or ENG 075
Corequisites: None

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.

ENG 090   Composition Strategies   3   0   0   3
Prerequisites: ENG 080 or ENG 085
Corequisites: None

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing requirement for ENG 111 and ENG 111A.

ENG 090A Composition Strategies Lab   0   2   0   1
Prerequisites: ENG 080 or ENG 085
Corequisites: ENG 090

This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

ENG 102   Applied Communications II   3   0   0   3
Prerequisites: RED 080 and ENG 080
Corequisites: None

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

ENG 111   Expository Writing   3   0   0   3
Prerequisites: ENG 090 and RED 090; or ENG 095
Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).

ENG 112   Argument-Based Research   3   0   0   3
Prerequisites: ENG 111
Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).

ENG 114   Prof Research & Reporting   3   0   0   3
Prerequisites: ENG 111
Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).

ENG 131   Introduction to Literature   3   0   0   3
Prerequisites: ENG 111
Corequisites: ENG 112, ENG 113, or ENG 114

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 231   American Literature I   3   0   0   3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 232   American Literature II   3   0   0   3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 241   British Literature I   3   0   0   3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 242   British Literature II   3   0   0   3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 261   World Literature I   3   0   0   3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/ fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 272   Southern Literature   3   0   0   3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
 This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ENG 273   African-American Literature   3   0   0   3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

ENG 274   Literature by Women   3   0   0   3
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites: None
This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ENG 275   Science Fiction   3   0   0   3
Prerequisites: ENG 112, ENG 113, or ENG 114.
Corequisites: None
This course covers the relationships between science and literature through analysis of short stories and novels. Emphasis is placed on scientific discoveries that shaped Western culture and our changing view of the universe as reflected in science fiction literature. Upon completion, students should be able to trace major themes and ideas and illustrate relationships between science, worldview, and science fiction literature. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

HEA 112   First Aid & CPR   1   2   0   2
Prerequisites: None
Corequisites: None
This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course had been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

HIS 121   Western Civilization I   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

HIS 122   Western Civilization II   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

HIS 131   American History I   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 132   American History II   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 226   The Civil War   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

HIS 228   History of the South   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course covers the origin and development of the South as a distinct region of the United States. Emphasis is placed on Southern identity and its basis in cultural, social, economic, and political developments during the 19th and 20th centuries. Upon completion, students should be able to identify and analyze the major cultural, social, economic, and political developments in the South. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

HIS 236   North Carolina History   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

HRM 110   Intro to Hospitality   2   0   0   2
Prerequisites: None
Corequisites: None

This course covers the growth and progress of the hospitality industry. Topics include financing, hotels, restaurants, and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist in the hospitality industry.

HRM 145   Hospitality Supervision   3   0   0   3
Prerequisites: None
Corequisites: None

This course covers principles of supervision as they apply to the hospitality industry. Topics include recruitment, selection, orientation, training, evaluation, and leadership skills. Upon completion, students should be able to understand and apply basic supervisory skills unique to the hospitality and service industry.

HRM 215   Restaurant Management   3   0   0   3
Prerequisites: CUL 135
Corequisites: None

This course provides an overview of the various challenges and responsibilities encountered in managing a food and beverage operation. Topics include planning, administration, organization, accounting, marketing, and human resources from an integrated managerial viewpoint. Upon completion, students should be able to demonstrate an understanding of the operation of a restaurant.

HUM 110   Technology and Society   3   0   0   3
Prerequisites: None
Corequisites: None

This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

HUM 130   Myth in Human Culture   3   0   0   3
Prerequisites: None
Corequisites: None

This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HUM 160   Introduction to Film   2   2   0   3
Prerequisites: None
Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

HYD 110   Hydraulics/Pneumatics I   2   3   0   3
Prerequisites: None
Corequisites: None

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

ISC 110   Workplace Safety   1   0   0   1
Prerequisites: None
Corequisites: None

This course introduces the basic concepts of workplace safety. Topics include fire, ladders, lifting, lock-out/tag-out, personal protective devices, and other workplace safety issues related to OSHA compliance. Upon completion, students should be able to demonstrate an understanding of the components of a safe workplace.

MAT 060   Essential Mathematics   3   2   0   4
Prerequisites: MAT 050
Corequisites: None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

MAT 070   Introductory Algebra   3   2   0   4

Prerequisites: MAT 060

Corequisites: RED 080 or ENG 085

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 080   Intermediate Algebra   3   2   0   4

Prerequisites: MAT 070

Corequisites: RED 080 or ENG 085

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 101   Applied Mathematics I   2   2   0   3

Prerequisites: MAT 060, MAT 070, MAT 080, MAT 090,
*   or MAT 095*

Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for diploma programs.

MAT 115   Mathematical Models   2   2   0   3

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095,
*   MAT 120, MAT 121, MAT 161, MAT 171,*
*   or MAT 175*

Corequisites: None

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, function notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. This course is also available through the Virtual Learning Community (VLC).

MAT 121   Algebra/Trigonometry I   2   2   0   3

Prerequisites: MAT 070, MAT 080, MAT 090, or MAT 095

Corequisites: None

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

MAT 122   Algebra/Trigonometry II   2   2   0   3

Prerequisites: MAT 121, MAT 161, MAT 171, or MAT 175

Corequisites: None

This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

MAT 140   Survey of Mathematics   3   0   0   3

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095
*   MAT 120, MAT 121, MAT 161, MAT 171,*
*   or MAT 175*

Corequisites: None

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).

MAT 151   Statistics I   3   0   0   3
Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120,
*   MAT 121, MAT 140, MAT 161, MAT 171,*
*   or MAT 175*
Corequisites: None

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).

MAT 171   Precalculus Algebra   3   0   0   3
Prerequisites: MAT 080, MAT 090, MAT 095, or MAT 161
Corequisites: None

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 171A Precalculus Algebra Lab   0   2   0   1
Prerequisites: MAT 080, MAT 090, MAT 095, or MAT 161
Corequisites: MAT 171

This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

MAT 172   Precalculus Trigonometry   3   0   0   3
Prerequisites: MAT 171
Corequisites: None

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 172A Precalculus Trig Lab   0   2   0   1
Prerequisites: MAT 171
Corequisites: MAT 172

This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

MAT 263   Brief Calculus   3   0   0   3
Prerequisites: MAT 161, MAT 171, or MAT 175
Corequisites: None

This course is designed for students needing only one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 271   Calculus I   3   2   0   4
Prerequisites: MAT 172 or MAT 175
Corequisites: None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 272   Calculus II   3   2   0   4
Prerequisites: MAT 271
Corequisites: None

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MEC 110   Intro to CAD/CAM   1   2   0   2
Prerequisites: None
Corequisites: None
This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

MEC 111   Machine Processes I   1   4   0   3
Prerequisites: None
Corequisites: None
This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

MEC 288   Mfg Eng R&D Project   0   2   0   1
Prerequisites: None
Corequisites: None
This course provides an opportunity to research specific interest areas in the field of manufacturing engineering. Emphasis is on a specific area of concern. Upon completion, students should be able to demonstrate competence through a hands-on project.

MKT 120   Principles of Marketing   3   0   0   3
Prerequisites: None
Corequisites: None
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making. This course is also available through the Virtual Learning Community (VLC).

MNT 110   Intro to Maint Procedures   1   3   0   2
Prerequisites: None
Corequisites: None
This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 263   Electro-Pneu Components   2   4   0   4
Prerequisites: None
Corequisites: None
This course introduces principles and practical applications of electrical/pneumatic control systems, and primary control devices incorporated in those systems. Emphasis is placed on reading and interpreting ladder diagrams, building control circuits, and troubleshooting valves, switches, and sensors. Upon completion, students should be able to design, build, and troubleshoot basic electro-pneumatic control systems.

MUS 110   Music Appreciation   3   0   0   3
Prerequisites: None
Corequisites: None
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

MUS 131   Chorus I   0   2   0   1
Prerequisites: None
Corequisites: None
This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

MUS 132   Chorus II   0   2   0   1
Prerequisites: MUS 131
Corequisites: None
This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

NAS 101   Nursing Assistant I   3   4   3   6
Prerequisites: High School Diploma or GED
Corequisites: None
This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. This is a certificate-level course.

NAS 102   Nursing Assistant II   3   2   6   6
Prerequisites: High School Diploma or GED and currently
*   listed as NA I with the State of North Carolina and*
*   NAS 103*
Corequisites: None
This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate-level course.

NAS 103   Home Health Care   2   0   0   2
Prerequisites: High School Diploma or GED
Corequisites: None
This course covers the basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. This is a certificate-level course.

NET 110   Networking Concepts   2   2   0   3
Prerequisites: None
Corequisites: None
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols. This course is also available through the Virtual Learning Community (VLC).

NOS 110   Operating System Concepts   2   3   0   3
Prerequisites: None
Corequisites: None
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS 120   Linux/UNIX Single User   2   2   0   3
Prerequisites: NOS 110
Corequisites: None
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

NOS 130   Windows Single User   2   2   0   3
Prerequisites: NOS 110
Corequisites: None
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

NOS 230   Windows Admin I   2   2   0   3
Prerequisites: NOS 130
Corequisites: None
This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.

NUR 111   Intro to Health Concepts   4   6   6   8
Prerequisites: CNA-I and CIS 110
Corequisites: BIO 168 and ENG 111
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112   Health-Illness Concepts   3   0   6   5
Prerequisites: NUR 111
Corequisites: BIO 169, PSY 150 and NUR 114
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113   Family Health Concepts   3   0   6   5
Prerequisites: NUR 112 and NUR 114
Corequisites: ENG 114
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114   Holistic Health Concepts   3   0   6   5
Prerequisites: NUR 111
Corequisites: BIO 169, PSY 150 and NUR 112
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 211   Health Care Concepts   3   0   6   5
Prerequisites: NUR 113
Corequisites: BIO 275, NUR 212 and PSY 241
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212   Health System Concepts   3   0   6   5
Prerequisites: NUR 113
Corequisites: BIO 275, NUR 211 and PSY 241
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213   Complex Health Concepts   4   3   15   10
Prerequisites: NUR 211 and NUR 212
Corequisites: ENG 131
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

NUT 110   Nutrition   3   0   0   3
Prerequisites: None
Corequisites: None
This course covers basic principles of nutrition and their relationship to human health. Topics include meeting nutritional needs of healthy people, menu modification based on special dietary needs, food habits, and contemporary problems associated with food selection. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

OST 080   Keyboarding Literacy   1   2   0   2
Prerequisites: None
Corequisites: None
This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.

OST 131   Keyboarding   1   2   0   2
Prerequisites: OST 080
Corequisites: None
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 132   Keyboard Skill Building   1   2   0   2
Prerequisites: None
Corequisites: None
This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

OST 134   Text Entry & Formatting   2   2   0   3
Prerequisites: None
Corequisites: None
This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability. This course is also available through the Virtual Learning Community (VLC).

OST 136   Word Processing   2   2   0   3
Prerequisites: None
Corequisites: None
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. This course is also available through the Virtual Learning Community (VLC).

OST 141   Med Terms I-Med Office   3   0   0   3
Prerequisites: None
Corequisites: None
This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

OST 142   Med Terms II-Med Office   3   0   0   3
Prerequisites: OST 141
Corequisites: None
This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

OST 148   Med Coding Billing & Insurance   3   0   0   3
Prerequisites: None
Corequisites: None
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. This course is also available through the Virtual Learning Community (VLC).

OST 149   Med Legal Issues   2   0   0   2
Prerequisites: None
Corequisites: None
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

OST 162   Executive Terminology   3   0   0   3
Prerequisites: None
Corequisites: None
This course is designed to increase and improve proficiency in word usage. Topics include root words, prefixes, suffixes, homonyms, synonyms, and specialized vocabularies. Upon completion, students should be able to use acquired vocabulary skills in the global workplace.

OST 164   Text Editing Applications   3   0   0   3
Prerequisites: None
Corequisites: None
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. This course is also available through the Virtual Learning Community (VLC).

OST 184   Records Management   2   2   0   3
Prerequisites: None
Corequisites: None
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system. This course is also available through the Virtual Learning Community (VLC).

OST 223   Admin Office Transcript I   2   2   0   3
Prerequisites: OST 164; and OST 134 or OST 136
Corequisites: None
This course provides experience in transcribing documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents.

OST 224   Admin. Office Transcript II   1   2   0   2
Prerequisites: OST 223
Corequisites: None
This course provides instruction and practice in advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents

OST 236   Adv Word/Information Processing 2   2   0   3
Prerequisites: OST 136
Corequisites: None
This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents. This course is also available through the Virtual Learning Community (VLC).

OST 243   Med Office Simulation   2   2   0   3
Prerequisites: OST 148
Corequisites: None
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

OST 289   Administrative Office Mgt   2   2   0   3
Prerequisites: OST 164 and either OST 134 or OST 136
Corequisites: None
This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.

PED 110   Fit and Well for Life   1   2   0   2
Prerequisites: None
Corequisites: None
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 120   Walking for Fitness   0   3   0   1
Prerequisites: None
Corequisites: None
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 130   Tennis-Beginning   0   2   0   1
Prerequisites: None
Corequisites: None
This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 143   Volleyball-Beginning   0   2   0   1
Prerequisites: None
Corequisites: None
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PHY 121   Applied Physics I   3   2   0   4
Prerequisites: None
Corequisites: None
This algebra-based course introduces fundamental physical concepts as applied to industrial and service technology fields. Topics include systems of units, problem-solving methods, graphical analyses, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to demonstrate an understanding of the principles studied as applied in industrial and service fields.

PHY 151   College Physics I   3   2   0   4
Prerequisites: MAT 161, MAT 171, or MAT 175
Corequisites: None
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 152   College Physics II   3   2   0   4
Prerequisites: PHY 151
Corequisites: None
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PLU 111   Intro to Basic Plumbing   1   3   0   2
Prerequisites: None
Corequisites: None
This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

POL 120   American Government   3   0   0   3
Prerequisites: RED 090
Corequisites: None
This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

PSY 118   Interpersonal Psychology   3   0   0   3
Prerequisites: None
Corequisites: None
This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150   General Psychology   3   0   0   3
Prerequisites: RED 090
Corequisites: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

PSY 241   Developmental Psych   3   0   0   3
Prerequisites: PSY 150
Corequisites: None
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

PSY 244   Child Development I   3   0   0   3
Prerequisites: None
Corequisites: None
This course provides an introduction to the study of child development and examines the growth and development of children from conception through early childhood. Topics include historical and theoretical perspectives, terminology, research and observation techniques as well as physical, cognitive, and psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of the early stages of child development.

PSY 245   Child Development II   3   0   0   3
Prerequisites: None
Corequisites: None

This course examines the growth and development of children during early and middle childhood. Emphasis is placed on factors influencing physical, cognitive, and psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of early and middle child development.

RAD 110   RAD Intro & Patient Care   2   3   0   3
Prerequisites: Admission into the Radiography Program
Corequisites: RAD 111 and RAD 151

This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.

RAD 111   RAD Procedures I   3   3   0   4
Prerequisites: Admission into the Radiography Program
Corequisites: RAD 110 and RAD 151

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.

RAD 112   RAD Procedures II   3   3   0   4
Prerequisites: RAD 110, RAD 111, and RAD 151
Corequisites: None

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

RAD 121   Radiographic Imaging I   2   3   0   3
Prerequisites: RAD 110, RAD 111, and RAD 151
Corequisites: None

This course provides the principles of conventional film-screen radiography. Emphasis is placed on the factors that impact density, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of conventional film-screen radiographic imaging.

RAD 122   Radiographic Imaging II   1   3   0   2
Prerequisites: RAD 112, RAD 121, and RAD 161
Corequisites: RAD 131 and RAD 171

This course provides advanced principles of imaging including digital radiography. Emphasis is placed on the factors that impact brightness, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of advanced principles of imaging.

RAD 131   Radiographic Physics I   1   3   0   2
Prerequisites: None
Corequisites: None

This course introduces the principles of radiation characteristics and production. Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate a basic understanding of radiation characteristics and production.

RAD 151   RAD Clinical ED I   0   0   6   2
Prerequisites: None
Corequisites: RAD 110 and RAD 111

This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 161   RAD Clinical ED II   0   0   15   5
Prerequisites: RAD 110, RAD 111, and RAD 151
Corequisites: RAD 112 and RAD 121

This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 171   RAD Clinical ED III   0   0   12   4
Prerequisites: RAD 112, RAD 121, and RAD 161
Corequisites: RAD 122 and RAD 131

This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 211   RAD Procedures III   2   3   0   3
Prerequisites: RAD 122
Corequisites: RAD 231, RAD 241, and RAD 251

This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, sectional anatomy, and advanced imaging. Upon completion, students should be able to demonstrate an understanding of these areas.

RAD 231   Radiographic Physics II   1   3   0   2
Prerequisites: RAD 171 or RAD 131
Corequisites: None

This course provides advanced principles of radiation characteristics and production including digital imaging and Computed Tomography (CT). Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate an understanding of radiation characteristics and production.

RAD 241   Radiobiology/Protection   2   0   0   2
Prerequisites: RAD 122, RAD 131, and RAD 171
Corequisites: RAD 211, RAD 231, and RAD 251

This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

RAD 245   Image Analysis   1   3   0   2
Prerequisites: RAD 211, RAD 231, RAD 241 and RAD 251
Corequisites: RAD 261

This course provides an overview of image analysis and introduces methods of quality management. Topics include image evaluation, pathology, quality control, and quality assurance. Upon completion, students should be able to demonstrate a basic knowledge of image analysis and quality management.

RAD 251   RAD Clinical Ed IV   0   0   21   7
Prerequisites: RAD 122, RAD 131, and RAD 171
Corequisites: RAD 211, RAD 231, and RAD 241

This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 261   RAD Clinical Ed V   0   0   21   7
Prerequisites: RAD 251
Corequisites: RAD 245

This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 271   Radiography Capstone   0   3   0   1
Prerequisites: RAD 211, RAD 231, RAD 241, RAD 251
Corequisites: RAD 245, RAD 261

This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of any entry-level radiographer.

RCP 110   Intro to Respiratory Therapy   3   3   0   4
Prerequisites: Enrollment in the Respiratory Therapy program
Corequisites: None

This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 111   Therapeutics/Diagnostics   4   3   0   5
Prerequisites: RCP 110
Corequisites: None

This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 114   C-P Anatomy & Physiology   3   0   0   3
Prerequisites: None
Corequisites: None

This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.

RCP 115   C-P Pathophysiology   2   0   0   2
Prerequisites: None
Corequisites: None

This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.

RCP 122   Special Practice Lab   0   2   0   1
Prerequisites: None
Corequisites: None
This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

RCP 123   Special Practice Lab   0   3   0   1
Prerequisites: None
Corequisites: None
This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

RCP 132   RCP Clinical Practice I   0   0   6   2
Prerequisites: None
Corequisites: RCP 110
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence m required performance evaluations.

RCP 133   RCP Clinical Practice I   0   0   9   3
Prerequisites: None
Corequisites: RCP 110
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 143   RCP Clinical Practice II   0   0   9   3
Prerequisites: RCP 110
Corequisites: RCP 111
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 155   RCP Clinical Practice III   0   0   15   5
Prerequisites: RCP 111
Corequisites: None
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 210   Critical Care Concepts   3   3   0   4
Prerequisites: Successful completion of three semesters of the Respiratory Therapy program
Corequisites: None
This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 211   Adv Monitoring/Procedures   3   3   0   4
Prerequisites: RCP 210
Corequisites: None
This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations.

RCP 213   Neonatal/Ped's Concepts   2   0   0   2
Prerequisites: RCP 111
Corequisites: None
This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.

RCP 215   Career Prep-Adv Level   0   3   0   1
Prerequisites: None
Corequisites: None
This course provides preparation for employment and the advanced level practitioner credentialing exam. Emphasis is placed on review of the NBRC Advanced-Level Practitioner Exam and supervision and management. Upon completion, students should be able to successfully complete the appropriate self-assessment examinations and meet the requirements for employment.

RCP 234   RCP Clinical Practice IV   0   0   12   4
Prerequisites: RCP 111
Corequisites: RCP 210
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 245   RCP Clinical Practice V   0   0   15   5
Prerequisites: RCP 210
Corequisites: RCP 211

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RED 080   Intro to College Reading   3   2   0   4
Prerequisites: RED 070 or ENG 075
Corequisites: None

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.

RED 090   Improved College Reading   3   2   0   4
Prerequisites: RED 080 or ENG 085
Corequisites: None

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A

REL 110   World Religions   3   0   0   3
Prerequisites: None
Corequisites: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

REL 211   Intro to Old Testament   3   0   0   3
Prerequisites: None
Corequisites: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

REL 212   Intro to New Testament   3   0   0   3
Prerequisites: None
Corequisites: None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

SEC 110   Security Concepts   3   0   0   3
Prerequisites: None
Corequisites: None

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SOC 210   Introduction to Sociology   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

SOC 213   Sociology of the Family   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

SOC 220   Social Problems   3   0   0   3
Prerequisites: RED 090
Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

SPA 111   Elementary Spanish I   3   0   0   3
Prerequisites: None
Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

SPA 112   Elementary Spanish II   3   0   0   3
Prerequisites: SPA 111
Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

SUR 110   Intro To Surgical Tech   3   0   0   3
Prerequisites: Admission into the Surgical Technology Program
Corequisites: SUR 111

This course provides a comprehensive study of the operative environment, professional roles, moral/legal/ethical responsibilities, and medical communications used in surgical technology. Topics include: professional behaviors, medical terminology, interdepartmental/peer/relationships, operating room environment/safety, pharmacology, anesthesia, incision sites, physiology of wound healing, and biomedical sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the operative environment.

SUR 111   Periop Patient Care   5   6   0   7
Prerequisites: Admission into the Surgical Technology Program
Corequisites: SUR 110

This course provides theoretical knowledge for the application of essential operative skills during the perioperative phase. Topics include surgical asepsis, sterilization/disinfection, and perioperative patient care. Upon completion, students should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation, and other relevant skills.

SUR 122   Surgical Procedures I   5   3   0   6
Prerequisites: SUR 110 and SUR 111
Corequisites: SUR 123 or STP 101

This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

SUR 123   SUR Clinical Practice I   0   0   21   7
Prerequisites: SUR 110 and SUR 111
Corequisites: SUR 122

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

SUR 134   Surgical Clinical Practice II   5   0   0   5
Prerequisites: SUR 123 or STP 101
Corequisites: None

This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

SUR 135   SUR Clinical Practice II   0   0   12   4
Prerequisites: SUR 123
Corequisites: SUR 134 and SUR 137

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

SUR 137   Prof Success Prep   1   0   0   1
Prerequisites: SUP 123
Corequisites: SUP 134 and SUP 135
This course provides job-seeking skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, and interviewing techniques. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

WEB 110   Internet/Web Fundamentals   2   2   0   3
Prerequisites: None
Corequisites: None
This course introduces basic markup language, various navigational tools and services of the Internet. Topics include creating web pages, using Internet protocols, search engines, file compression/decompression, FTP, E-mail, listservers, and other related topics. Upon completion, students should be able to deploy a web-site created with basic markup language, retrieve/decompress files, e-mail, FTP, and utilize other Internet tools.

WLD 112   Basic Welding Processes   1   3   0   2
Prerequisites: None
Corequisites: None
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 212   Inert Gas Welding   1   3   0   2
Prerequisites: WLD 112
Corequisites: None
This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.

FACULTY

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

Loretta D. Allen, Business Technologies: B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke

Tyrone Atkinson, Culinary: A.A.S., Robeson Community College; B.S., Culinary Management, Art Institute of Pittsburg

Dr. Charles R. Beasley, MD, Adjunct Medical Director for Respiratory Therapy

Thea Blaufuss, Nursing Laboratory Coordinator: B.S.N., University of North Dakota

Bernice Boger, Program Director, Cosmetology: Diploma, Bladen Community College

Jennifer Brown, Biology: B.S., Science Education/Biology Emphasis, University of North Carolina at Pembroke; M.A., Science Education, University of North Carolina at Pembroke

Benjaman Bryan, Biology: B.S., University of North Carolina at Pembroke; M.S., East Carolina University

Joy C. Bukowy, Business Technologies: B.S., University of Nebraska; M.B.A., The College of William & Mary

Kimberly Calabrese, Business Technologies: M.S., Walsh College; M.B.A., Pfeiffer University; B.S., Pfeiffer University; A.A.S., Southern Ohio College

Gwendolyn L. Chavis, Program Director, Early Childhood: B.S., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

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

Lola Dial, Business Technologies: M.B.A., University of North Carolina at Pembroke; M.S., O.L.M., University of North Carolina at Pembroke; B.S., Century College, Chicago, IL; B.S., University of North Carolina at Pembroke

Crystal Q. Edmonds, Department Chairperson, English and Humanities: B.S., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

David Emanuel, Mathematics: B.S., University of North Carolina at Pembroke: M.A., University of North Carolina at Pembroke

Wendy L. Fields, English: B.A. University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

Gail O. Gane, Director of Clinical Education, Respiratory Therapy: A.A.S., Robeson Community College; B.A., RRT., B.A., University of North Carolina at Wilmington

David Gavasci, Mathematics: B.S., Fayetteville State University; M.S., Fayetteville State University

Richard Hanchey, Industrial Maintenance: A.A.S., Robeson Technical Institute

Audra Harris, Business Technologies: B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke

Phoebe C. Harris, Early Childhood: B.S., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke: M.S.A., University of North Carolina at Pembroke

Kelli Heustess, Program Director, BS, RRT, CPFT, RCP, Respiratory Therapy: A.A.S., Robeson Community College, B.S., Independence University California College for Health Sciences

Elizabeth P. Holmes, English: B.S., Wingate College; B.A., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

Peggy F. Hunt, Program Director, Radiography: RT(R), Watts Hospital School of Radiography; B.S., University of North Carolina-Pembroke; M.Ed., Campbell University

Antonio Jackson, Sociology: B.A., M.A., Fayetteville State University

Heather Jacobs, Nursing: RN, B.S. University of North Carolina-Pembroke; B.S.N., Duke University; M.S.N., Duke University

Michael Jacobs, Business Technologies: B.S., Mathematics/ Computer Science, University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

Tina Jenkins, Nursing: A.A.S., Robeson Community College; B.S.N., University of North Carolina at Pembroke

Cassandra Johnson, Mathematics: B.S., North Carolina Central University; M.S., Fayetteville State University

Jolee Johnson, Reading: B.S., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

Angela W. Lamb, English: B.A., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

Queen E. Locklear, Cosmetology: Diploma, Robeson Technical Institute; B.S., Western Carolina University

Sherry Lofton, English: B.S., University of North Carolina-Pembroke; M.A., University of North Carolina at Pembroke

Debra Lowry, Early Childhood: M.A., University of North Carolina at Pembroke; B.A., Elem. Ed., University of North Carolina at Pembroke; B.S., Sociology, University of North Carolina at Pembroke

Laronda Lowery, Mathematics: B.S., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

Duncan Howard McDuffie, Air Conditioning, Heating & Refrigeration: A.A.S., Robeson Community College

Louis F. McIntyre, Sr.: Biology: B.S., Fayetteville State University; M.S., North Carolina A&T State University

Shawn M. McCarty, Biology: B.S., University of North Carolina at Pembroke; M.S., University of Louisiana at Monroe

Matthew McKnight, Air Conditioning: Diploma, Robeson Community College; Electrical Electronics: A.A.S., Robeson Community College

Kimberly McVicker, Reading: B.S., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

Eva Meekins, Program Director, Nursing: B.A., University of North Carolina-Greensboro, M.S., University of South Carolina

Dr. Nirupama Mohapatra, Science: B.S., Ravenshaw College; M.S., NC State University; Ph.D., North Carolina State University

Melissa Oxendine, Distance Learning Coordinator: B.S., University of North Carolina at Pembroke; M.A.Ed., University of North Carolina at Pembroke

Daniela Newland, English: B.A., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

Audrey Pait, Mathematics: B.S., University of North Carolina at Pembroke; M.A., North Carolina State University

George Pate, Business Technologies; B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke

Cathy W. Penney, Cosmetology: Diploma, Robeson Technical Institute; B.S., Western Carolina University

Brenda N. Poinsette, Business Technologies: B.S., Business Administration, South Carolina State College; Interdisciplinary M.A., University of South Carolina

Amy Purser, Nursing: B.S.N., University of North Carolina at Pembroke; M.S.N., East Carolina University

Roy S. Raby, History: AA Campbell University, BS/SS: Campbell University; M.S.Ed., University of Southern Callifornia; M.A., Fayetteville State University

J. D. Revels, Advanced Diploma, Electrical Installation, Robeson Community College; Diploma, Air Conditioning, Heating & Refrigeration, Robeson Community College

Dr. Michael Roberts, English: B.S., Saint Andrew's Presbyterian College; M.A., University of North Carolina at Pembroke; Ph.D., North Carolina State University

Toni B. Sacry, Department Chairperson, Math Science and Social Sciences; Psychology: B.S., University of North Carolina at Pembroke; M.A., Appalachian State University

Donald M. Sampson, Carpentry: Diploma, Robeson Technical Institute

Micah Sampson, Electrical/Electronics: A.A.S., Robeson Community College

James E. Sanderson, Interim Program Director, Criminal Justice/ BLET: B.A., Sociology/Criminal Justice, University of North Carolina at Pembroke; M.A., Administration of Justice, Webster University, St. Louis, MO

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

Ernest V. Singley Jr., Program Director, Surgical Technology: B.S.N., Coppin State College; B.S., Healthcare Management Southern Illinois University at Carbondale

Janet L. Smith, English: B.A., Bridgewater State College, Massachusetts; M.A., University of Maine at Orono

Sheila N. Smith, Program Director, Nursing Assistant: B.S.N., Barton College; M.Ed., American Intercontinental University

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

Regina Strait, Cosmetology: Diploma, Bladen Community College

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

Deidra Summerour, English: B.A., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

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

Renee Taylor, Nursing: A.D.N., Robeson Community College; B.S.N., University of North Carolina at Pembroke

Candice Turbeville, Clinical Director, Radiography: A.A.S., Radiography, RT(R), Cape Fear Community College; B.S., Radiologic Sciences, Florida Hospital College of Health Sciences

Terry L. Waheed, Criminal Justice: B.A., Berea College; M.S., University of Alabama at Birmingham

Carolyn S. Watson, Department Chairperson, Business Technologies: B.S., University of North Carolina-Chapel Hill; M.S., North Carolina State University; M.B.A., University of North Carolina at Pembroke

Dennis Watts, ACA Instructor: B.A., M.A.Ed., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke

Rodney M. Williamson, Business Technologies: B.S., Francis Marion University; M.A., Western Carolina University

Clark Wren, English: B.A., Pennsylvania State University; M.A., Gannon University

ADULT AND CONTINUING EDUCATION

Occupational Extension

Emergency Services Education

Customized Training Program

Community Services Education

Basic Skills Education

Small Business Center

Human Resources Development

REGISTRATION CALENDAR 2009-2010

BASIC SKILLS EDUCATION

FALL SEMESTER 2009
August 18-December 18, 2009

SPRING SEMESTER 2010
January 5-May 14, 2010

SUMMER SEMESTER 2010
May 18-August 13, 2010

COMMENCEMENT (AHS)
June 17, 2010

OCCUPATIONAL EXTENSION

FALL SEMESTER 2009
September 1-December 18, 2009

SPRING SEMESTER 2010
January 4-March 31, 2010 (Session 1)
April 1-June 30, 2010 (Session 2)

SUMMER SEMESTER 2010
July 1-August 27, 2010

General Information

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

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

Class Schedules and Enrollment

Classes are scheduled on weekdays, evenings, and weekends on campus, and at various times and locations throughout Robeson County. Classes usually meet once or twice per week, from two to four hours each session. Registration for all courses is completed

at the first class meeting. Classes are publicized by various means prior to the beginning of each semester. Other courses are organized on a basis of need, interest, and availability of suitable facilities and qualified instructors.

Admission

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

Fees and Insurance

Most Occupational Extension courses have a registration fee of $65-$175, and Community Services Education courses range from $0-$65. Recreational classes are required to be self-supporting and are priced accordingly. All fees are payable at the first class meeting. There is no registration fee for any of the basic skills courses.

Registration fees are waived for North Carolina Senior Citizens 65 years of age and older, and prison inmates. Also volunteer rescue personnel, lifesaving department personnel, firefighters, and law enforcement officers are exempt from registration fees when enrolled in courses to improve proficiencies in their respective vocations. Fees are also exempt for public and private school teachers when enrolled in CPR and first aid courses.

In some courses, students are expected to provide the materials, supplies, tools, and books that they will need.

Students are encouraged to purchase student insurance, which is offered for a nominal fee.

Attendance

Regular attendance and participation are essential to effective teaching and learning. Adult students are expected to be regular and punctual in attendance. A minimum of 80 percent is required to receive a certificate.

Certificates

College credit is not given for completion of courses in the Division of Adult and Continuing Education; however, certificates are awarded for completion of some of the courses. Licenses, diplomas, or other forms of recognition are awarded by certain agencies outside the college upon successful completion of specially designed courses.

Continuing Education Units (CEU's)

Continuing Education Units will be awarded to those persons satisfactorily completing many of the courses in the Continuing Education Division. One CEU is defined as being 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. A permanent record of each person's CEU's will be maintained by the College. Individuals, firms, and professional organizations may use compilations of CEU's to provide measures of recognition for non-credit educational achievement.

Additional Courses

If 12 or more people want to learn about a subject which is not currently offered, the college will make every effort to find a qualified instructor and offer the course anywhere in Robeson County where suitable space is available. Requests may be made by calling the Adult and Continuing Education Division at 910-272-3601.

Occupational Extension

Occupational Extension courses are designed to provide training in a specific area. These courses may teach a new skill or upgrade present skills, leading perhaps to promotion, supplemental income or employment. All extension courses are non-credit. Students earn Continuing Education Units (CEU's). Traditionally, occupational extension courses have been extremely popular with both employers and employees.

Student Population

Thousands of people enroll in occupational extension courses, many to make sure their skills are as modern as the locations where they work. Others enroll to learn a new skill in hopes of finding gainful employment. Many times, students consist of employees of an individual business or industry. In these situations, the course is offered at the company's request for training.

Types of Courses Offered

Courses offered cover a wide range of occupational areas. Many are vocational or technical in nature, including: Blueprint Reading; Measurements; Quality Control; Electronics; and other courses dealing with Licensing, Preparations and business skills. Below are some examples of the available licensing courses. If requested, special courses can also be developed to meet specific needs.

Course Length, Cost and Location

Occupational extension courses vary in length and can be taught almost anywhere. Some courses meet once or twice a week, day or evening, up to 21 weeks.

Occupational extension courses are offered as a service to the business and industrial community and are supported in part by tax receipts. Therefore, the cost to the students has been traditionally low. Presently, the direct cost is $50-$65 registration fee. Some courses require a textbook which can be purchased at the college bookstore.

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

Licensing Preparation Courses

Licensing preparation courses are offered by Robeson Community College Occupational Extension Department for real estate, notary public, and vehicle inspection. The following courses are among the licensing preparation courses offered by the college.

Notary Public Education   6 Hours

Persons interested in becoming a notary must complete this course of study approved by the Secretary of State. Upon completion participants will be prepared to take and certify the knowledge of proof and execution or signing of any instrument or writing; take affidavits or depositions; administer oaths and affirmations.   .6 CEU's

Real Estate Fundamentals   84 Hours

This course is designed for those preparing for the salesman's examination. It consists of instruction in fundamental real estate principles and practices, including real estate law, financing, brokerage, valuation and taxation. Also included is North Carolina Real Estate license law and rules and regulation of the North Carolina Real Estate Licensing Board.   8.4 CEU's

Vehicle Safety Inspection   8 Hours

This eight (8) hour course covers the rules and regulations for safety inspection of automobile vehicles. It is required of all mechanics prior to licensing to inspect vehicles.   .8 CEU's

Medical Office Assistant Training

Medical Office Procedures

When you go into a medical office, who is the first person you see? The medical office assistant. That person's demeanor and professionalism can create a lasting impression for good or bad and will influence your opinion of the physician's care. This course is an overview of basic administrative procedures in a medical office: telephone procedures, appointment, records management, billing principles, insurance, financial records and much more.

Medical Terminology

This course is an introduction to the study of the structure of medical words and terms. Emphasis is placed on spelling and defining commonly used prefixes, suffixes, root words, and their combining forms. Program content covers the basic human anatomy and physiology for all systems, elements of medical terms, and names of major diseases.

Computer Education

Introduction to PC's

This course is intended for people who have no or very limited experience with computers. The beginner will get an introduction to the computer that includes the following: parts of a computer, memory, keyboard practice, an introduction to Windows, word processing, and spreadsheets.

Introduction to the Internet

Surf the Internet! See what everyone is talking about. This course will give you the bare survival skills you need to begin using the Internet. This course is great for educators. There will be some emphasis on finding and using educational resources.

Windows XP

Learn essentials of the latest version of Windows. Learn commands, features, menus, toolbars, and functions of Windows XP. You'll be introduced to true multi-tasking, built in networking capabilities, longer file names, and other applications.

Microsoft Excel I

This course will provide you with the essential information needed to develop spreadsheet skills. You will be introduced to worksheet formulas, data sorting, linking, formatting, previewing and printing. You will learn to use the standard toolbar, along with displaying, hiding, and customizing all toolbars. Emphasis will be on building spreadsheets to fit your needs in the workplace. Basic typing skills are required.

Online Computer Class

We are now offering online classes in Continuing Education. All that is required is access to the Internet and an email address. Visit our Website at www.ed2go.com/robesoncc.

PC Troubleshooting

Learn how to put an end to those nagging system glitches, interpret error codes and messages, detect and eliminate conflicts, replace drivers, and perform basic preventative maintenance.

Introduction to Microsoft Access

Learn how to use this powerful and award-winning database to store, locate, print, and automate access to just about any type of important information.

Creating Web Pages

Learn how to design, create, and post your very own site on the Internet's World Wide Web. Discover low-cost web marketing strategies.

Customized Training Program

The Customized Training Program supports economic development efforts that provide training opportunities for eligible businesses and industries. This program combines the former New and Expanding Industry Training Program, Customized Industry Training Program and the Focused Industry Training Program to simultaneously prepare North Carolina's workforce with the skills essential to successful employment in emerging industries.

Program Design

The Program is designed to react quickly to the needs of businesses and to respect the confidential nature of proprietary processes and information within those businesses. Joint planning between company personnel, the community college and/or industrial training specialist calibrate and prepare a training proposal. The unlimited versatility and flexibility of the Customized Training Program enables the development of an approved training plan that can be successful.

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Eligible businesses and industries must demonstrate two or more of the following criteria to receive state assistance:

- Demonstrate an appreciable capital investment;
- Deploy new technology;
- Create jobs, or enhance productivity and profitability of stateside operations;
- Or, workforce skills will be enhanced by the assistance.

Program Length and Location

The length of training is determined by the skills that are needed. There are no arbitrary minimum or maximum limits. A realistic training period is negotiated.

Classes are conducted on our main campus, satellite campus or at the company's facility. If none of these options are acceptable, state funds may be used to lease adequate training space in the community.

Student Population

Selection of students for training is left completely to the company. The college can provide either post-employment or pre-employment depending on the preference of the company. As a result, students may or may not be receiving wages during the training period. In either instance, the state does not pay the wages of the trainees.

Cost to Industry

The basic purpose of the training service is to encourage companies to create more jobs in the community. Therefore, there are no direct charges to companies that use this service.

Where Can I Get More Information

Director of Customized Training

(910) 272-3632

Small Business Center

The Small Business Center provides assistance to small business owners and prospective owners through a variety of services. Training and educational programs designed to meet specific needs of small business entrepreneurs are offered on a regular basis. Counseling and referral services are available, as well as business related information through federal, state, and local networking with government agencies, universities and colleges, and private enterprise.

What is a "small business?" The U.S. Small Business Administration defines it as "… a business that is independently owned and operated for profit and not dominant in its field." Small business plays a vital role in our economy with more than 97 percent of all North Carolina businesses employing less than 100 people. In Robeson County 55 percent of all businesses have less than five employees.

Workshops, Seminars and Courses

Quality programs are designed for personal development and immediate application to business activities. Courses are specifically geared to managing a small business and will assist you in keeping your business practices current.

Counseling/Referral

The Center provides limited analysis and evaluation to determine immediate needs. Referral relationships exist with SBA (Small Business Administration), SBTDC (Small Business Technological Development Center) or other individuals qualified for in-depth counseling in specific areas.

Resources Library

Publications, materials and forms furnished by the U.S. Small Business Administration and video tapes are available. A computer and applicable computer software are available for use on campus.

Co-Sponsorship

Workshops, seminars and courses are co-sponsored with other agencies such as the Small Business Administration and Robeson County Chamber of Commerce.

Continuing Education

If you, as a small business owner or prospective owner, have specific training needs or business concerns, please contact the Small Business Center and share them with us. The center offers programs that are short, informative, and held during hours that will fit into the demanding schedule of the small business owner and his/her employees. Classes are designed for individual development and are not tested or graded.

Seminars and programs offered by the Small Business Center include, but are not limited to:

Starting a Small Business

Pre-business sessions with emphasis on planning in areas of financing, marketing, business plans, licensing and regulations, and insurance.

Recordkeeping

Understanding the importance of maintaining complete records, developing an accurate recordkeeping system and support system for decision making based on financial statements, payroll and daily cash reports.

Marketing and Advertising

Defining your market and understanding consumer needs, assessing the most effective advertising media for your business, effective advertising techniques and promotions, and how to plan your advertising budget.

Labor Laws and Regulations

Update for business on Equal Employment Opportunity laws, affirmative action requirements, wage garnishment, right to work and wage and hour laws.

Credit and Collections

Understanding commercial credit, credit policy, detecting bad checks and bad debts, collection policies and procedures, small claims and civil court action.

Money Management

Understanding the objectives of financial planning, risk management, reducing tax burdens and how to put your dollars to work to maximize profit.

Inventory and Control

Identifying the key elements of an effective inventory management system, establishing guidelines for inventory levels, and identifying inventory losses through theft and ineffective handling.

Buying and Selling a Small Business

Comparison of initial expenditures between starting or buying a business, determining of price and the value of the business, and advantages and disadvantages of franchise businesses.

Employee Motivation

Strengthening skills of employers in motivating employees with emphasis on job application techniques. Also, recognizing and dealing with job dissatisfaction or problem employees.

Customer Relations

Satisfying customers and keep them coming back, dealing with the angry customer, company image and developing employee appreciation for the customer.

Other Small Business Management Courses

Topics include time management strategies, communication skills, coping with stress, increasing effectiveness at work and home, problem identification and decision making.

Continuing Professional Education for CPA's

Approved courses are designed to increase professional competency in one of the six fields of study recognized by the Board of CPA examiners - accounting and auditing, advisory services, management, personal development, specialized knowledge and applications, and taxation.

Continuing Legal Education For Attorneys

These approved programs are live teleconferences or video replays from the NC Bar Foundation to provide CLE for attorneys.

REAL

REAL stands for "Rural Entrepreneurship through Action Learning." NC REAL Enterprises is a non-profit organization based in Durham that works with selected rural community colleges to provide adults of all ages with the opportunity to become entrepreneurs. REAL classes are designed to assist and empower a person with entrepreneurial interest and abilities to plan and start a business. Prior business experience and/or courses are not required. If you would like to create a business from skill, hobby, or idea you have, and you're willing to work to make it a reality, the REAL program is for you.

Where Can I Get More Information

Information can be obtained by contacting:

Director of Small Business Center
Robeson Community College
Post Office Box 1420
Lumberton, North Carolina 28359
Or call (910) 272-3630

Emergency Services Education

Health Related Training

Robeson Community College offers special courses in nursing and other health related occupations to the local community. Many of these special programs are administered in cooperation with the area health institutions and agencies. Course offerings have included:

- Activity Coordinator Training
- Pre-Hospital Trauma Life Support (PHTLS)
- CPR (Cardiopulmonary Resuscitation)
- Advanced Cardiac Life Support (ACLS)
- First Aid
- Nurses Assistant I
- Basic Trauma Life Support
- Mobile Intensive Care Nursing (BTLS)
- Stress Management
- Basic Cardiac Life Support (CPR) Instructor
- Nurses Assistant Refresher
- Pediatric Advanced Life Support (PALS)
- Phlebotomy
- Medical Responder

Emergency Medical Technician

This program is designed primarily for ambulance attendants, rescue squad personnel, firefighters, and law enforcement officers, but is offered to other interested persons, such as teachers, coaches, industrial safety brigade, and the general public. The program is offered in cooperation with the North Carolina Office of Emergency Medical Services and meets all state and national standards.

The basic Emergency Medical Technician course consists of training in the following areas: roles and responsibilities of the EMT; airway obstruction and pulmonary arrest; mechanical aids to breathing; cardiac arrest; bleeding, shock, airway care, pulmonary resuscitation, and cardiopulmonary resuscitation; wounds, fractures of the lower and upper extremities; injuries to the face, head, neck, and spine; injuries to the eye, chest, abdomen, pelvis, and genitalia; emergency childbirth; lifting and moving patients; environmental emergencies; and, operating an emergency vehicle.

The basic Emergency Medical Technician course is offered twice yearly on the campus of RCC. If demand necessitates, these courses can be taught more often and may be taught at various locations throughout the county. Rescue squads, fire departments, law enforcement agencies, and industries may offer the emergency medical programs at their permanent location. The EMT-I program is available to state certified EMT's working for the ambulance service and to EMT's on the rescue squads and Lumberton Fire Department, and other EMS agencies.

EMT-Paramedic Course

This course is designed to train a basic EMT-I to the highest level of advanced prehospital care. Areas of study will be medications, advanced airway maintenance, EKG recognition, and other advanced level patient care. At completion of this course you will be eligible to take the state exam for certification.

Fire Service Training

Robeson Community College offers IFSAC approved fire training to industry as well as volunteer and career firefighters. This training, taken directly to the local fire departments and industry, allows the firefighters to be trained as an organized group utilizing equipment ordinarily used in controlling fire. Highly specialized training such as Arson Investigations is offered at a central location but is open to firefighters from all departments.

Instruction offered by the Fire Service Training program covers every phase of firemanship. Courses are designed not only to develop necessary skills, but also to develop the firefighter's initiative and judgment, safe habits, and correct situation experiences. Materials and texts used are those approved by the International Fire Service Training Association.

Robeson Community College offers the North Carolina Firefighter Level I and Level II certification programs on campus and at fire departments throughout Robeson County. This certification program is based on the National Fire Protection Association 1001 standards as modified by the North Carolina Fire Commission. These programs are available to all paid and volunteer firefighters.

Courses that are included in the Firefighter I and II Certification program:

- Emergency Medical Care
- Forcible Entry
- Ropes
- Portable Fire Extinguishers
- Ladders
- Fire Hose, Appliances, & Streams
- Salvage
- Foam Fire Stream Practices
- Ventilation

- Rescue
- Personal Protective Equipment
- Sprinklers
- Fire Alarms and Communications
- Fire Behavior
- Fire Department Organization & Safety
- Water Supply
- Fire Control
- Overhaul
- Response to Hazardous Materials & Terrorism
- Fire Prevention, Education & Fire Cause Determination
- Building Construction

In addition to the standard training listed above, the following specialized courses are offered:

Arson Investigation	Officer Training
Arson Detection	Fire Brigade Training for Industry
Radio Communication	Advanced Forensic Fire Investigation
Southeast Fire/Rescue College	Civil Disorder
Driver Operator Certification	Bloodborne Pathogens
Bombing and Bomb Threats	Introduction to Firefighting
First Responder	Fire Apparatus Practices
Instructor Certification (Fire & EMS)	Fire Safety
LP Gas Emergencies	National Fire Academy Classes

Rescue Technician Certification Training

This training replaces Emergency Rescue Technician training previously being offered across North Carolina. Training can be directly taken to rescue squads throughout Robeson County or offered at the Emergency Services Training Center. These courses are available to all paid and volunteer emergency services personnel.

Courses that are included in the Rescue Technician Certification program:

- General - Incident Planning
- General - PPE
- General - Search
- General - Helicopter Transport
- General - Victim Management, Lifts, Carries, Drags
- General - Inspection & Maintenance
- General - Ropes, Anchors & Lowers
- VMR - Incident Planning
- VMR - PPE
- VMR - Equipment
- VMR - Extrication

Pre-requisites

Both of the pre-requisites must be completed before you are issued a Rescue Technician certificate: HazMat Level I Responder & Medical Requirement (i.e. EMT, First Responder, or Firefighter Emergency Medical Care)

Driver Operations Training

This training is offered to all paid and volunteer emergency services personnel for certification:

Driver/Operator
- Emergency Vehicle Driver

Pump Operations
- Introduction to Pumps
- Basic Pump Operations
- Pump Maintenance
- Sprinklers & Standpipe
- Pump Hydraulics
- Service Testing
- Water Supply for Pumps

Aerial Operations
- Introduction to Aerial Operations
- Basic Aerial Operations
- Aerial Maintenance
- Aerial Testing

Hazardous Materials Certifications
- Hazardous Materials Level I - Awareness & Terrorism
- Hazardous Materials Level II - Operations & Terrorism

Basic Law Enforcement Training

Robeson Community College offers basic, in-service and advanced law enforcement training to personnel of law enforcement agencies. The goal is to promote and provide adequate training and education courses in legal and technological fields that will keep law enforcement officers abreast of advancements in law enforcement techniques.

North Carolina State Law requires that new law enforcement officers complete the Basic Law Enforcement Training Course. Municipal police officers must complete the BLET prior to being sworn in as officers. Sheriff's deputies have one year from the date they are sworn in to begin the BLET.

Robeson Community College is certified to conduct the Basic Law Enforcement Training Course which is normally offered three times per year, two times during the day and one class at night.

Other courses are offered periodically or upon request from an individual department. These courses are designed to provide specialized training to the certified law enforcement officer.

Some of the courses available are listed; however, other law enforcement courses are available upon request.

Accident Investigation	Criminal Drug Interdiction
Bomb Threats	Hostage Negotiations
CPR	Interview Techniques
Civil Liability	Law Enforcement
Community Relations	Instructor
Criminal Investigation	Laws of Arrest, Search &
Defensive Tactics	Seizure
Drivers Training	Radar Operator School
Emergency Medical Technician	Riot Control and Civil
Fingerprinting	Disturbance
Firearms Recertification	Supervision for Law
Unarmed Self Defense	Enforcement Officers
First Responder	Bloodborne Pathogens
ASP Training	Report Writing
Homicide Investigations	Peppermace Training
Telecommunicator Certification	Officer Survival
FTO (Field Training Officer)	

Detention Officer (Jailer) Certification Course

This course is required for jailer personnel and those wishing to become employed as jailers. It is designed to provide the student with the skills and knowledge necessary to perform those tasks considered essential to the administration and operation of a confinement facility. Students entering this course will have to meet the requirements and standards set forth by the State of North Carolina for certification.

Other specialized courses are hosted by Robeson Community College each year. These courses will be announced individually as they are scheduled.

Community Services Education

The Community Services Education Program is designed to meet community needs and to assist adults in the development of new skills or the upgrading of existing ones. The Program is divided into two areas: 1. Vocational courses provide practical training for persons pursuing additional skills which are not considered their major or primary vocation or focus on an individual's personal or leisure needs rather than their occupation, profession or employment. 2. Cultural and civic activities focus on quality events that are of general interest to the public.

Any adult 18 years of age or older who can profit from instruction may enroll in classes on campus, or at other specified areas in the county. Some of the more popular community services courses offered are listed below. Cost of these range from $0-$110.

Ceramics	Porcelain Dolls
Crafts	Pottery
Drawing and Oil Painting	

Community Services Education Course Descriptions

Ceramics

Students complete projects cast in molds using a variety of techniques and using several kinds of glazes. Using step-by step methods, persons with little artistic ability or pottery experience can learn to make quality products.

Crafts

Make unique crafts and seasonal gifts at little or no expense using common household and natural items.

Drawing and Oil Painting

You can learn to draw and paint! Pick your medium - drawing or oil painting. Whether you're just starting or want to continue to sharpen your skills, you'll find your place in this course. You'll receive individual help as you tap these artistic worlds.

Porcelain Dolls

Make your own porcelain doll. Beginning students learn to pour, clean, and paint the porcelain sections of the doll, and to construct and fill the body (cloth). Advanced students can produce jointed dolls, insert glass eyes, teeth, and wigs. This course is designed for the beginning and intermediate student with step-by step instructions in reproducing porcelain dolls.

Pottery

Experience the thrill of creating with clay! Imagine the thrill you'll have as you build your unique pieces. Your imagination will help you learn the basics of clay building as you delve in on hand building and glazing. The various uses of color will also be explored. You'll find this course straightforward and enjoyable.

Basic Skills

General Overview

The Basic Education Department has the responsibility of administering Robeson Community College's Basic Skills Education programs which include Adult Basic Education, Adult High School, Compensatory Education Development, General Educational Development, English as a Second Language, and Basic Skills Special projects. The purpose of these programs is to identify, enroll, and guide eligible adults toward satisfying literacy needs and hopefully achieving a high school diploma or its equivalent. Students having a high school diploma or its equivalent and report competencies needed are eligible to enroll in the program.

All adults 18 years or older who have not completed high school are eligible to enroll in our basic education program. Minors, 16-17 years of age, under special circumstances, may enroll with permission from the public school superintendent and college president.

All Basic Skills programs are free to participation students. Textbooks and other instructional materials are supplied by RCC.

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

Both daytime and evening classes are held in various communities of the county for the convenience of students. Class sites include RCC facilities, public schools, churches, community buildings, industrial sites, Sheltered Workshop, Mental Health and rest homes. Partnerships are created with various community, state and federal agencies or institutions to enhance efforts toward eliminating functional illiteracy.

Adult Basic Education (ABE)

Adult Basic Education is a program designed to improve a person's skills in speaking, reading, writing, and arithmetic. These skills are not developed as isolated bits of knowledge, but are related to practical situations adults deal with in everyday life. The materials used are designed to prepare students to perform daily literacy activities, improve employability, and prepare for entering the adult high school or GED programs.

Classes are organized on the following levels:

Level One: Nonreaders through grade five; basic reading, writing, arithmetic.

Level Two: Grades six through eight; reading improvement, writing, mathematics.

Registration is free for all adults who have not completed high school. Textbooks are provided by the college and instructional materials used have been prepared with emphasis on individual needs and interests.

Compensatory Education (CED)

Compensatory Education is a program of study of less than high school level for intellectual disabled adults. Classes can be established within immured groups if students are diagnosed as intellectual disabled by a medical doctor, psychologist, psychiatrist. Classes include study in language, math, social science, consumer education, community living, health, and vocational education. RCC's Compensatory Education program cooperates and joins with other agencies to provide these services to eligible students.

Parents and guardians of MR adults, 18 years or older, are encouraged to contact the Basic Skills Education Department for information about classes or the establishment of new classes in unserved areas.

English As A Second Language (ESL)

The ESL Program is designed for persons who have limited English proficiency. Conversational English will be stressed, as well as vocabulary, spelling, and reading as it relates to everyday life. In addition, instruction in citizenship will be provided for those adults wishing to seek U. S. Citizenship. Materials are designed with these adults in mind, and are related to practical situations adults deal with in everyday life. Registration is free.

Adult High School Program (AHS)

The Adult High School Diploma Program provides a student the opportunity to earn the Adult High School Diploma. Classes are organized whenever and wherever there is a justifiable demand and funds are available.

Registration is free for those adults who have not graduated from high school or who have not passed the GED test.

The entrance level of each student applying for admission to the Adult High School Diploma Program shall be determined in one of the following manners:

1. An assessment of academic skill by standardized tests administered upon enrollment.

2. A certified transcript from a state or regionally accredited secondary school showing courses and years of work completed. Copies of these transcripts should be forwarded to the Educational Coordinator of AHS/GED Robeson Community College. A personal reference letter from the former school may be required for transfer acceptance.

An Adult High School Diploma is awarded when test scores indicate that required achievement level has been attained, when minimum competency objectives have been met as determined by the North Carolina Competency Testing program, and when required subject matter has been satisfactorily completed. This subject matter includes reading, English expression, mathematics, science, and social studies. The diploma is awarded by Robeson Community College in agreement with the Public Schools of Robeson County. The Adult Diploma program is approved by the State Board of Education, and meets the requirements for entrance to four-year colleges and other institutions of higher learning.

High School Equivalency Diploma (GED)

Another program for the adult who has not completed high school is the High School Equivalency program. A $7.50 fee is required prior to testing. Under this plan, individuals may take a series of tests called the General Educational Development tests (GED). Those receiving an acceptable passing score of 2250 points with no single test score below 410 and a combined average of 2250 will be awarded a High School Equivalency Diploma. This equivalency diploma is generally accepted on a basis equal to a high school diploma for employment, promotion, or further education.

The GED test covers five broad areas: Writing Skills, Social Studies, Science, Interpreting Literature and the Arts and Mathematics, and is administered at the college.

The following requirements must be met before taking the GED test: (1) minimum age 18; (2) is a resident of the State (a resident is defined as a person currently residing in the state, including assignment to a military base in the state); (3) file application of a special form, which is available in the Learning Lab Center on campus or the COMtech Center; (4) have a valid vocational, educational, or other purpose in applying.

The college, through the Learning Center or COMtech/Adult High School/GED classes, offers the individual the opportunity to prepare for the GED Test.

All applicants for GED testing shall be referred to the Learning Lab Center or the COMtech Center. Applicants shall complete the following steps:

1. Student must take a placement test before entering GED program.

2. Complete an application for admission.

3. Fill out request for transfer of GED test scores if previously tested at another testing center.

The Chief Testing Officer will:

1. Arrange an agreeable time for testing with the Assistant Vice President of Basic Skills Education.

2. Notify all applicants of testing time and site.

3. Administer and score the GED tests.

4. Refer all scores to the State GED Coordinator for determination whether or not the scores are acceptable for awarding of the equivalency diploma.

5. Maintain all GED records of tested applicants.

Only in emergencies or special cases will the test be given at a time different from regularly scheduled times set by the Assistant Vice President of Basic Skills Education and the testing officer. Eligible veterans are approved for 726 clock hours in GED preparation, and 1500 clock hours in all other Basic Skills Education Programs.

Industrial/Business/Community Linkages

Contacts are made to all industries and businesses employing eligible adults for the literacy program. Recruiters and other designated staff meet with personnel to further explain the program and to develop partnerships.

Community organizations are also used to advocate the literacy efforts among the workforce and young dropouts. These groups are asked to assist in funding for transportation and childcare, speaking in churches and other group settings, soliciting friends, relatives and associates of illiterates to encourage enrollment in literacy classes, and providing referrals and direction to the class sites or program headquarters.

For further information contact the Basic Education Department, Extension 130.

Human Resources Development

The Human Resources Development (HRD) program is an intensive program to recruit, train, and either place in employment or vocationally train unemployed or underemployed adults. The primary objective of the training component is to help the trainee orient himself or herself to the world of work, appreciate the effects of his or her behaviors on others, and develop the basic academic and communication skills prerequisite to obtaining and maintaining employment.

Student referrals to other special programs or supportive services are made on individual needs.

Classes generally run for four weeks. The classes are scheduled to meet Monday–Friday from 8:00 a.m.–2:00 p.m. Cost of these classes range from $55–$65. Fees for these classes may be waived for students meeting eligibility criteria.

Career Planning and Assessment

This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is designed to assess the interest, attitudes, aptitudes, and readiness as it relates to career, employment, and/or educational goals. The content of the instructional materials must focus on the following topics: personal development, career exploration, goal setting and the development of a written plan of action. We suggest that students take this 15 hour course before entering Basic Clerical Skills, Day Care Worker Training, and the Family Care Provider classes.

Day Care Worker Training

This course is for anyone 18 years of age or older who is interested in obtaining the knowledge and skills needed to get a job in the field of day care. Topics covered include: Immunizations; Nutrition; Child Safety & Hygiene; Fire Hazards & Prevention's; Day Care Laws & Regulations; Detecting Child Abuse & Neglect; Self-Esteem; Communication; Problem-Solving & Decision-Making.

Financial Literacy

This course is designed to offer students the knowledge, skills, and habits needed to successfully manage money at the personal or family level. Information will be provided by the Federal Depositor Insurance Corporation (FDIC). The modules used are: Bank On It; Borrowing Basics; Check It Out; Money Matters; Pay Yourself First; Keep It Safe; To Your Credit; Charge It Right; Loan to Own; Your Own Home.

Basic Computer Skills

This course is designed to cover basic computer skills beginning with the components of a computer. Other skills include using a mouse, operating systems review, varying file commands, and a brief introduction to the Internet. Topics include: Introduction to computer, input devices, processing, data storage; Internet capabilities, email, job search engines; Working with applications, CD-ROM, output devices; and course review.

Internet KeyTrain Lab

This employability lab is designed to assist individuals in nine different areas: business writing, locating information, technology, mathematics, listening, teamwork, reading and observation. An individual will receive career counseling to make appropriate decisions about career choices, assessment of current skill levels related to career choice, training in the skill area in which remediation is needed and finally formal assessment to determine if skills are at the appropriate level to pursue identified careers.

While working on the KeyTrain software, which is self-directed and self-paced, individuals will receive job search assistance, information on the local labor market and educational opportunities, and motivation from staff to find appropriate employment or referral to further training. This class is open-entry to allow individuals to access the training at the time unemployment occurs and open-exit as students may leave the class as they achieve the skills levels identified or when they obtain employment.

Basic Clerical Skills

This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is based on a specific occupation and addresses entry-level skill awareness and development. Topics include office filing systems, good customer service skills, proper telecommunication skills, message taking skills, and computer skills.

Community Support Services

Community Support Services are services and supports necessary to assist the youth 3 to 17 years of age or younger (20 years old or younger for children enrolled in Medicaid) and their caregivers in achieving, rehabilitative, and recovery goals. Community Support Services are psycho educational and supportive in nature and intended to meet the mental health or substance abuse needs of children and adolescents with significant functional deficits or who, because of negative environment, medical or biological factors, are at risk of developing or increasing the magnitude of such functional deficits. The Community Support Specialist provides direct intervention and also arranges, coordinates, and monitors services on behalf of the recipient. This course will prepare and provide students the skills needed for entry into the workplace as a Community Support Specialist I.

WorkKeys

WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical to job success. These skills are valuable for any occupation-skilled or professional-and at any level of education. The WorkKeys assessment system includes nine assessment areas: applied mathematics, applied technology, business writing, listening, locating information, observation, reading for information, teamwork, and writing. Each WorkKeys assessment has a score level range which is usually 3 to 7. The scores indicate an individuals's ability to perform more complex skills as the score level increases. Individuals who use WorkKeys to document their readiness for work have an edge with the growing number of employers nationwide who accept or require that job applicants have WorkKeys scores.

Career Readiness Certificate (CRC)

The Career Readiness Certificate certifies that job seekers have the core employability skills required across multiple industries and occupations. It is a portable credential that promotes career development and skill attainment for the individual, and confirms to employers that an individual possesses basic workplace skills in reading, math, and locating information – skills that all jobs require.

The Certificate is based on the WorkKeys skill levels an individual has achieved, typically in the areas of Applied Mathematics, Locating Information, and Reading for Information. Those who score at higher levels are qualified for more jobs.

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ROBESON COMMUNITY COLLEGE

AFFIRMATIVE ACTION
EQUAL OPPORTUNITY INSTITUTION

REV081209

2009-10 Academic Programs

Associate in Arts Degree

Transfer Core Diploma-Arts

Associate in Science Degree

Transfer Core Diploma-Science

Associate Degree in Applied Science

Associate Degree Nursing

Business Administration

Computer Information Technology

Criminal Justice Technology

Culinary Technology

Early Childhood Associate

Electrical/Electronics Technology

General Occupational Technology

Industrial Systems Technology

Medical Office Administration

Office Administration

Radiography

Respiratory Therapy

Diploma Programs

Air Conditioning, Heating, and Refrigeration Technology

Cosmetology

Electrical/Electronics Technology

Industrial Systems Technology

Surgical Technology

Certificate Programs

Air Conditioning Installation and Maintenance

Basic Law Enforcement Training

Electrical/Electronics Technology

   Electrical Contractor Preparation

Industrial Systems Technology

   Machine Shop-CNC Operator

Lateral Entry Teacher Certificate

Nursing Assistant

Specialized Studies

Developmental Studies

The following programs are offered as immured programs.

Air Conditioning, Heating, and Refrigeration Technology

Carpentry

Electrical/Electronics Technology

Continuing Education Programs

Adult Basic Education

Adult High School Diploma

Community Services Education

Compensatory Education

Emergency Medical Technician

Emergency Services Education

English as a Second Language

Fire Service Training

Focused Industrial Training

Health Related Training

Heavy Equipment Operator

General Educational Development

Human Resources Development

Law Enforcement Training

New and Expanding Industry Training

Occupational Extension

Small Business Center

Workstation Training

For more information, please contact:

Admissions Office

Robeson Community College

5160 Fayetteville Road • Post Office Box 1420

Lumberton, North Carolina 28359

Phone: (910) 272-3342 • **Fax:** (910) 618-5686

Web: www.robeson.edu