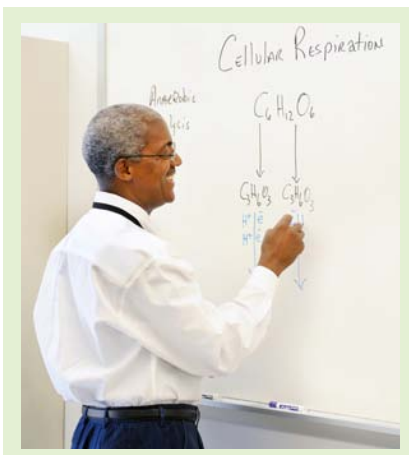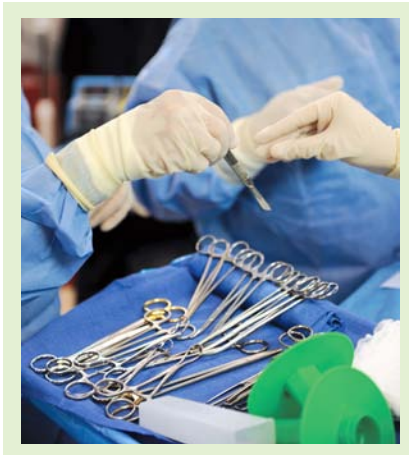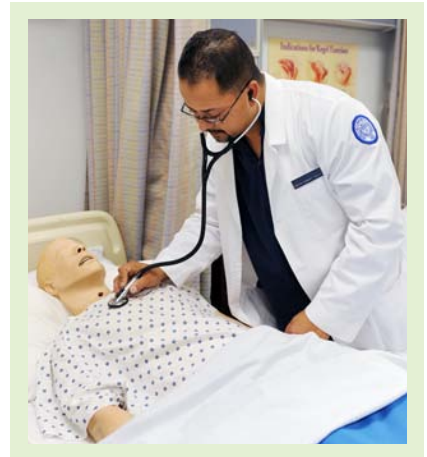# Robeson Community College

Catalog & Handbook
2014-2015

ACADEMIC CALENDAR
2014-2015

FALL SEMESTER 2014

Wednesday, April 9 – Friday, May 2 ....Fall Early Registration (Returning Students)

Wednesday, August 13 ....Convocation

Tuesday, August 5 – Wednesday, August 6 ....Drop Add

Monday, August 18 .... Classes Begin, First Mini Semester Begins

Monday, September 1 ....Labor Day Holiday

Monday, September 22 .... Last Day to Drop a Class Without Penalty for the First Mini Semester

Tuesday, September 30 ....Deadline to Finish Summer Session Incompletes

Friday, October 10 ....Classes End, First Mini Semester

Monday, October 13 – Tuesday, October 14........... Fall Break and/or Make-Up Days

Friday, October 17 ....Classes Begin for Second Mini Semester

Tuesday, October 28 .... Last Day to Drop a Class Without Penalty for Fall Semester

Monday, November 10 – Wednesday, November 26..................Academic Advising, Spring Semester 2015

Wednesday, November 19 ....Spring Registration, No Classes

Friday, November 21... Last Day to Drop a Class Without Penalty for the Second Mini Semester

Thursday, November 27 – Friday, November 28 .... Thanksgiving Holidays (Classes end at 3 pm on November 26)

Monday, December 1...Classes Resume

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

Monday, December 15.. Day and Evening Classes End

SPRING SEMESTER 2015

Monday, November 10 – Wednesday, November 26....................Spring Semester, Advising/Registration

Monday, January 5...Drop/Add/Late Registration

Wednesday, January 7 .... Classes Begin, First Mini Semester Begins

Monday, January 19 .... Martin Luther King, Jr. Holiday

Wednesday, February 11....................................... Last Day to Drop a Class Without Penalty for the First Mini Semester

Thursday, February 19....................Last Day to Complete Fall Semester Incompletes

Tuesday, March 3 ....Classes End, First Mini Semester

Friday, March 6..Classes Begin for Second Mini Semester

Wednesday, March 11 – Friday, March 13.........Spring Break and/or Make Up Days

Friday, March 20 .... Last Day to Drop a Class Without Penalty for Spring Semester

Monday, April 6 – Tuesday, April 7................................Easter Holidays for Faculty, Staff and Students

Monday, April 13 – Friday, April 24 ....Academic Advising for Fall and Summer Semester

Thursday, April 16 .... Last Day to Drop a Class Without Penalty for Second Mini Semester

Thursday, April 23 .... Summer and Fall Registration, No Classes

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

Thursday, May 7 .... Day and Evening Classes End

Thursday, May 14 ....Rehearsal

Thursday, May 14 .... Commencement (11:00 am) (A.D. Lewis Auditorium)

SUMMER SEMESTER, 2015

Monday, May 25 ....Memorial Day Holiday

Tuesday, May 26... Late Registration, Drop/Add

Wednesday, May 27 .... Classes Begin (Regular, First Mini, and 8-week Session Begins)

Thursday, June 11 .... Last Day to Drop a Class Without Penalty for the First Mini Session

Monday, June 22 ....First Mini Session Ends

Thursday, June 25 ....Second Mini Session Begins

Friday, July 3.. Independence Day Holiday

Wednesday, July 8 ....Last Day to Complete Spring Session Incompletes

Tuesday, June 30 ....Last Day to Drop 8-Week Session Without Penalty

Monday, July 13 .... Last Day to Drop a Class Without Penalty for the Second Mini Session

Wednesday, July 22 ....Second Mini Session Ends & Regular Session Ends

Tuesday, August 4 .... Commencement (11:00 am) (A.D. Lewis Auditorium)

Note: *Courses in the summer session are offered in the following formats: 8-week and 4-week sessions.*

ROBESON COMMUNITY COLLEGE

5160 Fayetteville Road
Post Office Box 1420
Lumberton, North Carolina 28359
Phone: (910) 272-3700 • Fax: (910) 272-3328
Web Address: www.robeson.edu

Catalog & Student Handbook
2014-2015
Volume XLV

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

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

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

PRESIDENT'S WELCOME

Whether you are visiting in person or on the web, welcome to Robeson Community College! This is an exciting time at the college as we prepare to celebrate fifty years of service to Robeson County.

Robeson Community College is focused on helping students succeed in college studies and in life-long continuing education. There are friendly people to help you along the way with financial aid, counseling, library services, and tutoring. Our Foundation provides money for scholarships, and you can find plentiful supplies in the well-stocked bookstore. If you need a chance for a new start, we also offer high school programs and other pre-college programs.

Once in classes, laboratories, and clinical or work experiences, our highly competent faculty will provide the guidance necessary to prepare you to maintain quality employment or transfer to a university for further education. You will benefit from state-of-the-art equipment and current software, while we ensure a clean and safe environment for learning and working.

While you are learning, consider finding fun ways to engage with other students and the community. A variety of student clubs and honor societies provide opportunities to meet new friends and gain leadership experience. You can learn from and participate in events throughout the year; such as Southeastern Fire College, Book 'Em North Carolina Writers Conference, Christmas Talent Showcase, RCC Foundation Golf Tournament, Manufacturing Awareness Week, Robeson Community College Career Fair, and various cultural activities.

Dr. Pamela Hilbert
President

Robeson Community College also provides customized training programs directly to employees for local industries and brings people to campus for free seminars through the Small Business Center. We host professionals with the NC BioNetwork and partner with businesses, economic development professionals, other colleges, and universities so that the best educational opportunities possible are available for workforce development in Robeson County.

Thank you for allowing Robeson Community College to be part of your life.

Sincerely,

Pamela Hilbert, 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/Enrollment Services
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 Transcripts	Registrar
Testing	Counselor, Counseling and Career Services
Veterans Affairs	Director, Financial Aid

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

TABLE OF CONTENTS

BUILDING DIRECTORY

Building 1: Biology Lab, Faculty Offices, Welding, General Classroom

Building 2: Administration, Business Office, Campus Security, Institutional Services, Instruction & Support Services, President's Office

Building 3: College and Career Readiness (Basic Skills), Cosmetology, Faculty Offices

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

Building 5: Curriculum Administration, Faculty Offices

Building 6: Physical Plant Operations

Building 7: General Classrooms, Science Labs, Faculty Offices

Building 8: General Classrooms, Early Childhood, Early Childhood Lab, Faculty Offices

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

Building 10: Institutional Storage Facility

Building 11: Basic Law Enforcement Training, Criminal Justice, Faculty Offices, General Classrooms

Building 12: Adult Basic Education, Compensatory Education, Advanced Manufacturing Labs, Faculty Offices, General Classrooms, Industrial Systems Technology

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

Building 14: **1st Floor:**
Business Programs, Culinary Arts Dining Room, Culinary Technology, Faculty Offices, General Classrooms, Smart Classroom, Pearson Vue Testing Center, Pottery, Print Shop, RCC Foundation, Inc.

2nd Floor:
Business Programs, Faculty Offices, General Classrooms, Student Support Services (TRIO), The Learning Center (TLC)

Building 15: Auditorium, Board Room

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

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

Building 18: Advanced Manufacturing Grant, BioAg Center, CE Administration, Conference Rooms, GATE (Growing America Through Entrepreneurship), General Classrooms, Human Resources Development, Industry Services, Occupational Extension/ Community Services, SCORE Office, Small Business Center

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

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

ROBESON
COMMUNITY COLLEGE
Study The Possibilities ™

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Rose Garden

North

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RCC I-95
Exit #22
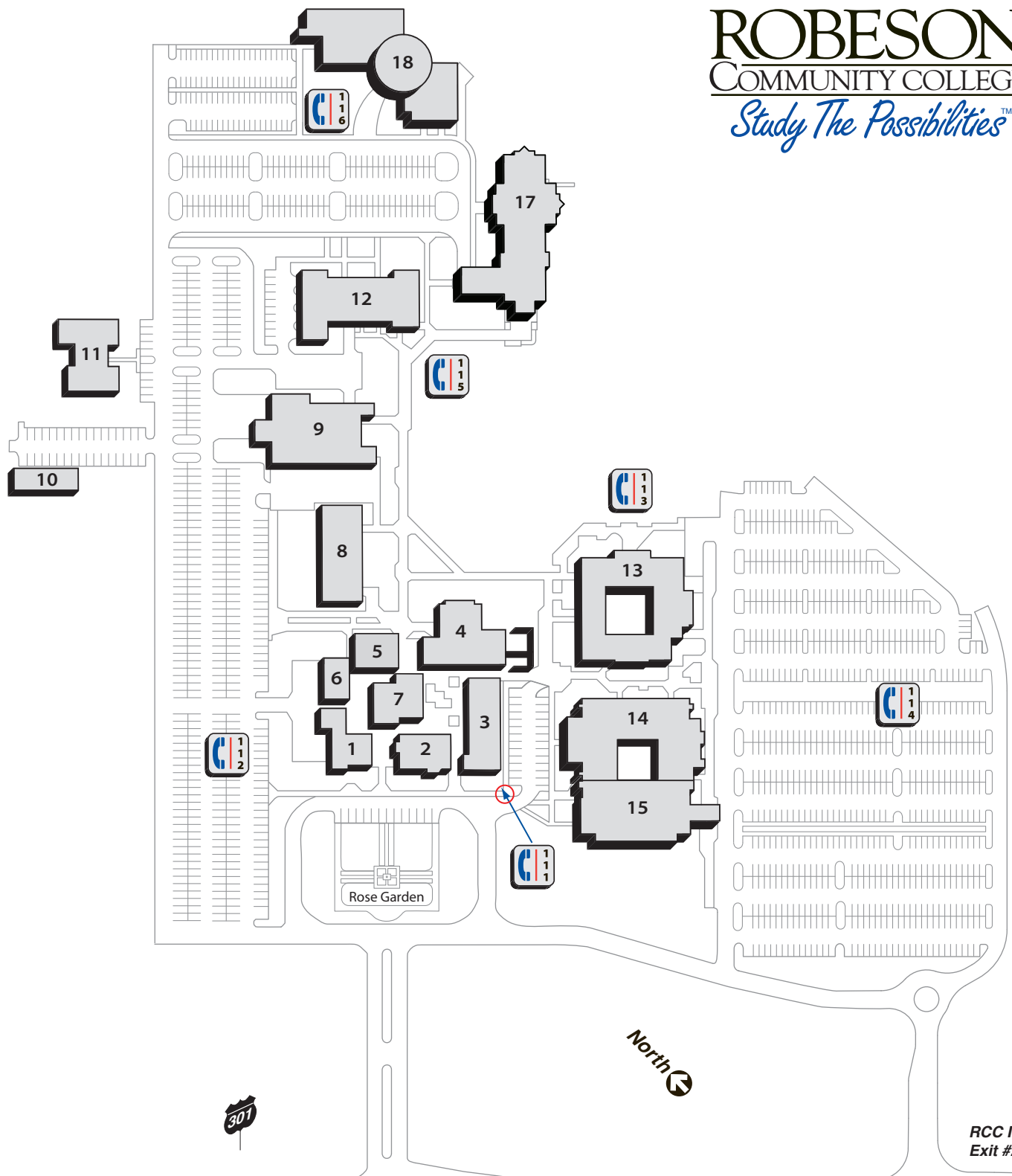
← St. Pauls

Lumberton & Interstate 95 →

Dawn Drive

Handicapped parking spaces in all lots

C | 1 1 1 Emergency call boxes placed at strategic locations around campus

Video security surveillance

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

CAMPUS DIRECTORY

AC/Heating & Refrigeration .... Building 9

A.D. Lewis Auditorium .... Building 15

Advanced Manufacturing Grant .... Building 18

Administration .... Building 2

Admissions .... Building 13

Adult Basic Education .... Building 12

Adult High School .... Building 9

Campus Security .... Building 2

Computer Services .... Building 13

College and Career Readiness .... Building 3

Basic Law Enforcement Training .... Building 11

BB&T Conference Center .... Building 18

Board Room .... Building 15

Bookstore .... Building 9

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

Business Office .... Building 2

Campbell Soup Conference Room .... Building 18

Compensatory Education .... Building 12

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

Continuing Education Labs .... Building 12

Cosmetology .... Building 3

Counseling .... Building 13

Crimninal Justice .... Building 11

Culinary Arts Dining Room .... Building 14, 1st Floor

Culinary Arts .... Building 14, 1st Floor

Curriculum Administration .... Building 5

Disability Services .... Building 13

Early Childhood .... Building 8

Early Childhood Lab .... Building 8

Educational Services .... Building 5

Electrical Systems Technology .... Building 9

Emergency Medical Personnel .... Building 17

Emergency Medical Science .... Building 17, 2nd Floor

Emergency Services Education .... Building 17

Executive Dining Room .... Building 13

Faculty Offices .....Buildings 1, 3, 4, 5, 7, 8, 9, 11, 12, 14, 17, 18

Financial Aid .... Building 13

RCC Foundation, Inc. .... Building 14, 1st Floor

Fred G. Williams Jr. Student Center .... Building 13

GATE .... Building 18

General Classrooms ... Buildings 1, 7, 8, 9, 11, 12, 14, 17, 18

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Industrial Labs .... Building 12

Industrial Systems Technology .... Building 12

Institutional Services .... Building 2

Institutional Storage Facility .... Building 10

Instruction & Support Services .... Building 2

The Learning Center .... Building 14, 2nd Floor

Anne Moss Biggs Library .... Building 4

Literacy Education .... Building 3

Lumbee Guaranty Bank Conference Room .... Building 18

Media Services .... Anne Moss Biggs Library, Building 4

Medical Assisting .... Building 17

Metzger Conference Room .... Building 18

Nursing .... Building 17, 2nd Floor

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

Open Computer Lab .. Anne Moss Biggs Library, Building 4

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

Physical Plant Operations .... Building 6

Pottery .... Building 14, 1st Floor

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

Radiography .... Building 17, 1st Floor

Records & Registration .... Building 13

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

Science Labs .... Buildings 1, 7

SCORE Office .... Building 18

Small Business Center .... Building 18

Smart Classroom .... Building 14, 1st Floor

Student Government .... Building 13

Student Lounge .... Building 13

Surgical Technology .... Building 17, 2nd Floor

Testing Center .... Building 13

Tiered Lecture/Demo Room .... Building 9

The Learning Center (TLC) .... Building 14, 2nd Floor

TRIO .... Building 14, 2nd Floor

Tutorial Services .... Building 13

Welding .... Building 1

Charles V. Chrestman Workforce Development
Center .... Building 18

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

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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 Progress Energy 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 910-272-3356.

History of the College

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

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

Three building phases beginning in 1972 and finishing in 1988 made the RCC Campus a 188,662 square-foot facility, which now houses over $2 million in equipment and 23 curriculum programs, along with a variety of continuing education programs. In the summer of 1995, the construction of the Emergency Services Training Center began. This center is located southeast of Lumberton Highway 72 at the 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 Health Science programs and medical programs operated through the College's Continuing Education division. With the addition of this facility, this brings the College's total facility square footage at its main campus to 227,665.

Commitment of RCC to its students and the citizenry of Robeson County was seen with the excellent reports of various auditing agencies in the state. There are currently 190 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 370 part-time personnel teach and provide services to the student body on an annual basis.

The Community College System

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

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

Accreditation

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

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

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

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

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

The Commission expects individuals to attempt to resolve the issue through all means available to the complainant, including following the institutions own published grievance procedures, before submitting a complaint to the Commission. Therefore, the Commissions usual practice is not to consider a complaint that is currently in administrative proceedings, including institutional proceedings, or in litigation. However, if there is substantial, credible evidence that indicates systemic problems with an

accredited institution, the Commission may, at its discretion, choose to proceed with the review.

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

RCC is also accredited by:

- The North Carolina Board of Nursing
- Commission on Accreditation of Health Science Education Programs
- The Commission on Accreditation for Respiratory Care
- Accreditation Review Committee on Education in Surgical Technology
- The North Carolina Board of Cosmetic Arts
- National Association for the Education of Young Children (NAEYC)
- The Joint Review Committee on Education in Radiologic Technology (JRCERT)

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

Mission Statement

Robeson Community College is an open door, comprehensive, public community college committed to promoting lifelong learning opportunities to the diverse population of Robeson County and the surrounding region by offering associate degrees, diplomas, and certificates. As a member of the North Carolina Community College System, Robeson Community College values excellence in teaching and learning. Offering affordable, accessible, and quality academic and student support programs, Robeson Community College accomplishes its mission through:

- Transfer programs that prepare students for admission to four-year institutions in pursuit of a baccalaureate degree.
- Workforce programs that prepare students for employment in a career and assist in the development of a skilled regional workforce.
- Pre-College courses that develop academic skills for students in preparation for their selected course of study.
- College and career readiness programs that advance literacy and life management skills.
- Adult and continuing education programs and services that foster personal, professional, and economic development.
- Academic and student support services designed to assist students in achieving their education goals and career objectives.
- Community outreach activities that contribute to the region's social, economic, and public service opportunities.

STRATEGIC PLAN 2014-2019

Policy:

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

Comments/Clarifications:

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

II. The College will Improve the Learning and Working Environment
   A. Plan for and implement technologies and equipment necessary for programs and services to remain current.
      1. Plan infrastructures to support the newest technologies and equipment.
      2. Provide professional development for faculty and staff to use new technologies and equipment effectively.
   B. Provide a safe, secure, and healthy campus.
      1. Continually update safety and security policies and procedures for employees, students, clients, and visitors.
      2. Focus on wellness of employees and students.
      3. Provide professional development on issues helpful to a safe, secure, and healthy working and learning environment.
      4. Review, revise and renew agreements with external agencies for safety support in the community (such as during disaster events).
   C. Administration will work with trustees to update and implement Facilities Master Plan.
   D. Communicate frequently and clearly with employees, students, clients and visitors via a variety of communication tools.
   E. Update policies, procedures, organizational structure, and position descriptions as needed to allow for effective and efficient work and service to the campus and community.

III. The College will Grow and Improve Services and Outreach Throughout the County
   A. Develop an integrated and effective Marketing Plan.
      1. Improve and expand uses of Website and Social Media as well as traditional marketing outlets.
      2. Create an effective structure for collaborative marketing activities across the college.
      3. Update the "brand" of the college.
      4. Leverage special events, such as the college's fiftieth anniversary, to create marketing and fund-raising opportunities.
   B. Provide excellent Customer Service to both internal and external customers.
      1. Improve handling of initial and response communications with students/clients and potential students/clients.
      2. Provide professional development on customer service skills.
   C. Provide support for development and promotion of off-campus, on-line, evening, and weekend courses.
   D. Improve planning and support of special events for campus and community.
      1. Nurture partnerships which can bring people to campus while being of mutual benefit to the college and the partner organizations.
      2. Update lighting and other equipment in the auditorium.
      3. Provide good equipment along with personnel support for special events in any building in order to make a good impression on campus and community participants.

IV. The College will Assess Outcomes of Programs and Services

A. Increase the scope of the Institutional Effectiveness Office.
   1. IE and Enrollment Management Director will partner closely to facilitate data collection, analysis, and dissemination to help with assessment and improvement of programs and services.
   2. Continue IE Office leadership in documentation of outcomes, especially learning outcomes, in the database set up for this purpose. Make these documents accessible to the campus community.

B. Administration will assess progress on this strategic plan and other college initiatives and keep the trustees and campus community informed.
   1. Some items in the plan will be assigned to existing committees as appropriate. Special Task Teams will be formed for others.
   2. The Executive Team will communicate with committees and Task Teams to monitor progress on the Strategic Plan.
   3. The president will report semi-annually to the Board of Trustees on Strategic Plan progress.

Robeson Community College
Performance Measures for Student Success
2014 Report

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

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

In 2010, President Scott Ralls established a Performance Measures Committee to develop new performance-based student success measures to go into effect in 2013. The Committee was led by two community college presidents, Dr. Dennis Massey of Pitt Community College and Dr. Molly Parkhill of Blue Ridge Community College. The Committee was comprised of college presidents, vice-presidents, faculty, and directors from a diverse group of colleges representing various areas of expertise.

After a year of researching, drafting, and soliciting feedback from college faculty and staff on potential measures, the Committee formally presented the following eight measures to the State Board.

- Basic Skills Student Progress
- Developmental Student Success Rate in College-Level English Courses
- First Year Progression
- Licensure and Certification Passing Rate
- GED Diploma Passing Rate
- Developmental Student Success Rate in College-Level Math Courses
- Curriculum Student Completion
- College Transfer Performance

In November 2011, the State Board formally approved the Performance Measures. These measures were then submitted to the General Assembly in March 2012 and later adopted in June 2012 through Section 8.5 of S.L. 2012-142.

As the revised performance measures were being finalized, attention was turned to developing recommendations for incorporating performance into colleges' regular formula budget allocations. In May 2012, President Ralls appointed a team of college presidents to a Performance Funding Committee to develop a performance funding model. This committee was led by State Board Chairman K. Ray Bailey and Garret Hinshaw, President of Catawba Valley Community College.

One of the outcomes of this committee was the establishment of system-wide "baselines" and "goals" for each measure. The committee recommended using consistent, statistically-defined baselines and goals to promote transparency, simplicity, and objectivity. This utilization of baselines and goals is a departure from the System's historical use of "standards."

Based on three years of historical data (if available) for each measure, baselines were set two standard deviations below the system mean, and the goals were set one standard deviation above the system mean. These baselines and goals remain static for three years and will be reset in the 2016 Report.

Robeson Community College
Performance Measures & Standards
2014 Performance Summary

PERFORMANCE MEASURES	NCCCS BASELINE	NCCCS GOAL	NCCCS AVERAGE	RCC'S PERFORMANCE
1. Basic Skills Student Progress	20.6	51.2	41.3	41.8
2. GED Diploma Passing Rate	49.3	82.0	73.6	95.7
3. Developmental Student Success Rate in College-Level English Courses	45.2	74.9	64.4	53.3
4. Developmental Student Success Rate in College-Level Math Courses	47.5	75.4	64.4	51.2
5. First Year Progression	53.2	74.6	68.3	47.3
6. Curriculum Student Completion	28.6	45.6	43.6	38.6
7. Licensure and Certification Passing Rate	71.0	91.7	83.2	89.7
8. College Transfer Performance	71.2	93.8	87.8	86.4

Governance

State Board of Community Colleges

Member	Appointment
Dr. Linwood Powell, Chair	Fayetteville – Senate
Mr. K. Ray Bailey, Vice Chair	Asheville – House
Mr. Ernest C. Pearson	Raleigh – House
The Honorable Janet Cowell	Raleigh – State Treasure
The Honorable Dan Forest	Charlotte – Lt. Governor
Mr. Jimmie E. Ford	Goldsboro – Region 5
Dr. Stuart B. Fountain	Asheboro – At Large
Mr. Clyde Higgs	Kannapolis – At Large
Mr. Wade Bryan "Bobby" Irwin, Jr.	Sparta – Region 2
Mr. Matthew Jones	Ex – Officio
Ms. Janet K. Lowder	Albemarle – House
Mr. Edwin H. Madden, Jr.	Cashiers – Region 1
Ms. Hilda Pinnix-Ragland	Cary –Region 3
Dr. Samuel Powell	Burlington – House
Mr. Edward "Lynn" Raye	Marshville – Senate
Dr. Darrell Saunders	Archdale – Senate
Mr. Scott Shook	Greenville – Region 6
Ms. B. Joanne Steiner	Raleigh – At Large
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Lillie C. McKoy	June 30, 2016
Noah Woods	June 30, 2017
Audrey Hunt	June 30, 2018

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Robeson Community College

Dr. Pamela T. Hilbert, President

Secretary

SGA President

Programs of Study

ACADEMIC PROGRAMS OFFERED

University Transfer Degrees
- Associate in Arts Degree
- Associate in Science Degree

Associate Degree in Applied Science
- Associate Degree Nursing
- Business Administration
- Computer Information Technology
- Criminal Justice Technology
- Culinary Arts
- Early Childhood Associate
- Electrical Systems Technology
- Emergency Medical Science
- General Occupational Technology
- Industrial Systems Technology
- Medical Assisting
- Medical Office Administration
- Office Administration
- Radiography
- Respiratory Therapy

Diploma Programs
- Air Conditioning, Heating, and Refrigeration Technology
- Cosmetology
- Electrical Systems Technology
- Industrial Systems Technology
- Practical Nursing
- Surgical Technology
- Therapeutic and Diagnostic Services:
    - Emergency Medical Science
    - Nursing Assistant
- Welding Technology

Certificate Programs
- Air Conditioning and Heating
    - Air Conditioning Installation and Maintenance
    - Air Conditioning Control Systems
    - Heating and Refrigeration Introduction
- Basic Law Enforcement Training
- Criminal Justice
    - Corrections Essentials
    - Court Foundations
    - Fundamental Principles of Law Enforcement
- Electrical Systems Technology
    - Electrical Installation & Maintenance
    - Wire Installer I
    - Wire Installer II
- Industrial Systems Technology
    - Machine Shop-CNC Operator
    - Mechanical Procedures I
    - Mechanical Procedures II
    - Programmable Logic Controller
- Information Technology Fundamentals
- Microsoft Office
- Nursing Assistant

Specialized Studies
- Pre-College (Developmental)

The following programs are offered as online programs.
- Associate in Arts Degree
- Business Administration
- Criminal Justice

Career and College Promise Programs

College Transfer Pathways
- College Transfer Pathway Leading to the Associate in Arts
- College Transfer Pathway Leading to the Associate in Science

Career and Technical Education Certificate Pathways
- Air Conditioning
- Heating and Refrigeration
- Business Administration
- Computer Information Technology
- Criminal Justice Technology
- Culinary Arts
- Early Childhood
- Electrical Systems Technology
- Industrial Systems Technology

Adult & Continuing Education Programs
- Barbering
- BioAg Education
- Community Services Education
- Emergency Medical Technician
- Emergency Services Education
- Fire Service Training
- Health Related Training
- Human Resources Development
- Industrial Maintenance
- Law Enforcement Training
- New and Expanding Industry Training
- Occupational Extension
- Small Business Center

College & Career Readiness
- Adult Basic Education
- Adult High School Diploma
- Compensatory Education
- English as a Second Language
- Family Literacy
- General Educational Development

University Transfer Degrees

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

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

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

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

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

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

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

UNIVERSITY TRANSFER PROGRAMS

Associate in Arts & Associate in Science

Degree Programs

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

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

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

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

The North Carolina Comprehensive Articulation Agreement

The North Carolina Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities. Its objective is the smooth transfer of students.

The CAA provides certain assurances to the transferring student; for example:

- Assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy);

- Enables NC community college graduates of two-year Associate in Arts and Associate in Science degree programs who are admitted to constituent institutions of the university of NC to transfer with junior status.

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

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

- Earn a grade of "C" or better in all CAA courses.

- Earn an overall grade-point average of a "C" or a 2.0 at the time of transfer (course repeats will be included in the calculation).

- Obtain acceptance at the UNC institution.

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

Associate in Arts (AA) A10100

Purpose

The Associate in Arts degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

Admission Requirements and Special Conditions

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

UNIVERSAL GENERAL EDUCATION COURSES (UGETC)

English Composition... **(6 SHC)**

The following two English composition courses are required.

| ENG 111 | Writing and Inquiry | (3 SHC) |
| ENG 112 | Writing/Research in the Disciplines | (3 SHC) |

Communications and Humanities/Fine Arts .... **(9 SHC)**

Select three courses from the following from at least two different disciplines

ART 111	Art Appreciation	(3 SHC)
COM 231	Public Speaking	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences .... **(9 SHC)**

Select three courses from the following from at least two different disciplines

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Mathematics .... **(3–4 SHC)**

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)	or
MAT 152	Statistical Methods I	(4 SHC)	or
MAT 171	Pre-calculus Algebra	(4 SHC)	

Natural Sciences .... **(4 SHC)**

Select 4 SHC from the following courses:

| BIO 110 | Principles of Biology | (4 SHC) | or |
| CHM 151 | General Chemistry I | (4 SHC) | |

Required (31–32 SHC)

Associate in Arts (AA) A10100 Continued

ADDITIONAL GENERAL EDUCATION HOURS

An additional 13-14 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Math .... **(4 SHC)**

Select <u>one</u> course from the following course (s):

MAT 152	Statistical Methods I (4 SHC) or	
MAT 171	Pre-calculus Algebra (4 SHC)	

Natural Sciences .... **(4 SHC)**

Take PHY 110/110A:

PHY 110	Conceptual Physics	(3 SHC) and
PHY 110A	Conceptual Physics Lab	(1 SHC)

Additional General Education Courses .... **(6 SHC)**

Select <u>two</u> courses from the following:

CIS 110	Introduction to Computers	(3 SHC)
ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
ENG 261	World Literature	(3 SHC)
REL 110	World Religion	(3 SHC)
REL 211	Intro to the Old Testament	(3 SHC)
REL 212	Intro to the New Testament	(3 SHC)
REL 221	Religion in America	(3 SHC)
SOC 213	Sociology of the Family	(3 SHC)
SOC 220	Social Problems	(3 SHC)
SPA 111	Elementary Spanish I	(3 SHC)
SPA 112	Elementary Spanish II	(3 SHC)

Required (13–14 SHC)

Associate in Arts (AA) A10100 Continued

OTHER REQUIRED HOURS

The following course is required:

ACA 122 College Transfer Success .... **(1 SHC)**

An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Physical Education Elective (s) .... **(2 SHC)**
Select two courses from the following:

PED 110	Fit and Well for Life - PreMajor	(1 SHC)	PED 120	Walking for Fitness - PreMajor	(1 SHC)
PED 117	Weight Training I - PreMajor	(1 SHC)	PED 143	Volleyball – Beginning - PreMajor	(1 SHC)
PED 118	Weight Training II - PreMajor	(1 SHC)			

Select 12 SHC from the following courses: .... **(12 SHC)**

Communication/Humanities and Fine Arts

COM 231	Public Speaking - UGETC	(3 SHC)	PHI 240	Introduction to Ethics - UGETC	(3 SHC)
ENG 241	British Literature I - GEN-ED	(3 SHC)	REL 110	World Religion - GEN-ED	(3 SHC)
ENG 242	British Literature II - GEN-ED	(3 SHC)	REL 211	Intro to the Old Testament -GEN-ED	(3 SHC)
ENG 261	World Literature - GEN-ED	(3 SHC)	REL 212	Intro to the New Testament - GEN-ED	(3 SHC)
PHI 215	Philosophical Issues - UGETC	(3 SHC)	REL 221	Religion in America - GEN-ED	(3 SHC)

Social and Behavioral Science

ECO 251	Principles of Microeconomics - UGETC	(3 SHC)	HIS 132	American History II - UGETC	(3 SHC)
ECO 252	Principles of Macroeconomics - UGETC	(3 SHC)	POL 120	American Government - UGETC	(3 SHC)
HIS 111	World Civilizations I - UGETC	(3 SHC)	SOC 213	Sociology of the Family - GEN-ED	(3 SHC)
HIS 112	World Civilizations II - UGETC	(3 SHC)	SOC 220	Social Problems - GEN-ED	(3 SHC)
HIS 131	American History I - UGETC	(3 SHC)			

Mathematics

CIS 110	Intro to Computers - GEN-ED	(3 SHC)	MAT 172	Pre-Calculus Trigonometry - UGETC	(4 SHC)
MAT 152	Statistical Methods I - UGETC	(4 SHC)	MAT 271	Calculus I - UGETC	(4 SHC)
MAT 171	Pre-Calculus Algebra - UGETC	(4 SHC)	MAT 272	Calculus II - UGETC	(4 SHC)

Natural Sciences

BIO 120	Introductory Botany - GEN-ED	(4 SHC)	CHM 152	General Chemistry II - UGETC	(4 SHC)
BIO 130	Introductory Zoology - GEN-ED	(4 SHC)	PHY 151	College Physics I - UGETC	(4 SHC)
CHM 151	General Chemistry I - UGETC	(4 SHC)	PHY 152	College Physics II - UGETC	(4 SHC)

Required (15 SHC)

TOTAL (60 SHC)

Associate in Arts (AA) Degree	
Required Semester Credit Hours	
UGETC	31-32 SHC
Additonal General Educaiton	13-14 SHC
Other Required Hours	15 SHC
Total	**60 SHC**

Students are responsible for examining the program major requirements of the four-year institution to which they plan to transfer for completion of their degree.

The courses selected to meet the Additional General Education Hours (13-14 SHC) and other Required Hours (15 SHC) requirement should be based on the intended major and transfer university.

Associate in Science (AS) A10400

Purpose

The Associate in Science degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use. Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

Admission Requirements and Special Conditions

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

UNIVERSAL GENERAL EDUCATION COURSES/UGETC

English Composition...(6 SHC)
The following two English composition courses are required.

| ENG 111 | Writing and Inquiry | (3 SHC) |
| ENG 112 | Writing/Research in the Disciplines | (3 SHC) |

Communications and Humanities/Fine Arts ....(6 SHC)
Select two courses from the following from at least two different disciplines.

ART 111	Art Appreciation	(3 SHC)
COM 231	Public Speaking	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences ....(6 SHC)
Select two courses from the following from at least two different disciplines.

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Mathematics ....(8 SHC)
Take MAT 171 and MAT 172

| MAT 171 | Precalculus Algebra | (4 SHC) and |
| MAT 172 | Precalculus Trigonometry | (4 SHC) |

Natural Sciences ....(8 SHC)
Select one 8 SHC natural science course sequence from the following:

CHM 151	General Chemistry I	(4 SHC) and
CHM 152	General Chemistry II	(4 SHC)
	OR	
BIO 110	Principles of Biology	(4 SHC) and
PHY 110	Conceptual Physics	and
PHY 110A	Conceptual Physics Lab	(4 SHC)

Required (34 SHC)

Associate in Science (AS) A10400 Continued

ADDITIONAL GENERAL EDUCATION HOURS

An additional 11 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Take PHY 151 and MAT 271

PHY 151	College Physics I	(4 SHC) and	MAT 271	Calculus I	(4 SHC)

Select one course from the following:

CIS 110	Introduction to Computers	(3 SHC)	SOC 220	Social Problems	(3 SHC)
ECO 251	Principles of Microeconomics	(3 SHC)	SPA 111	Elementary Spanish I	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)	SPA 112	Elementary Spanish II	(3 SHC)
ENG 241	British Literature I	(3 SHC)	REL 110	World Religion	(3 SHC)
ENG 241	British Literature II	(3 SHC)	REL 211	Intro to Old Testament	(3 SHC)
ENG 261	World Literature	(3 SHC)	REL 221	Religion in America	(3 SHC)
SOC 213	Sociology of the Family	(3 SHC)		**Required**	**(11 SHC)**

III. OTHER REQUIRED HOURS

The following course is required:

ACA 122 College Transfer Success .... **(1 SHC)**

An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Physical Education Elective (s) .... **(2 SHC)**
Select two courses from the following:

PED 110	Fit and Well for Life - PreMajor	(1 SHC)	PED 120	Walking for Fitness - PreMajor	(1 SHC)
PED 117	Weight Training I - PreMajor	(1 SHC)	PED 143	Volleyball – Beginning - PreMajor	(1 SHC)
PED 118	Weight Training II - PreMajor	(1 SHC)			

Select 12 SHC from the following courses: .... **(12 SHC)**
Select three courses from the Math, Natural Science or Communication Category:

Mathematics and Natural Sciences

BIO 120	Introductory Botany - GEN-ED	(4 SHC)
BIO 130	Introductory Zoology - GEN-ED	(4 SHC)
CHM 151	General Chemistry I - UGETC	(4 SHC)
CHM 152	General Chemistry II - UGETC	(4 SHC)
CIS 110	Intro to Computers - GEN-ED	(3 SHC)
MAT 152	Statistical Methods - UGETC	(4 SHC)
MAT 272	Calculus II - GEN-ED	(4 SHC)
PHY 152	College Physics II - UGETC	(4 SHC)

Communication

COM 231	Public Speaking - UGETC	(3 SHC)

Required (11 SHC)

TOTAL (60 SHC)

Associate in Science (AS) Degree	
Required Semester Credit Hours	
UGETC	34 SHC
Additonal General Educaiton	11 SHC
Other Required Hours	15 SHC
Total	**60 SHC**

Students are responsible for examining the program major requirements of the four-year institution to which they plan to transfer for completion of their degree.

The courses selected to meet the Additional General Education Hours (11 SHC) and other Required Hours (15 SHC) requirement should be based on the intended major and transfer university.

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Associate in Applied Science Degrees (AAS)

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

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

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

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

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

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

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

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

Associate Degree Nursing (AAS) A45110

Purpose

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

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

Admission Requirements and Special Conditions

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

Special Accreditation Status

The associate degree nursing program is approved by the North Carolina Board of Nursing and currently is a member of the National League for Nursing.

General Requirements

1. Detailed current information for interested applicants is located at www.robeson.edu/academics. Applicants must submit all required documentation by deadlines detailed on the program checklist to be considered for admission.

2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.

3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, Test of Essential Academic Skills (TEAS V) score, professional/academic references and academic degrees. Competitive applicants are expected to attend a Nursing Information Session.

4. Applicants must have a GPA of 2.8 or greater in the nursing general education courses by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For Associate Degree Nursing, the GPA calculation will be based upon grades earned in the following courses:

BIO 168*	BIO 169*	ENG 111
ENG 112	PSY 150	Humanities/Fine Arts Elective**

    * Coursework must be completed within five years of January 1 of the planned Admissions year into the program.

    ** ENG 231 is recommended for students interested in earning a Bachelor of Science (BS) in Nursing.

5. Once an applicant has successfully satisfied required English, reading and mathematics entrance competencies, applicants are eligible to complete the TEAS assessment. The program checklist outlines the number of strategies applicants may follow to meet the required competencies.

6. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.

7. Test of Essential Academic Skills (TEAS V) is required for admission. However, students cannot register for the TEAS until they complete the General Admissions Assessment Information form.

8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.

9. Provisionally accepted students previously enrolled in any other nursing programs must submit a letter from the Nursing Program Director of the program.

10. It is the student's responsibility to review all program materials, including the nursing web site at www.robeson.edu/nursing and to stay current with the program requirements, policies and procedures.

Additional Curriculum Notes:

1. Program Prerequisites: Students admitted to the Nursing Program must successfully complete the following courses with a "C" or higher prior to enrolling in the first nursing class:
    - BIO 168   Human Anatomy & Physiology I   (4) credit hrs
    - CHM 151   General Chemistry I   (4) credit hrs
    - Certification of completion of Nurse Aide I and current listing on NC Registry without substantive findings.

2. The Humanities/Fine Arts electives requirements can be satisfied by completing a literature (ENG), and/or the following prefixes, ART or MUS. ENG 231 is recommended for students interested in earning a Bachelor of Science (BS) in Nursing. Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

Associate Degree Nursing (AAS) A45110 Continued

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ENG 111	Writing and Inquiry	3	0	0	0	3
NUR 111	Intro to Health Concepts	4	6	6	0	8
NUR117	Pharmacology	1	3	0	0	2
NUR133	Nursing Assessement	2	3	0	0	3
		––	––	––	––	––
		10	12	6	0	16
Second Semester (Spring)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
NUR112	Health-Illness Concepts	3	0	6	0	5
NUR114	Holistic Health Concepts	3	0	6	0	5
		––	––	––	––	––
		9	3	12	0	14
Third Semester (Summer)						
NUR113	Family Health Concepts	3	0	6	0	5
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
		––	––	––	––	––
		6	0	6	0	8
Fourth Semester (Fall)						
NUR211	Health Care Concepts	3	0	6	0	5
NUR212	Health System Concepts	3	0	6	0	5
PSY 150	General Psychology	3	0	0	0	3
		––	––	––	––	––
		9	0	12	0	13
Fifth Semester (Spring)						
NUR213	Complex Health Concepts	4	3	15	0	10
	Literature Elective (ENG-231)	3	0	0	0	3
		––	––	––	––	––
		7	3	15	0	13

Total 72

Business Administration (AAS) A25120

Purpose

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

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

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry. As an additional option for students, the Business Administration program is offered as an online degree program.

Admission Requirements and Special Conditions

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
CIS 110	Introduction to Computers	2	2	0	0	3
BUS 137	Prin of Management	3	0	0	0	3
ACC 120	Prin of Financial Accounting	3	2	0	0	4
BUS 121	Business Math	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
		––	––	––	––	––
		14	6	0	0	17
Second Semester (Spring)						
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
ACC 150	Accounting Software Applications	1	2	0	0	2
BUS 115	Business Law I	3	0	0	0	3
MKT 120	Principles of Marketing	3	0	0	0	3
		––	––	––	––	––
		14	7	0	0	17
Third Semester (Fall)						
	Humanities/Fine Arts Elective	3	0	0	0	3
ENG 115	Oral Communication	3	0	0	0	3
ECO 251	Prin of Microeconomics	3	0	0	0	3
BUS 260	Business Communications	3	0	0	0	3
ACC 152	Advanced Software Applications	1	2	0	0	2
CTS 130	Spreadsheet	2	2	0	0	3
		––	––	––	––	––
		15	4	0	0	17
Fourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
CTS 230	Advanced Spreadsheet	2	2	0	0	3
BUS 230	Small Business Management	3	0	0	0	3
ACC 121	Prin of Managerial Accounting	3	2	0	0	4
ECO 252	Prin of Macroeconomics	3	0	0	0	3
		––	––	––	––	––
		14	4	0	0	16

Total 67

Additional Curriculum Notes:

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

2. The following courses will not be counted towards graduation requirements if they are over (5) years old: DBA-110 and CTS-230.

3. Potential Certifications

Upon Completion of Course	Eligible for Certification Test
CIS 110	IC3
OST 136, CTS 130, CTS 230 & DBA 110	Microsoft Office Specialist (MOS) – *Word, Excel, Excel Expert 1, Access*
ACC 152	Quickbooks Certified User

Computer Information Technology (AAS) A25260

Purpose

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.

Admission Requirements and Special Conditions

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
CTS 115	Info Systems Business Concepts	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
	Social/Behavioral Science Elective	3	0	0	0	3
		15	2	0	0	16
Second Semester (Spring)						
NET 110	Networking Concepts	2	2	0	0	3
NOS 110	Operating Systems	2	3	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
ENG 115	Oral Communication	3	0	0	0	3
CIS 115	Intro to Prog 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
CTS 130	Spreadsheet	2	2	0	0	3
		13	11	0	0	18
Fourth Semester (Spring)						
CTS 220	Advanced Hard/Software Support	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
	Humanities/Fine Arts Elective	3	0	0	0	3
CTS 230	Advanced Spreadsheet	2	2	0	0	3
SEC 110	Security Concepts	3	0	0	0	3
		13	11	0	0	18

Total 70

Additional Curriculum Notes:

1. Social/Behavioral Science elective: ECO-151, ECO-251 or ECO-252.

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

3. Potential Certifications

Upon Completion of Course	Eligible for Certification Test
CIS 110	IC3
NET 110	Microsoft Technology Associate (MTA) Networking Fundamentals; CompTIA Network+
NOS 130	MTA Windows Fundamentals
SEC 110	MTA Security Fundamentals

Criminal Justice Technology (AAS) A55180

Purpose

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

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

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

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
CJC 111	Intro to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
CJC 113	Juvenile Justice	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
		––	––	––	––	––
		15	2	0	0	16
Second Semester (Spring)						
CJC 121	Law Enforcement Operations	3	0	0	0	3
CJC 132	Court Procedure & Evidence	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
		––	––	––	––	––
		15	0	0	0	15
Third Semester (Fall)						
CJC 212	Ethics & Community Relations	3	0	0	0	3
CJC 214	Victimology	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
MAT 152	Statistical Methods I	3	2	0	0	4
		––	––	––	––	––
		15	4	0	0	17
Fourth Semester (Spring)						
CJC 222	Criminalistics	3	0	0	0	3
CJC 231	Constitutional Law	3	0	0	0	3
CJC 232	Civil Liability	3	0	0	0	3
CJC 233	Correctional Law	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3
		––	––	––	––	––
		18	3	0	0	18

Total 66

Additional Curriculum Notes:

1. Students may wish to pursue their bachelor degree through an articulation agreement with The University of North Carolina at Pembroke.

2. Students who have been convicted of criminal activity may find it difficult to secure employment in the Criminal Justice field.

3. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, MUS-110, MUS-112, ENG-231, PHI-215 or PHI-240.

4. Students successfully completing a Basic Law Enforcement Training course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for:

   CJC 131 – Criminal Law (3 credit hours)
   CJC 132 – Court Procedures and Evidence (3 credit hours)
   CJC 221 – Investigative Principles (4 credit hours)
   CJC 231 – Constitutional Law (3 credit hours)

   toward the Associate of Applied Science degree in Criminal Justice Technology.

   Students must have completed Basic Law Enforcement Training since 1985.

Culinary Arts (AAS) A55150

Purpose

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

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/ production skills, nutrition, customer service, purchasing/cost control, and human resource management.

Graduates should qualify for entry-level opportunities including prep cook, line cook, and station chef. American Culinary Federation certification may be available to graduates. With experience, graduates may advance to positions including sous chef, pastry chef, executive chef, or foodservice manager.

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ENG 110	Freshman Composition	3	0	0	0	3
OR						
ENG 111	Expository Writing	3	0	0	0	3
CUL 110	Sanitation and Safety	2	0	0	0	2
CUL 140	Culinary Skills I	2	6	0	0	5
NUT 110	Nutrition	3	0	0	0	3
MAT 110	Measurement & Literacy	2	2	0	0	3
ACA 111	College Student Success	1	0	0	0	1
		——	——	——	——	——
		13	10	0	0	17
Second Semester (Spring)						
CUL 240	Culinary Skills II	1	8	0	0	5
CIS 110	Introduction to Computers	2	2	0	0	3
CUL 135	Food & Beverage Service	2	0	0	0	2
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
OR						
ENG 115	Oral Communication	3	0	0	0	3
CUL 283	Farm-to-Table	2	6	0	0	5
		——	——	——	——	——
		10	16	0	0	18
Summer Session						
CUL 160	Baking I	1	4	0	0	3
		——	——	——	——	——
		1	4	0	0	3
Third Semester (Fall)						
CUL 230	Global Cuisines	1	8	0	0	5
HRM 245	Human Resource Management Hospitality	3	0	0	0	3
WBL 111	Work Based Learning I	0	0	0	10	1
	Humanities/Fine Arts Elective	3	0	0	0	3
CUL 260	Baking II	1	4	0	0	3
		——	——	——	——	——
		8	12	0	10	15
Fourth Semester (Spring)						
CUL 170	Garde-Manager	1	4	0	0	3
CUL 250	Classical Cuisine	1	8	0	0	5
WBL 121	Work Based Learning II	0	0	0	10	1
CUL 120	Purchasing	2	0	0	0	2
	Social/Behavioral Science Elective	3	0	0	0	3
		——	——	——	——	——
		7	12	0	10	14

Total 67

Additional Curriculum Notes:

1. Students are required to complete 18 credit hours in Culinary before they are available for Co-op Work Experience designation.

2. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, MUS-110, MUS-112, REL-110, REL-211, REL-212 or REL-220.

3. The Social/Behavioral elective can be satisfied by completing one of the following: ECO-151, HIS-111, HIS-112, HIS-131, HIS-132, PSY-150, SOC-210, SOC-213 or SOC-220.

Early Childhood Associate A55220

Purpose

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

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

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

Admission Requirements and Special Conditions

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

Special Accreditation Status

The Early Childhood Associate program is accredited by the National Association for the Education of Young Children (NAEYC).

NAEYC
1313 L St. N.W. Suite 500
Washington DC 20005
http://www.naeyc.org/ecada/

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
CIS 110	Intro 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 151	Creative Activities	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
		—	—	—	—	—
		16	2	0	0	17
Second Semester (Spring)						
EDU 153	Health, Safety and Nutrition	3	0	0	0	3
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
MAT 143	Quantitative Literacy	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 145	Child Development II	3	0	0	0	3
		—	—	—	—	—
		18	0	0	0	18
Fourth 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
	Humanities/Fine Arts Elective	3	0	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	0	3
EDU 259	Curriculum Planning	3	0	0	0	3
SOC 210	Introduction to Sociology	3	0	0	0	3
		—	—	—	—	—
		18	4	0	0	17 or 18
Fifth 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	15	0	13 or 14

Additional Curriculum Notes: Total 66

1. 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.
2. 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.
3. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, MUS-110, MUS-112, ENG-231, PHI-215 or PHI-240.
4. **Criminal Background Check:** Students entering the Early Childhood Practicum are required to undergo a criminal background check and/or drug testing prior to participation at the practicum site. Students should be aware that their progress to graduation might be limited by and inability to complete the practicum portion of the program. Additionally, students are responsible for submitting appropriate and required documentation to their practicum site director. The student is responsible for the scheduling and costs associated with completing this requirement and mandatory tests such as TB tests.

Electrical Systems Technology (AAS) A35130TE

Purpose

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

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

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

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
MAT 110	Math Measurment and Literacy	2	2	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
ELC 118	National Electrical Code	1	2	0	0	2
ELC 112	DC/AC Electrical	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
		10	18	0	0	17
Second Semester (Spring)						
ENG 110	Freshman Composition	3	0	0	0	3
ELN 229	Industrial Electronics	3	3	0	0	4
ELC 114	Commercial Wiring	2	6	0	0	4
ELC 117	Motors & Controls	2	6	0	0	4
		10	15	0	0	15
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
ELN 231	Industrial Controls	2	3	0	0	3
ELN 232	Intro to Microprocessors	3	3	0	0	4
ENG 115	Oral Communication	3	0	0	0	3
		10	12	0	0	14
Fourth Semester (Spring)						
	Social/Behavioral Science Elective	3	0	0	0	3
ELN 275	Troubleshooting	1	3	0	0	2
ELC 220	Photovoltaic Sys. Tech	2	3	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
ELC 229	Applications Project	1	3	0	0	2
		10	9	0	0	13

Total 68

Additional Curriculum Notes:

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

2. The Social/Behavioral elective can be satisfied by completing one of the following: ECO-151, ECO-251, ECO-252, HIS-111, HIS-112, HIS-131, HIS-132, POL-120, PSY-118, PSY-150, SOC-210, SOC-213 or SOC-220.

Electrical Systems Technology (AAS) A35130BR

Purpose

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

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

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

Admission Requirements and Special Conditions

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

This is not a Transfer Program.

The BR, or Bridge program is intended for students who may be interested in pursuing a four-year degree in this field. THIS IS NOT A TRANSFER PROGRAM. However, the selection of Universal General Education Transfer Component (UGETC) courses will reduce the number of additional courses required for admission to the four-year institution. Before selecting this program, contact the four-year institution(s) in which you are interested to verify entrance requirements.

Admission to this program requires prior approval from the Industrial Technology Programs Department Chairperson.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 122	College Transfer Success	0	2	0	0	1
MAT 171	Precalculus Algebra	3	2	0	0	4
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	Residential Wiring	2	6	0	0	4
		––	––	––	––	––
		11	20	0	0	19
Second Semester (Spring)						
ENG 111	Writing & Inquiry	3	0	0	0	3
ELN 229	Industrial Electronics	3	3	0	0	4
ELC 114	Commercial Wiring	2	6	0	0	4
ELC 117	Motors & Controls	2	6	0	0	4
		––	––	––	––	––
		10	15	0	0	15
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
ELN 231	Industrial Controls	2	3	0	0	3
ELN 232	Intro to Microprocessors	3	3	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
		––	––	––	––	––
		10	12	0	0	14
Fourth Semester (Spring)						
	UGETC Social/Behavioral Science Elective	3	0	0	0	3
ELN 275	Troubleshooting	1	3	0	0	2
ELC 220	Photovoltaic Sys. Tech	2	3	0	0	3
	UGETC Humanities/Fine Arts Elective	3	0	0	0	3
ELC 229	Applications Project	1	3	0	0	2
PHY 151	College Physics I	3	2	0	0	4
		––	––	––	––	––
		14	11	0	0	17

Total 74

Additional Curriculum Notes:

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, ART-114, ART-115, ENG-231, ENG-232, MUS-110, MUS-112, PHI-215, PHI-240.

2. The UGETC Social/Behavioral elective can be satisfied by completing one of the following: ECO-251, ECO-252, HIS-111, HIS-112, HIS-131, HIS-132, POL-120, PSY-150, SOC-210.

Emergency Medical Science (AAS) A45340

Purpose

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

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

Graduates of this program are eligible to take state certification examinations.

Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

Admission Requirements and Special Conditions

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

Special Certifications

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

General Requirements

1. Detailed current information for interested applicants is located at www.robeson.edu/academics .

2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.

3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, professional/academic references and academic degrees. Competitive applicants are expected to attend a Nursing Information Session.

4. Complete a college application in the Admissions Office.

5. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.

6. Applicants must have met all admission requirements and submitted program specific application to be considered for admission into the Emergency Medical Science program. The program accepts 24 applicants a year and they are accepted on a first come, first served basis once all general and program specific application requirements have been approved by the Admissions Office and EMS Program.

7. Applicants must be have a GPA of 2.5 by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be review by the program area for admission.

8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.

9. It is the student's responsibility to review all program materials, including the Emergency Medical Science web site at www.robeson.edu/emergency medical science and to stay current with the program requirements, policies and procedures.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Transfer Success	0	2	0	0	1
BIO 163	Basic Anatomy & Physiology	4	2	0	0	5
MED 120	Survey of Medical Terminology	2	0	0	0	2
HSC 120	CPR	0	2	0	0	1
EMS 110	EMT	6	6	0	0	8
CIS 111	Basic PC Literacy	1	2	0	0	2
		——	——	——	——	——
		13	14	0	0	19
Second Semester (Spring)						
MAT 110	Math Measurement and Literacy	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
EMS 122	EMS Clinical Practicum I	0	0	3	0	1
EMS 130	Pharmacology	3	3	0	0	4
EMS 131	Advanced Airway Management	1	2	0	0	2
EMS 160	Cardiology I	1	3	0	0	2
		——	——	——	——	——
		10	10	3	0	15

Emergency Medical Science (AAS) A45340 Continued

Third Semester (Summer)

PSY 150	General Psychology	3	0	0	0	3
EMS 221	EMS Clinical Practicum II	0	0	6	0	2
		––	––	––	––	––
		3	0	6	0	5

Fourth Semester (Fall)

ENG 115	Oral Communication	3	0	0	0	3
EMS 220	Cardiology II	2	3	0	0	3
EMS 231	EMS Clinical Practicum III	0	0	9	0	3
EMS 250	Medical Emergencies	3	3	0	0	4
EMS 260	Trauma Emergencies	1	3	0	0	2
		––	––	––	––	––
		9	9	9	0	15

Fifth Semester (Spring)

	Humanities/Fine Arts Elective	3	0	0	0	3
EMS 240	Patients with Special Challenges	1	2	0	0	2
EMS 241	EMS Clinical Practicum IV	0	0	12	0	4
EMS 270	Life Span Emergencies	2	3	0	0	3
EMS 285	EMS Capstone	1	3	0	0	2
		––	––	––	––	––
		7	8	12	0	14

Total 68

Additional Curriculum Notes:

1. Program Prerequisites: Students admitted to the Emergency Medical Science program must successfully complete the following courses with a "C" or higher prior to enrolling in the first EMS class.
   - BIO 163   Basic Anatomy and Physiology   5 SHC
   - ENG 111   Writing and Inquiry   3 SHC

2. The EMS courses have state mandated prerequisites/corequisites. The semester course outline is organized for the student to meet required state prequisites/corequisites.

3. The humanities/fine arts elective requirements can be satisfied by completing one of the following: ART 111, ART 114, ART 115, ENG 231, ENG 232, MUS 110, MUS 112, PHI 215, PHI 240, REL 110, REL 211, REL 212, REL 221.

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

Industrial Systems Technology (AAS) A50240TE

Purpose

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

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

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

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
WLD 112	Basic Welding Processes	1	3	0	0	2
ELC 112	DC/AC Electricity	3	6	0	0	5
MAT 110	Math Measurement & Literacy	2	2	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
BPR 111	Blue Print Reading	1	2	0	0	2
MNT 110	Intro to Maintenance	1	3	0	0	2
		––	––	––	––	––
		10	18	0	0	17
Second Semester (Spring)						
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
ENG 110	Freshman Composition	3	0	0	0	3
ELN 229	Industrial Electronics	3	3	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
		––	––	––	––	––
		10	12	0	0	14
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
ENG 115	Oral Communication	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
		––	––	––	––	––
		8	14	0	0	13
Fourth Semester (Spring)						
	Social/Behavioral Science Elective	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 276	Capstone Design Project	0	3	0	0	1
	Humanities/Fine Arts Elective	3	0	0	0	3
		––	––	––	––	––
		9	10	0	0	13

Total 66

Additional Curriculum Notes:

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, MUS-110, MUS-112, REL-110, REL-211, REL-212 or REL-220.

2. The Social/Behavioral elective can be satisfied by completing one of the following: ECO-151, HIS-111, HIS-112, HIS-131, HIS-132, PSY-150, SOC-210, SOC-213 or SOC-220.

Industrial Systems Technology (AAS) A50240BR

Purpose

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

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

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

Admission Requirements and Special Conditions

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

This is not a Transfer Program.

The BR, or Bridge program is intended for students who may be interested in pursuing a four-year degree in this field. THIS IS NOT A TRANSFER PROGRAM. However, the selection of Universal General Education Transfer Component (UGETC) courses will reduce the number of additional courses required for admission to the four-year institution. Before selecting this program, contact the four-year institution(s) in which you are interested to verify entrance requirements.

Admission to this program requires prior approval from the Industrial Technology Programs Department Chairperson.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 122	College Transfer Success	0	2	0	0	1
WLD 112	Basic Welding Processes	1	3	0	0	2
ELC 112	DC/AC Electricity	3	6	0	0	5
MAT 171	Precalculus Algegra	3	2	0	0	4
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	1	3	0	0	2
		––	––	––	––	––
		10	20	0	0	19
Second Semester (Spring)						
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
ENG 111	Writing & Inquiry	3	0	0	0	3
ELN 229	Industrial Electronics	3	3	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
		––	––	––	––	––
		10	12	0	0	14
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
ENG 112	Writing/Research in the Disciplines	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
		––	––	––	––	––
		8	14	0	0	13
Fourth Semester (Spring)						
	UGETC Social/Behavioral Science Elective	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 276	Capstone Design Project	0	3	0	0	1
	UGETC Humanities/Fine Arts Elective	3	0	0	0	3
PHY 151	College Physics I	3	0	0	0	4
		––	––	––	––	––
		12	12	0	0	17

Total 72

Additional Curriculum Notes:

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, ART-114, ART-115, ENG-231, ENG-232, MUS-110, MUS-112, PHI-215, PHI-240.

2. The UGETC Social/Behavioral elective can be satisfied by completing one of the following: ECO-251, ECO-252, HIS-111, HIS-112, HIS-131, HIS-132, POL-120, PSY-150, SOC-210.

Medical Assisting (AAS) A45400

Purpose

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care.

Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

Admission Requirements and Special Conditions

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

Special Certifications

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

General Requirements

1. Detailed current information for interested applicants is located at www.robeson.edu/academics .

2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.

3. Complete a college application in the Admissions Office.

4. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.

5. Applicants must have met all admission requirements and submitted program specific application to be considered for admission into the Medical Assisting program. The program accepts 24 applicants a year and they are accepted on a first come, first served basis once all general and program specific application requirements have been approved by the Admissions Office and Medical Assisting Program.

6. Applicants must be have a GPA of 2.5 by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be review by the program area for admission.

7. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.

8. It is the student's responsibility to review all program materials, including the Medical Assisting web site at www.robeson.edu/medical assisting and to stay current with the program requirements, policies and procedures.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 163	Basic Anatomy and Physiology	4	2	0	0	5
CIS 111	Basic PC Literacy	1	2	0	0	2
ENG 111	Expository Writing	3	0	0	0	3
MED 110	Orientation to Medical Assisting	1	0	0	0	1
MED 121	Medical Terminology I	3	0	0	0	3
MED 130	Administrative Procedures I	1	2	0	0	2
		––	––	––	––	––
		13	6	0	0	16
Second Semester (Spring)						
MED 122	Medical Terminology II	3	0	0	0	3
MED 131	Administrative Office Procedures II	1	2	0	0	2
MED 140	Exam Room Procedures I	3	4	0	0	5
MED 150	Lab Procedures I	3	4	0	0	5
PSY 150	General Psychology	3	0	0	0	3
		––	––	––	––	––
		13	10	0	0	18
Third Semester (Summer)						
MED 118	Medical Law and Ethics	2	0	0	0	2
MED 260	MED Clinical Practicum	0	0	15	0	5
MED 262	Clinical Perspectives	1	0	0	0	1
		––	––	––	––	––
		3	0	15	0	8

Medical Assisting (AAS) A45400 Continued

Fourth Semester (Fall)

ENG 115	Oral Communication	3	0	0	0	3
MAT 110	Mathematical Measurements and Literacy	2	2	0	0	3
MED 230	Administrative Office Procedures III	1	2	0	0	2
MED 240	Exam Procedures II	3	4	0	0	5
MED 274	Diet/Therapy Nutrition	3	0	0	0	3
		––	––	––	––	––
		12	8	0	0	16

Fifth Semester (Spring)

MED 264	Medical Assisting Overview	2	0	0	0	2
MED 270	Symptomatology	2	2	0	0	3
MED 272	Drug Therapy	3	0	0	0	3
MED 276	Patient Education	1	2	0	0	2
	Humanities/Fine Arts Elective	3	0	0	0	3
		––	––	––	––	––
		11	4	0	0	13

Total 71

Additional Curriculum Notes:

1. The humanities/fine arts elective requirements can be satisfied by completing one of the following: ART-111, ENG-231, ENG-232, MUS-110, MUS-112, REL-110, REL-211, REL-212, REL-221.

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

2. The UGETC Social/Behavioral elective can be satisfied by completing one of the following: ECO-251, ECO-252, HIS-111, HIS-112, HIS-131, HIS-132, POL-120, PSY-150, SOC-210.

Medical Office Administration (AAS) A25310

Purpose

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

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

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

Admission Requirements and Special Conditions

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
ENG 111	Writing and Inquiry	3	0	0	0	3
OST 131	Keyboarding	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
OST 141	Med Terms I-Med Office	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
		––	––	––	––	––
		13	4	0	0	15
Second Semester (Spring)						
ENG 115	Oral Communication	3	0	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
OST 134	Text Entry and Formatting	2	2	0	0	3
OST 142	Med Terms II-Med Office	3	0	0	0	3
	Humanities/Fine Art Elective	3	0	0	0	3
		––	––	––	––	––
		17	9	0	0	18
Third Semester (Fall)						
ACC 120	Principles of Financial Accounting	3	2	0	0	4
CTS 130	Spreadsheet	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
OST 136	Word Processing	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
OST 243	Medical Office Simulation	2	2	0	0	3
OST 289	Administrative Office Mgt	2	2	0	0	3
BIO 163	Basic Anatomy & Physiology I	4	2	0	0	5
ECO 151	Survey of Economics	3	0	0	0	3
		––	––	––	––	––
		14	6	0	0	17

Total 69

Additional Curriculum Notes:

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, MUS-110, MUS-112, REL-110, REL-211, REL-212 or REL-220.

2. The following courses will not be counted towards graduation requirements if they are over (5) years old: CTS-130 and DBA-110.

3. Potential Certifications

Upon Completion of Course	Eligible for Certification Test
CIS 110	IC3
OST 136, CTS 130 & DBA 110	Microsoft Office Specialist (MOS) – *Word, Excel, Access*

Office Administration (AAS) A25370

Purpose

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.

Admission Requirements and Special Conditions

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
OST 131	Keyboarding	1	2	0	0	2
CIS 110	Introduction to Computers	2	2	0	0	3
BUS 121	Business Math	2	2	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
ACC 120	Principles of Financial Accounting	3	2	0	0	4
		——	——	——	——	——
		12	8	0	0	16
Second Semester (Spring)						
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
ACC 150	Accounting Software Application	1	2	0	0	2
OST 134	Text Entry and Formatting	2	2	0	0	3
	Humanities/Fine Art Elective	3	0	0	0	3
		——	——	——	——	——
		14	9	0	0	17
Third Semester (Fall)						
ENG 115	Oral Communication	3	0	0	0	3
OST 136	Word Processing	2	2	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
OST 164	Text Editing Applications	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
BUS 260	Business Communications	3	0	0	0	3
		——	——	——	——	——
		15	6	0	0	18
Fourth Semester (Spring)						
BUS 270	Professional Development	3	0	0	0	3
OST 223	Admin Office Transcript I	2	2	0	0	3
OST 289	Administrative Office Mgt	2	2	0	0	3
CTS 230	Advanced Spreadsheet	2	2	0	0	3
OST 135	Advanced Text Editing	3	2	0	0	4
ECO 151	Survey of Economics	3	0	0	0	3
		——	——	——	——	——
		15	8	0	0	19

Total 70

Additional Curriculum Notes:

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

2. The following courses will not be counted towards graduation requirements if they are over (5) years old: DBA-110 and CTS-230.

3. Potential Certifications

Upon Completion of Course	Eligible for Certification Test
CIS 110	IC3
OST 136, CTS 130, CTS 230 & DBA 110	Microsoft Office Specialist (MOS) – *Word, Excel, Excel Expert 1, Access*

Radiography (AAS) A45700

Purpose

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

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

Admission Requirements and Special Conditions

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

Special Accreditation Status

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

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

General Requirements

1. Detailed current information for interested applicants is located at www.robeson.edu/academics.

2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.

3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, Test of Essential Academic Skills (TEAS V) score, professional/academic references and academic degrees. Competitive applicants are expected to attend a Radiography Information Session.

4. Applicants must have a GPA of 2.8 or greater in the Radiography general education courses by the published deadline date for submitting completed program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For Radiography, the GPA calculation will be based upon grades earned in the following courses:

BIO 168*	BIO 169*	Humanities/Fine Arts Elective
ENG 111	ENG 112	MAT 143 PSY 150

   * Coursework must be completed within five years of January 1 of the planned Admissions year into the program.

5. Once an applicant has successfully satisfied required English, reading and mathematics entrance competencies, applicants are eligible to complete the TEAS assessment. The program checklist outlines the number of strategies applicants may follow to meet the required competencies.

6. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.

7. Test of Essential Academic Skills (TEAS V) is required for admission. However, students cannot register for the TEAS until they complete the General Admissions Assessment Information form.

8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.

9. Provisionally accepted students previously enrolled in any other Radiography programs must submit a letter from the Radiography Program Director of the former institution.

10. It is the student's responsibility to review all program materials, including the Radiography web site at www.robeson.edu/radiography and to stay current with the program requirements, policies and procedures.

Additional Curriculum Notes:

1. **Program Prerequisites:**

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

BIO 168	Human Anatomy & Physiology I	(4) credit hrs
BIO 169	Human Anatomy & Physiology II	(4) credit hrs

2. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, ENG-231, MUS-110, MUS-112, PHI-215 and PHI-245.

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

Radiography (AAS) A45700 Continued

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 143	Quantitative Literacy	3	0	0	0	3
RAD 110	RAD Intro & Patient Care	2	3	0	0	3
RAD 111	RAD Procedures I	3	3	0	0	4
RAD 151	RAD Clinical Ed I	0	0	6	0	2
		––	––	––	––	––
		11	6	6	0	15
Second Semester (Spring)						
ENG 112	Writing/Research in the Disciplines	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 Ed II	0	0	15	0	5
		––	––	––	––	––
		8	6	15	0	15
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 Ed 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	Radiobiology/Protection	2	0	0	0	2
RAD 251	RAD Clinical Ed IV	0	0	21	0	7
		––	––	––	––	––
		8	6	21	0	17
Fifth Semester (Spring)						
	Humanities/Fine Art Elective	3	0	0	0	3
RAD 245	Image Analysis	1	3	0	0	2
RAD 261	RAD Clinical Ed V	0	0	21	0	7
RAD 271	Radiography Capstone	0	3	0	0	1
		––	––	––	––	––
		4	6	21	0	13

Total 76

Respiratory Therapy A45720

Purpose

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

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

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

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

Admission Requirements and Special Conditions

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

Special Accreditation Status

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

CoARC

1248 Harwood Road
Bedford, TX 76021-4244
www.coarc.com

General Requirements

1. Detailed current information for interested applicants is located at www. robeson.edu/academics .

2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.

3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, professional/academic references and academic degrees. Competitive applicants are expected to attend a Respiratory Therapy Information Session.

4. Applicants must have a GPA of 2.8 or greater in the respiratory therapy general education courses by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For the Respiratory Therapy program, the GPA calculation will be based upon grades earned in the following courses:

BIO 168*	BIO 169*	BIO 275*	Humanities/Fine Arts Elective
ENG 111	ENG 112	MAT 143	PSY 150

   * Coursework must be completed within five years of January 1 of the planned admissions year into the program.

5. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.

6. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.

7. Provisionally accepted students previously enrolled in any other Respiratory Therapy programs must submit a letter from the Respiratory Therapy Program Director of the program.

8. It is the student's responsibility to review all program materials, including the respiratory therapy web site at www.robeson.edu/respiratory and to stay current with the program requirements, policies and procedures.

Additional Curriculum Notes:

1. **Program Prerequisites:**

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

   - BIO 168   Human Anatomy & Physiology I   (4) credit hrs
   - BIO 169   Human Anatomy & Physiology II   (4) credit hrs
   - ENG 111   Writing and Inquiry   (3) credit hrs
   - MAT 143   Quantitative Literacy   (3) credit hrs

2. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, ENG-231, MUS-110, MUS-112, PHI-215 and PHI-245. Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

Respiratory Therapy A45720 Continued

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 275	Microbiology	3	3	0	0	4
RCP 110	Intro to Respiratory Care	3	3	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
	Humanities/Fine Arts Elective	3	0	0	0	3
		––	––	––	––	––
		12	6	0	0	14
Second Semester (Spring)						
RCP 111	Therapeutics/Diagnostics	4	3	0	0	5
RCP 114	C-P Anatomy & Physiology	3	0	0	0	3
RCP 133	Clinical Practice I	0	0	9	0	3
PSY 150	General Psychology	3	0	0	0	3
		––	––	––	––	––
		10	3	9	0	14
Third Semester (Summer)						
RCP 210	Critical Care Concepts	3	3	0	0	4
RCP 115	C-P Pathophysiology	2	0	0	0	2
RCP 142	RCP Clinical Practice II	0	0	6	0	2
RCP 122	Special Practice Lab	0	2	0	0	1
		––	––	––	––	––
		5	5	6	0	9
Fourth Semester (Fall)						
RCP 158	RCP Clinical Practice III	0	0	24	0	8
RCP 214	Neonatal/Ped's Rc	1	3	0	0	2
RCP 211	Adv Monitoring/ Procedures	3	3	0	0	4
		––	––	––	––	––
		4	6	24	0	14
Fifth Semester (Spring)						
RCP 238	RCP Clinical Practice IV	0	0	24	0	8
RCP 215	Career Prep-Adv Level	0	3	0	0	1
		––	––	––	––	––
		0	3	24	0	9

Total 74

PREHEALTH – Associate Degree Nursing Preparation A10300RN

Purpose

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth and development. Students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of diploma and associate of applied science degrees and successful completion results in CPR, NAI, Home Care Aid and NAII certification. The courses outlined below prepare students for application to the **Associate Degree Nursing** program.

Admission Requirements and Special Conditions

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

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
CIS 111	Basic PC Literacy	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3
HSC 110	Orientation to Health Careers	1	0	0	0	1
HSC 120	CPR	0	2	0	0	1
MED 120	Survey of Medical Terminology	2	0	0	0	2
NAS 101	Nursing Assistant I	3	4	3	0	6
		——	——	——	——	——
		14	11	3	0	20
Second Semester (Spring)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
* CHM151	General Chemistry I	3	3	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
	Humanities/Fine Art Elective	3	0	0	0	3
NAS 103	Home Health Care	2	0	0	0	2
		——	——	——	——	——
		17	6	0	0	19
Third Semester (Summer)						
NAS 102	Nursing Assistant II	3	2	6	0	6
	Humanities/Fine Art Elective (Literature)	3	0	0	0	3
		——	——	——	——	——
		6	2	6	0	9

Total 45

* Students will be required to take My Readiness Test for Chemistry to determine readiness. If 70 or greater is not earned, Chemistry Concepts (CHM 090) is required.

Other Major Hours (19-20 SHC)

1. Other Major Hours include additional general education and professional courses.

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

   The Other Major Hours of this degree program can be completed after an intensive advising intervention. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options. After a review of student status and career goals, an individual plan of study must be outlined, approved by the Director of Records and Registration, and entered into Degree Audit by the Records Office. These courses must be approved prior to registration.

Total (64-65 SHC)

Additional Curriculum Notes:

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

PREHEALTH – Emergency Medical Science Preparation A10300EM

Purpose

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

Admission Requirements and Special Conditions

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

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
BIO 163	Basic Anatomy & Physiology	4	2	0	0	5
EMS 110	EMT	6	6	0	0	8
ENG 111	Writing and Inquiry	3	0	0	0	3
HSC 110	Orientation to Health Careers	1	0	0	0	1
HSC 120	CPR	0	2	0	0	1
MED 120	Survey of Medical Terminology	2	0	0	0	2
		––	––	––	––	––
		17	10	0	0	21
Second Semester (Spring)						
ENG 115	Oral Communication	3	0	0	0	3
EMS 120	Advanced EMT	4	6	0	0	6
EMS 121	AEMT Clinical Practicum	0	0	6	0	2
MAT 110	Math Measurement and Literacy	2	2	0	0	3
		––	––	––	––	––
		9	8	6	0	14
Third Semester (Summer)						
CIS 111	Basic PC Literacy	1	2	0	0	2
PSY 150	General Psychology	3	0	0	0	3
		––	––	––	––	––
		4	2	0	0	5

Total 40

Other Major Hours (24-25 SHC)

1. Other Major Hours include additional general education and professional courses.

2. Other Major Hours courses must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above. The Other Major Hours of this degree program can be completed after an intensive advising intervention. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options. After a review of student status and career goals, an individual plan of study must be outlined, approved by the Director of Records and Registration, and entered into Degree Audit by the Records Office. These courses must be approved prior to registration.

Total (64-65 SHC)

Additional Curriculum Notes:

PREHEALTH – Practical Nursing Preparation A10300PN

Purpose

The Therapeutic and Diagnostic Services Nursing Assistant Pathway is a curriculum designed to prepare students for careers in the Health Sciences. Students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of diploma or associate of applied science degrees and successful completion results in CPR, NAI, Home Care Aid and NAII certification. The courses prepare students for application in the **Practical Nursing** program.

Admission Requirements and Special Conditions

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

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
CIS 111	Basic PC Literacy	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3
HSC 110	Orientation to Health Careers	1	0	0	0	1
HSC 120	CPR	0	2	0	0	1
MED 120	Survey of Medical Terminology	2	0	0	0	2
NAS 101	Nursing Assistant I	3	4	3	0	6
		––	––	––	––	––
		14	11	3	0	20
Second Semester (Spring)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
NAS 102	Nursing Assistant II	3	2	6	0	6
PSY 150	General Psychology	3	0	0	0	3
	Humanities/Fine Art Elective (Literature)	3	0	0	0	3
		––	––	––	––	––
		15	5	6	0	19
Third Semester (Summer)						
NAS 103	Home Health Care	2	0	0	0	2
		––	––	––	––	––
		2	0	0	0	2

Total 41

Other Major Hours (23-24 SHC)

1. Other Major Hours include additional general education and professional courses.

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

   The Other Major Hours of this degree program can be completed after an intensive advising intervention. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options. After a review of student status and career goals, an individual plan of study must be outlined, approved by the Director of Records and Registration, and entered into Degree Audit by the Records Office. These courses must be approved prior to registration.

Total (64-65 SHC)

Additional Curriculum Notes:

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

PREHEALTH – Radiography Preparation A10300RA

Purpose

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth and development. Students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of diploma and associate of applied science degrees and successful completion results in CPR, NAI, Home Care Aid and NAII certification. The courses outlined below prepare students for application for the **Radiography** program.

Admission Requirements and Special Conditions

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

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
CIS 111	Basic PC Literacy	1	2	0	0	2
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
ENG 111	Writing and Inquiry	3	0	0	0	3
HSC 110	Orientation to Health Careers	1	0	0	0	1
HSC 120	CPR	0	2	0	0	1
MED 120	Survey of Medical Terminology	2	0	0	0	2
NAS 101	Nursing Assistant I	3	4	3	0	6
		––	––	––	––	––
		14	11	3	0	20
Second Semester (Spring)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
NAS 102	Nursing Assistant II	3	2	6	0	6
	Humanities/Fine Art Elective	3	0	0	0	3
		––	––	––	––	––
		15	5	6	0	19
Third Semester (Summer)						
NAS 103	Home Health Care	2	0	0	0	2
MAT 143	Quantitative Literacy	3	2	0	0	3
		––	––	––	––	––
		5	2	0	0	5

Total 44

Other Major Hours (20-21 SHC)

1. Other Major Hours include additional general education and professional courses.

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

   The Other Major Hours of this degree program can be completed after an intensive advising intervention. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options. After a review of student status and career goals, an individual plan of study must be outlined, approved by the Director of Records and Registration, and entered into Degree Audit by the Records Office. These courses must be approved prior to registration.

Total (64-65 SHC)

Additional Curriculum Notes:

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

PREHEALTH – Respiratory Therapy Preparation A10300RT

Purpose

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth, and development. Students will complete general education courses that provide a foundation for success in health science programs. Courses provide the student an opportunity to acquire basic life support knowledge and skills by utilizing classroom instruction, practical laboratory sessions and hospital/field internships. Also, the pathway is designed to prepare students for competitive admission into the **Respiratory Therapy** program.

Admission Requirements and Special Conditions

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
HSC 110	Orientation to Health Careers	1	0	0	0	1
HSC 120	CPR	0	2	0	0	1
ENG 111	Writing and Inquiry	3	0	0	0	3
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
EMT 110	EMT	6	6	0	0	8
		––	––	––	––	––
		15	13	0	0	20
Second Semester (Spring)						
MAT 143	Quantitative Literacy	3	2	0	0	3
EMS 120	Advanced EMT	4	6	0	0	6
EMS 121	AEMT Clinical Practicum	0	0	6	0	2
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
		––	––	––	––	––
		12	11	6	0	18
Third Semester (Summer)						
BIO 275	Microbiology	3	3	0	0	4
CIS 111	Basic PC Literacy	1	2	0	0	2
PSY 150	General Psychology	3	0	0	0	3
	Humanities/Fine Art Elective	3	0	0	0	3
		––	––	––	––	––
		10	5	0	0	12

Total 50

Other Major Hours (14-15 SHC)

1. Other Major Hours include additional general education and professional courses.

2. Other Major Hours courses must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above. The Other Major Hours of this degree program can be completed after an intensive advising intervention. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options. After a review of student status and career goals, an individual plan of study must be outlined, approved by the Director of Records and Registration, and entered into Degree Audit by the Records Office. These courses must be approved prior to registration.

Total (64-65 SHC)

Additional Curriculum Notes:

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

PREHEALTH – Surgical Technology Preparation A10300ST

Purpose

The Therapeutic and Diagnostic Services Nursing Assistant Pathway is a curriculum designed to prepare students for careers in the Health Sciences. Students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of diplomas and associate of applied science degrees and successful completion results in CPR, NAI, Home Care Aid and NAII certification. The courses outlined below prepare students for application for the **Surgical Technology** program.

Admission Requirements and Special Conditions

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

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

Special Certifications

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
CIS 111	Basic PC Literacy	1	2	0	0	2
ENG 111	Writing and Inquiry	3	0	0	0	3
HSC 110	Orientation to Health Careers	1	0	0	0	1
HSC 120	CPR	0	2	0	0	1
MED 120	Survey of Medical Terminology	2	0	0	0	2
NAS 101	Nursing Assistant I	3	4	3	0	6
		––	––	––	––	––
		14	11	3	0	20
Second Semester (Spring)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
NAS 102	Nursing Assistant II	3	2	6	0	6
PSY 150	General Psychology	3	0	0	0	3
	Humanities/Fine Art Elective	3	0	0	0	3
		––	––	––	––	––
		15	5	6	0	19
Third Semester (Summer)						
NAS 103	Home Health Care	2	0	0	0	2
		––	––	––	––	––
		2	0	0	0	2

Total 41

Other Major Hours (23-24 SHC)

1. Other Major Hours include additional general education and professional courses.

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

    The Other Major Hours of this degree program can be completed after an intensive advising intervention. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options. After a review of student status and career goals, an individual plan of study must be outlined, approved by the Director of Records and Registration, and entered into Degree Audit by the Records Office. These courses must be approved prior to registration.

Total (64-65 SHC)

Additional Curriculum Notes:

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

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—course number 110 or higher. 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 by student and counselor in advance for approval by the registrar as designee of the chief academic officer 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. A minimum of fifteen hours of the program must include at least six semester hours of communication and one course from each of the following areas: Humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Robeson Community College also encourages the inclusion of basic computer literacy.

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. Programs must be planned by student and counselor in advance for approval by the registrar, as designee of the chief academic officer, at least ten (10) working days prior to the start of classes.

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Diplomas

This section provides a listing of Robeson Community College's diploma degree programs. The College's programs are subject to change. For an updated list, please visit the College's web site at www.robeson.edu/academicprograms.

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

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

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

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

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

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

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

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

Air Conditioning, Heating and Refrigeration Technology D35100

Purpose

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

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments.

Diploma graduates should be able to assist in the start up, preventive maintenance, service, repair, and/ or installation of residential and light commercial systems.

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
ENG 110	Freshman Composition	3	0	0	0	3
CIS 111	Basic PC Literacy	1	2	0	0	2
AHR 111	HVACR Electricity	2	2	0	0	3
AHR 112	Heating Technology	2	4	0	0	4
BPR 130	Print Reading/Const.	3	0	0	0	3
AHR 110	Introduction to Refrigeration	2	6	0	0	5
		——	——	——	——	——
		14	14	0	0	21
Second Semester (Spring)						
MAT 110	Math Measurement & Literacy	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 44

Additional Curriculum Notes:

Cosmetology D55140

Purpose

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
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	16
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
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 48

Additional Curriculum Notes:

1. Students are required to complete all cosmetology courses with a "C" or better and acquire 1500 clock hours to qualify for the North Carolina State Board of Cosmetic Art Examiners.

Electrical Systems Technology D35130

Purpose

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

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

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

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
CIS 111	Basic PC Literacy	1	2	0	0	2
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
MAT 110	Math Measurement & Literacy	2	2	0	0	3
		——	——	——	——	——
		10	18	0	0	17
Second Semester (Spring)						
ELC 114	Commercial Wiring	2	6	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
ENG 110	Freshman Composition	3	0	0	0	3
ELN 229	Industrial Electronics	3	3	0	0	4
		——	——	——	——	——
		10	15	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

Additional Curriculum Notes:

1. The D35130 Diploma mirrors the first year of the A35130TE (AAS), with the exception of one course in the summer session. It is designed for students who do not want to or cannot devote two years (or more) to the program of study.

Industrial Systems Technology D50240

Purpose

Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to service, maintain, repair or install equipment. Instructions include theory and skills training needed for testing, troubleshooting, and diagnosing industrial equipment.

Students will learn technical skills in blueprint reading, mechanical systems maintenance, motor and controls, hydraulics/pneumatics, PLCs, welding, machining or fabrication, and includes various diagnostic and repair procedures.

Upon completion of any various levels of this curriculum, graduates should be able to install, inspect, diagnose, repair, and maintain industrial processes and support equipment.

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
CIS 111	Basic PC Literacy	1	2	0	0	2
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 110	Math Measurement & Literacy	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	3	3	0	0	4
ENG 110	Freshman Composition	3	0	0	0	3
		—–	—–	—–	—–	—–
		10	12	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

Additional Curriculum Notes:

1. The D50240 Diploma mirrors the first year of the A50240TE (AAS), with the exception of one course in the summer session. It is designed for students who do not want to or cannot devote two years (or more) to the program of study.

Practical Nursing D45660

Purpose

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults. Students will participate in assessment, planning, implementing, and evaluating nursing care.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN), which is required for practice as a Licensed Practical Nurse.

Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

Admission Requirements and Special Conditions

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

Special Accreditation Status

The associate degree nursing program is approved by the North Carolina Board of Nursing and is currently a member of the National League for Nursing.

General Requirements

1. Detailed current information for interested applicants is located at www. robeson.edu/academics.

2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.

3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, Test of Essential Academic Skills (TEAS V) score, professional/ academic references and academic degrees. Competitive applicants are expected to attend a Practical Nursing Information Session.

4. Applicants must have a GPA of 2.8 or greater in the practical nursing general education courses by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For Practical Nursing program, the GPA calculation will be based upon grades earned in the following courses:

    BIO 168*   BIO 169*   ENG 111   PSY 150

    * Coursework must be completed within five years of January 1 of the planned admissions year into the program.

5. Once an applicant has successfully satisfied required English, reading and mathematics entrance competencies, applicants are eligible to complete the TEAS assessment. The program checklist outlines the number of strategies applicants may follow to meet the required competencies.

6. A competitive point system is used to evaluate health science program applications. Applicants earn points based upon academic performance, TEAS V score, professional/academic references and academic degrees.

7. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.

8. Test of Essential Academic Skills (TEAS V) is required for admission. However, students cannot register for the TEAS until they complete the General Admissions Assessment Information form.

9. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.

10. Provisionally accepted students previously enrolled in any other nursing programs must submit a letter from the Nursing Program Director of the program.

11. It is the student's responsibility to review all program materials, including the practical nursing web site at www.robeson.edu/practicalnursing and to stay current with the program requirements, policies and procedures.

Additional Curriculum Notes:

1. **Program Prerequisites:**

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

    - BIO 168 Human Anatomy & Physiology I   (4) credit hours
    - Certification of completion of Nurse Aide I and current listing on NC Registry without substantive findings.

Practical Nursing D45660 Continued

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 169	Human Anatomy & Physiology I	3	3	0	0	4
ENG 111	Writing and Inquiry	3	0	0	0	3
NUR 101	Practical Nursing I	7	6	6	0	11
		––	––	––	––	––
		13	9	6	0	18
Second Semester (Spring)						
PSY 150	General Psychology	3	0	0	0	3
NUR 102	Practical Nursing II	8	0	12	0	12
		––	––	––	––	––
		11	0	12	0	15
Third Semester (Summer)						
NUR 103	Practical Nursing III	6	0	12	0	10
		––	––	––	––	––
		6	0	12	0	10

Total 43

Surgical Technology D45740

Purpose

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team. Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

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

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

Admission Requirements and Special Conditions

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

Special Accreditation Status

The Surgical Technology program is accredited by CAAHEP and the Accreditation Review Committee in Surgical Technology and Surgical Assisting (ARCST/SA).

ARCST/SA
6 W. Dry Creek Circle, Suite #110
Littleton, CO 80120
www.arcstsa.org

General Requirements

1. Detailed current information for interested applicants is located at www.robeson.edu/academics .

2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.

3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, professional/academic references and academic degrees. Competitive applicants are expected to attend a Surgical Technology Information Session.

4. Applicants must have a GPA of 2.8 or greater in the surgical technology general education courses by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For Surgical Technology program, the GPA calculation will be based upon grades earned in the following courses:

   BIO 168*   BIO 169*   ENG 111   PSY 150

   * Coursework must be completed within five years of January 1 of the planned Admissions year into the program.

5. A competitive point system is used to evaluate health science program applications. Applicants earn points based upon academic performance, professional/academic references and academic degrees.

6. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.

7. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.

8. Provisionally accepted students previously enrolled in any other Surgical Technology programs must submit a letter from the Surgical Technology Program Director of the program.

9. It is the student's responsibility to review all program materials, including the surgical technology web site at www.robeson.edu/surgical and to stay current with the program requirements, policies and procedures.

Additional Curriculum Notes:

1. **Program Prerequisites:**

   Students admitted to the Surgical Technology Program must successfully complete the following course prior to enrolling in the first surgical technology class with a "C" or higher:

   • BIO 168   Human Anatomy & Physiology I   (4) credit hours

Surgical Technology D45740 Continued

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
BIO 169	Human Anatomy & Physiology II	3	3	0	0	4
ENG 111	Writing and Inquiry	3	0	0	0	3
SUR 110	Intro to Surgical Technology	3	0	0	0	3
SUR 111	Perioperative Patient Care	5	6	0	0	7
		––	––	––	––	––
		14	9	0	0	17
Second Semester (Spring)						
SUR 122	Surgical Procedures I	5	3	0	0	6
SUR 123	Surgical Clinical Practice I	0	0	21	0	7
PSY 150	General Psychology	3	0	0	0	3
		––	––	––	––	––
		8	3	21	0	16
Third Semester (Summer)						
SUR 134	Surgical Procedures II	5	0	0	0	5
SUR 135	Surgical Clinical Practice II	0	0	12	0	4
SUR 137	Prof Success Prep	1	0	0	0	1
		––	––	––	––	––
		6	5	12	0	10

Total 47

Therapeutic and Diagnostic Services:
Nursing Assistant D45930

Purpose

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

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

Graduates should qualify for an entry-level job associated with the program major such as Emergency Medical Technician (EMT) or Advanced Emergency Medical Technician (AEMT), Medical Assistant, Nursing Assistant, Pharmacy Technician, Phlebotomist, or Massage Therapist dependent upon the selected program major.

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
ENG 111	Writing and Inquiry	3	0	0	0	3
HSC 110	Orientation to Health Careers	1	0	0	0	1
HSC 120	CPR	0	2	0	0	1
MED 120	Survey of Medical Terminology	2	0	0	0	2
NAS 101	Nursing Assistant	3	4	3	0	6
		––	––	––	––	––
		13	9	3	0	18
Second Semester (Spring)						
BIO 169	Human Anatomy & Physiology	3	3	0	0	4
CHM151	General Chemistry I	3	3	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
NAS 103	Home Health Care	2	0	0	0	2
		––	––	––	––	––
		14	6	0	0	16
Third Semester (Summer)						
ENG 231	American Literature	3	0	0	0	3
NAS 102	Nursing Assistant II	3	2	6	0	6
		––	––	––	––	––
		3	2	6	0	6

Total 40

Additional Curriculum Notes:

Therapeutic and Diagnostic Services:
Emergency Medical Science D45910

Purpose

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

A program that prepares graduates to enter the workforce as Emergency Medical Technicians or Advanced Emergency Medical Technicians. The course of study provides the student an opportunity to acquire basic life support knowledge and skills by utilizing classroom instruction, practical laboratory sessions, and hospital/field internships. Students progressing through the program may be eligible to apply for both state and national certification exams. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions, and government agencies.

Graduates should qualify for an entry-level job associated with the program major such as Emergency Medical Technician (EMT) or Advanced Emergency Medical Technician (AEMT), Medical Assistant, Nursing Assistant, Pharmacy Technician, Phlebotomist, or Massage Therapist dependent upon the selected program major.

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
BIO 168	Human Anatomy & Physiology I	3	3	0	0	4
ENG 111	Writing and Inquiry	3	0	0	0	3
HSC 110	Orientation to Health Careers	1	0	0	0	1
HSC 120	CPR	0	2	0	0	1
MED 120	Survey of Medical Terminology	2	0	0	0	2
EMS 110	EMT	6	6	0	0	8
		––	––	––	––	––
		16	11	3	0	20
Second Semester (Spring)						
BIO 169	Human Anatomy & Physiology	3	3	0	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	0	3
EMS 120	Advanced EMT	4	6	0	0	6
EMS 121	AEMT Clinical Practicum	0	0	6	0	2
		––	––	––	––	––
		10	9	6	0	16
Third Semester (Summer)						
CIS 111	Basic PC Literacy	1	2	0	0	2
MAT 143	Quantitative Literacy	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
		––	––	––	––	––
		7	2	0	0	8

Total 43

Additional Curriculum Notes:

Welding Technology D50420

Purpose

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Admission Requirements and Special Conditions

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

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
First Semester (Fall)						
ACA 111	College Student Success	1	0	0	0	1
WLD 110	Cutting Processes	1	3	0	0	2
WLD 115	SMAW (Stick Plate)	2	9	0	0	5
WLD 121	GMAW (MIG) FACW/Plate	2	6	0	0	4
MAT 110	Math Measurement & Literacy	2	2	0	0	3
BPR 111	Print Reading	1	2	0	0	2
		––	––	––	––	––
		9	22	0	0	17
Second Semester (Spring)						
ENG 110	Freshman Composition	3	0	0	0	3
WLD 131	GATW (TIG) Plate	2	6	0	0	4
WLD 141	Symbols & Specifications	2	2	0	0	3
WLD 116	SMAW (Stick) Plate/Pipe	1	9	0	0	4
WLD 143	Welding Metallurgy	1	2	0	0	2
		––	––	––	––	––
		9	19	0	0	16
Third Semester (Summer)						
WLD 151	Fabrication 1	2	6	0	0	4
WLD 261	Certification Practices	1	3	0	0	2
ISC 110	Workplace Safety	1	0	0	0	1
CIS 111	Basic PC Literacy	1	2	0	0	2
		––	––	––	––	––
		5	11	0	0	9

Total 42

Additional Curriculum Notes:

1. The D50420 Diploma is intended for students desiring to gain entry-level skills or update current skills in this field for employment or promotion.

2. This is a new program (first year) with a large amount of contact hours. Students need to understand the time requirement for this program. Please study the program checklist closely, as it includes both credit and contact hours.

3. Failure to complete the courses in sequence reduces the chance of completionn.

Certificates

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

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

Air Conditioning, Heating, and Refrigeration Technology Certificate C35100IN
Heating and Refrigeration Introduction

Purpose

This certificate program is designed to provide individuals with entry-level competencies in the operation of Heating, Refrigeration, and HVAC-R electricity.

Program Curriculum

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 112	Heating Technology	2	4	0	0	4
		––	––	––	––	––
		6	12	0	0	12

Total 12

Air Conditioning, Heating, and Refrigeration Technology Certificate C35100IM
Air Conditioning Installation and Maintenance

Purpose

This certificate program is designed to provide individuals with entry-level competencies in mechanical refrigeration, heating and cooling theory, electricity, controls, and safety.

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

Program Curriculum

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	1	3	0	0	2
BPR 130	Print Reading/Const.	3	0	0	0	3
		––	––	––	––	––
		9	11	0	0	13

Total 13

Air Conditioning, Heating, and Refrigeration Technology Certificate C35100CT
Air Conditioning Control Systems

Purpose

This certificate program is designed to provide individuals with mid-level competencies in mechanical refrigeration, heating theory, electricity, controls, and safety services.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
AHR 111	HVACR Electricity	2	2	0	0	3
AHR-113	Comfort Cooling	2	4	0	0	4
AHR-130	HVAC Controls	2	2	0	0	3
AHR-133	HVAC Servicing	2	6	0	0	4
		––	––	––	––	––
		8	14	0	0	14

Total 14

Basic Law Enforcement Training Certificate C55120

Purpose

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

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

Students must successfully complete and pass all units of study which include the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

Program Curriculum

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

Additional Curriculum Notes:

Students successfully completing a Basic Law Enforcement Training course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for:

    CJC 131 – Criminal Law (3 credit hours)
    CJC 132 – Court Procedures and Evidence (3 credit hours)
    CJC 221 – Investigative Principles (4 credit hours)
    CJC 231 – Constitutional Law (3 credit hours)

toward the Associate in Applied Science degree in Criminal Justice Technology. Students must have completed Basic Law Enforcement Training since 1985.

Criminal Justice Technology/Corrections Essentials Certificate C55180CR

Purpose

Students completing the following list of courses will receive a certificate in Criminal Justice Technology—Corrections Essentials.

This certificate will provide students with essential knowledge of institutional and community corrections operations, correctional law, and criminology. Upon completion, graduates should be very knowledgeable about the corrections component of the criminal justice system.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
Fall Semester						
CJC 111	Introduction to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
		––	––	––	––	––
		6	0	0	0	6
Spring Semester						
CJC 141	Corrections	3	0	0	0	3
CJC 233	Correctional Law	3	0	0	0	3
		––	––	––	––	––
		6	0	0	0	6

Total 12

Criminal Justice Technology/Court Foundations Certificate C55180CF

Purpose

Students completing the following list of courses will receive a certificate in Criminal Justice Technology—Court Foundations.

This certificate will provide students with foundational knowledge of the criminal and juvenile courts, criminal law, and victimology. Upon completion, graduates should be very knowledgeable about the adjudication component of the criminal justice system.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
Fall Semester						
CJC 111	Introduction to Criminal Justice	3	0	0	0	3
CJC 214	Victimology	3	0	0	0	3
CJC 113	Juvenile Justice	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
		––	––	––	––	––
		12	0	0	0	12
Spring Semester						
CJC 132	Court Procedure and Evidence	3	0	0	0	3
		––	––	––	––	––
		3	0	0	0	3

Total 15

Criminal Justice Technology/Fundamental Principles of Law Enforcement Certificate C55180LE

Purpose

Students completing the following list of courses will receive a certificate in Criminal Justice Technology—Fundamental Principles of Law Enforcement.

This certificate will provide students with fundamental knowledge of law enforcement operations, criminal and civil law, criminal investigation techniques, and ethics. Upon completion, graduates should be very knowledgeable about the law enforcement component of the criminal justice system.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
Fall Semester						
CJC 212	Ethics and Community Relations	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 131	Criminal Law	3	0	0	0	3
Spring Semester						
CJC 121	Law Enforcement Operations	3	0	0	0	3
CJC 232	Civil Liability	3	0	0	0	3
		––	––	––	––	––
		15	2	0	0	16

Total 16

Electrical Systems Technology Certificate C35130IM
Electrical Installation and Maintenance

Purpose

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

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

Program Curriculum

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

Total 15

Electrical Systems Technology Certificate C35130W1
Wire Installer I

Purpose

This certificate program is designed to provide individuals with entry-level competencies in basic computer operations, electrical theory, residential wiring, and understanding the National Electric Code.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CIS-111	Basic PC Literacy	1	2	0	0	2
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ELC 118	National Electrical Code	1	2	0	0	2
		––	––	––	––	––
		7	16	0	0	13

Total 13

Electrical Systems Technology Certificate C35130W2
Wire Installer II

Purpose

This certificate program is designed to provide individuals with mid-level competencies in advanced electrical theory, commercial wiring, and motor control wiring.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
ELC 114	Commercial Wiring	2	6	0	0	4
ELC 117	Motors & Controls	2	6	0	0	4
ELN 229	Industrial Electronics	3	3	0	0	4
		––	––	––	––	––
		7	15	0	0	12

Total 12

Industrial Systems Technology Certificate C50240CNC
Machine Shop-CNC Operator

Purpose

This certificate program is designed to provide individuals with entry-level competencies in blueprint reading, maintenance procedures, vertical mill, lathes, CAD and basic CNC programming.

Program Curriculum

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

Industrial Systems Technology Certificate C50240MI
Mechanical Procedures I

Purpose

This certificate program is designed to provide individuals with entry-level competencies in the operation of industrial systems and maintenance procedures.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
ELC-112	DC/AC Electricity	3	6	0	0	5
ELC-117	Motors & Controls	2	6	0	0	4
ISC-110	Workplace Safety	1	0	0	0	1
MNT-110	Intro to Maintenance	1	3	0	0	2
		––	––	––	––	––
		7	15	0	0	12

Total 12

Industrial Systems Technology Certificate C50240M2
Mechanical Procedures II

ELECTRO-HYDRAULIC/ PNEUMATIC OPERATIONS

Purpose

This certificate program is designed to provide individuals with mid-level competencies in the operation of electrically controlled hydraulic and pneumatic industrial systems.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
BPR 115	ELC/Fluid Power Diagrams	1	2	0	0	2
ELC 128	Introduction to PLC	2	3	0	0	3
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
MNT263	Electro-Pneu Components	2	4	0	0	4
		––	––	––	––	––
		7	12	0	0	12

Total 12

Industrial Systems Technology Certificate C50240LC
Programmable Logic Controller

Purpose

This certificate program is designed to provide individuals with entry-level competencies in DC/AC electricity, motors and controls, introduction to PLC and PLC applications.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
ELC 112	DC/AC Electricity	3	6	0	0	5
ELC 117	Motors & Controls	2	6	0	0	4
ELC 128	Introduction to PLC	2	3	0	0	3
ELC 228	PLC Applications	2	6	0	0	4
		––	––	––	––	––
		9	21	0	0	16

Total 16

Information Technology Fundamentals Certificate C25260IT

Purpose

The Information Technology Fundamentals Certificate will expose the student to a general overview of information technology. Students will study computers, networks, operating systems and security. Certificate recipients may enter the workforce or apply these classes to the Computer Information Technology degree.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CIS 110	Intro to Computers	2	2	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
NET 110	Networking Concepts	2	2	0	0	3
SEC 110	Security Concepts	2	2	0	0	3
		——	——	——	——	——
		8	9	0	0	12

Total 12

Additional Curriculum Notes:

1. Upon completion of the following courses students would be eligible to sit for these industry certifications:

   CIS 110–Internet and Computing Core Certification (IC3) Key Applications

   NET 110–Microsoft Technology Associate (MTA) Networking Fundamentals

   SEC 110–Microsoft Technology Associate (MTA) Security Fundamentals

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Microsoft Office Certificate C25310MO

Purpose

The Microsoft Office Certificate will expose the student to the key Microsoft productivity applications. Students will study word processing, spreadsheet and database. Certificate recipients may enter the workforce or apply these classes to the Office Administration or Medical Office Administration degrees. 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.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CIS 110	Intro to Computers	2	2	0	0	3
OST 136	Word Processing	2	2	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
		——	——	——	——	——
		8	9	0	0	12

Total 12

Additional Curriculum Notes:

1. Upon completion of the following courses students would be eligible to sit for these industry certifications:

   CIS 110–Internet and Computing Core Certification (IC3) Key Applications

   OST 136–Microsoft Office Specialist (MOS) Word 2013

   CTS 130–Microsoft Office Specialist (MOS) Excel 2013

   DBA 110–Microsoft Office Specialist (MOS) Access 2013

2. Courses will be scheduled in four week sessions in a hybrid format.

Nursing Assistant Certificate C45480

Purpose

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.

Program Curriculum

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

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Career and College Promise

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. Robeson Community College offers Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education.

Career & College Promise (CCP) offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a 3.0 GPA and meet all other eligibility requirements. CCP is a commitment to helping every qualified student gain access to an affordable college education. Through a partnership of the North Carolina Community College System, the Department of Public Instruction, the University of North Carolina System and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no tuition cost to them or their families. There are two pathways that offer students an opportunity to earn credit:

1. College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
   - College Transfer Pathway leading to Associate in Arts
   - College Transfer Pathway leading to Associate in Science

2. A Career and Technical Education Pathway that leads to a certificate;
   - Career and Technical Education Pathways
     - Air Conditioning, Heating and Refrigeration
     - Business Administration
     - Computer Information Technology
     - Criminal Justice Technology
     - Culinary Arts
     - Early Childhood
     - Electrical Systems Technology
     - Industrial Systems Technology

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

College Transfer Pathway

1. The Career and College Promise Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics and ACA 122 College Transfer Success

2. To be eligible for enrollment, a high school student must meet the following criteria:

    a. Be a high school junior or senior;

    b. Have a weighted GPA of 3.0 on high school courses; and

    c. Demonstrate college readiness on an assessment or placement test (see attachment A).

    A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a College Transfer Pathway.

3. A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:

    a. Have a cumulative weighted GPA of 3.5;

    b. Have completed two years of high school English with a grade of 'C' or higher;

    c. Have completed high school Algebra II (or a higher level math class) with a grade of 'C' of higher;

    d. Obtain the written approval of the high school principal or his/her designee; and,

    e. Obtain the written approval of the community college president or his/her designee.

    A Provisional Status student may register only for college mathematics (MAT) and college English (ENG) courses within the chosen Pathway. To be eligible to register for other courses in the Pathway, the student must first successfully complete mathematics and English courses with a grade of 'C' or higher.

4. To maintain eligibility for continued enrollment, a student must

    a. Continue to make progress toward high school graduation, and

    b. Maintain a 2.0 GPA in college coursework after completing two courses.

    c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

5. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.

6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.

7. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts or Associate in Science.

8. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

Career Technical Education Pathway
(Juniors and Seniors)

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.

2. To be eligible for enrollment, a high school student must meet the following criteria:

    a. Be a high school junior or senior;

    b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and

    c. Meet the prerequisites for the career pathway.

3. High school counselors should consider students' PLAN scores in making pathway recommendations.

4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.

5. To maintain eligibility for continued enrollment, a student must

    a. Continue to make progress toward high school graduation, and

    b. Maintain a 2.0 in college coursework after completing two courses.

    c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student

development administrator. A student may concurrently enroll in two CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee.

Student Application Procedures

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A Home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.

2. Students must complete a college application to be admitted into a Career and College Promise pathway.

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

TEST	PLAN **	PSAT **	ASSET (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	ACCUPLACER (NCCCS Cut Score)
English	15	45	41 Writing	70 Writing	86 Sentence Skills
Reading	18	41	41 Reading	81 Reading	80 Reading
Mathematics	19	47	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:*

SAT		ACT	
English	500	English	18
Critical Reading	500	Reading	22
Mathematics	500	Mathematics	22

* To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 19 on PLAN math with an 86 and an 80 on Accuplacer sentence skills and reading to demonstrate college readiness.

** PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.

Air Conditioning, Heating and Refrigeration Career Technical Pathway C35100AC (Certificate)

Purpose

The Air Conditioning, Heating and Refrigeration Pathway is designed to provide students with entry-level competencies in mechanical refrigeration, heating and cooling theory, electricity, controls and safety.

Upon completion of the pathway, students will be awarded a Certificate in Air Conditioning, Heating and Refrigeration from RCC.

Course Schedule

First Semester (Fall)
AHR 111

Second Semester (Spring)
None

Third Semester (Fall)
AHR 113

Fourth Semester (Spring)
AHR 110

Program Curriculum

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 113	Comfort Cooling	2	4	0	0	4
					Total	**12**

Business Administration Career Technical Pathway C25120BA (Certificate)

Purpose

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

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

Course Schedule

First Semester (Fall)
CIS 110

Second Semester (Spring)
MKT 120

Third Semester (Fall)
ACC 120 and BUS 137

Fourth Semester (Spring)
BUS 115

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
* CIS 110	Introduction to Computers	2	2	0	0	3
* BUS 115	Business Law	3	0	0	0	3
* BUS 137	Principles of Management	3	0	0	0	3
* ACC 120	Principles of Accounting	3	2	0	0	4
MKT 120	Principles of Marketing	3	0	0	0	3
					Total	**16**

* Prerequisites must be met before enrolling in the course.

Career & College Promise College Transfer Pathway P1012C

Purpose

The NC Career and College Promise (CCP) College Transfer Pathway leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

The courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college courses with Universal General Education Transfer Component course designation to transfer as a lower level general education course equivalency at every public four year institution in North Carolina. Students must obtain a grade of "C" or better in each course.

High school students in the CCP College Transfer Pathway Leading to an Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts (AA) degree.

Admissions Criteria

To be eligible for enrollment, you must meet the following criteria:

* Be a high school junior or senior;
* Have a weighted GPA of 3.0 on high school courses;
* Demonstrate college readiness in English, Reading, and Math on an assessment or placement test.
* Meet all program prerequisites.

If you meet these qualifications, submit your Career and College Promise application, official high school transcripts, and any applicable test scores (official, unopened original copies) to RCC. See your school counselor for more information.

Course Schedule

First Semester (Fall)
   ACA 122, BIO 110 and ENG 111
Second Semester (Spring)
   ENG 112, SOC 210 and MAT 143
Third Semester (Fall)
   ENG 231, MUS 110, HIS 111 or HIS 131
Fourth Semester (Spring)
   PSY 150 and ART 111

GENERAL EDUCATION

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.

English Composition...(6 SHC)
The following two English composition courses are required:

ENG 111	Writing and Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Communication ....(9 SHC)
Select three courses from the following from at least two different disciplines:

COM 231	Public Speaking	(3 SHC)

Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences ....(9 SHC)
Select three courses from the following from at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Career & College Promise College Transfer Pathway P1012C Continued

Math ....**(3-4 SHC)**

Select <u>one</u> course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Precalculus Algebra	(4 SHC)

Natural Sciences .... **(4 SHC)**

Select <u>one</u> course (4 SHC) from the following course(s):

AST 111	Descriptive Astronomy	(3 SHC) and
AST 111A	Descriptive Astronomy Lab	(1 SHC)
AST 151	General Astronomy I	(3 SHC) and
AST 151A	General Astronomy Lab I	(1 SHC)
BIO 110	Principles of Biology	(4 SHC)
BIO 111	General Biology I	(4 SHC)
CHM 151	General Chemistry I	(4 SHC)
GEL 111	Introductory Geology	(4 SHC)
PHY 110	Conceptual Physics	(3 SHC) and
PHY 110A	Conceptual Physics Lab	(1 SHC)

Academic Transition .... **(1 SHC)**

The following course is required:

ACA 122	College Transfer Success	(1 SHC)

REQUIRED: (32-33 SHC)

Career & College Promise College Transfer Pathway P1042C

Purpose

The NC Career and College Promise (CCP) College Transfer Pathway leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

The courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college courses with Universal General Education Transfer Component course designation to transfer as a lower level general education course equivalency at every public four year institution in North Carolina. Students must obtain a grade of "C" or better in each course.

High school students in the CCP College Transfer Pathway Leading to an Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science (AS) degree.

Admissions Criteria

To be eligible for enrollment, you must meet the following criteria:

- Be a high school junior or senior;
- Have a weighted GPA of 3.0 on high school courses;
- Demonstrate college readiness in English, Reading, and Math on an assessment or placement test.
- Meet all program prerequisites.

If you meet these qualifications, submit your Career and College Promise application, official high school transcripts, and any applicable test scores (official, unopened original copies) to RCC. See your school counselor for more information.

Course Schedule

First Semester (Fall)
  ACA 122, MAT 171 and ENG 111

Second Semester (Spring)
  ENG 112, MAT 172 and HIS 111 or HIS 131

Third Semester (Fall)
  ENG 231, BIO 110 or CHM 151 and ART 111 or MUS 110

Fourth Semester (Spring)
  PSY 150 and PHY 110/110A or CHM 152

GENERAL EDUCATION

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

English Composition .... **(6 SHC)**

The following two English composition courses are required:

ENG 111	Writing and Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select two courses from the following from at least two different disciplines .... **(6 SHC)**

Communications

COM 231	Public Speaking	(3 SHC)

Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences .... **(6 SHC)**

Select two courses from the following from at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Career & College Promise College Transfer Pathway P1042C Continued

Math .... **(8 SHC)**

Select two courses from the following:

MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Precalculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)

Natural Sciences .... **(8 SHC)**

Select two courses (8 SHC) from the following course(s):

AST 151	General Astronomy I	(3 SHC) and
AST 151A	General Astronomy Lab I	(1 SHC)
BIO 110	Principles of Biology	(4 SHC)
BIO 111	General Biology I	(4 SHC) and
BIO 112	General Biology II	(4 SHC)
CHM 151	General Chemistry I	(4 SHC) and
CHM 152	General Chemistry II	(4 SHC)
GEL 111	Introductory Geology	(4 SHC)
PHY 110	Conceptual Physics	(3 SHC) and
PHY 110A	Conceptual Physics Lab	(1 SHC)
PHY 151	College Physics I	(4 SHC) and
PHY 152	College Physics II	(4 SHC)
PHY 251	General Physics I	(4 SHC) and
PHY 252	General Physics II	(4 SHC)

Required (34 SHC)

Academic Transition .... **(1 SHC)**

The following course is required:

ACA 122	College Transfer Success	(1 SHC)

REQUIRED: (35 SHC)

Computer Information Technology Career Technical Pathway (Certificate)

Purpose

The Computer Information Technology Pathway is designed to introduce students to the foundations necessary for a career in information technology. Students will be provided fundamental knowledge of software, hardware, operating systems, networking and security.

Upon completion of the pathway, students will be awarded a Certificate in Computer Information Technology from RCC.

Course Schedule

First Semester (Fall)
  CIS 110

Second Semester (Spring)
  NET 110

Third Semester (Fall)
  DBA 110 and CTS 120

Fourth Semester (Spring)
  NOS 110 and SEC 110

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CIS 110	Introduction to Computers	2	2	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
CTS 120	Hardware/Software Support	2	3	0	0	3
NET 110	Networking Concepts	2	2	0	0	4
NOS 110	Operating System Concepts	2	3	0	0	3
SEC 110	Security Concepts	2	2	0	0	3

Total 19

Criminal Justice Technology Career Technical Pathway (Certificate)

Purpose

The NC Career and College Promise Career and Technical Education (CTE) Pathways are designed for accelerated high school juniors and seniors who are ready to get a head start on career and technical courses that will lead to a job credential, certificate or diploma in a technical career.

The Criminal Justice Technology Pathway is designed to provide a foundational study of the criminal justice system. Topics include the components of the criminal justice system, investigative techniques, criminal law and juvenile justice.

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CJC 111	Introduction to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
CJC 113	Juvenile Justice	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4

Total 16

Course Schedule

The following courses are offered in the Fall Semester each academic year:
  CJC 111, CJC 112, CJC 113, CJC 221 and CJC 131

Culinary Arts Career Technical Pathway (Certificate)

Purpose

The Culinary Arts Pathway is designed to introduce students to specific training that will prepare them to continue their education in Culinary and assume positions as culinary professionals in a variety of food service positions.

Upon completion of the pathway, students will be awarded a Certificate in Culinary Arts from RCC.

Course Schedule

First Semester (Fall)
CUL 110/CUL 110A and NUT 110

Second Semester (Spring)
CUL 120

Third Semester (Fall)
HRM 245

Fourth Semester (Spring)
CUL 135

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
CUL 110	Sanitation and Safety	2	0	0	0	2
CUL 120	Purchasing	2	0	0	0	2
CUL 135	Food and Beverage Service	2	0	0	0	2
HRM 245	Human Resource Management Hospitality	3	0	0	0	3
NUT 110	Nutrition	3	0	0	0	3

Total 12

Early Childhood Associate Career Technical Pathway

(Certificate)

Purpose

The Early Chiildhood Associate Pathway is designed for accelerated high school juniors and seniors who are ready to get a head start on career and technical courses that will lead to a job credential, certificate or diploma in a technical career.

The Early Childhood Associate Pathway is designed to prepare individuals to work with children from birth through eight in diverse learning environments.

Course Schedule

First Semester (Fall)
EDU 119

Second Semester (Spring)
EDU 144

Third Semester (Fall)
EDU 131 and EDU 145

Fourth Semester (Spring)
EDU 146

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
EDU 119	Intro to Childhood Education	4	0	0	0	4
EDU 131	Child, Family and Community	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 145	Child Development II	3	0	0	0	3

Total 16

Electrical Systems Technology Career Technical Pathway C35130ES (Certificate)

Purpose

The Electrical Pathway is designed to provide students with entry-level competencies in DC/AC electricity, basic wiring I and National Electrical Code.

Upon completion of the pathway, students will be awarded a Certificate in Electrical from RCC.

Course Schedule

First Semester (Fall)
ELC 112

Second Semester (Spring)
ELC 117

Third Semester (Fall)
ELC 113

Fourth Semester (Spring)
None

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
ELC 112	DC/AC Electrical	3	6	0	0	5
ELC 113	Residential Wiring	2	6	0	0	4
ELC 117	Motors and Controls	2	6	0	0	4
					Total	**13**

Industrial Systems Technology Career Technical Pathway C50240IS (Certificate)

Purpose

The Industrial Systems Technology Pathway is designed to provide students with entry-level competencies in DC/AC electricity, hydraulics/pneumatics, electro-pneumatic components and work place safety.

Upon completion of the pathway, students will be awarded a Certificate in Industrial Systems Technology from RCC.

Course Schedule

First Semester (Fall)
ELC 112

Second Semester (Spring)
HYD 110

Third Semester (Fall)
BPR 111 and ISC 110

Fourth Semester (Spring)
MNT 110

Program Curriculum

Course	Description	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs.
BPR 111	Blue Print Reading	1	2	0	0	2
ELC 112	DC/AC Electrical	3	6	0	0	5
HYD 110	Hydraulics/Pneumatics	2	3	0	0	3
ISC 110	Workplace Safety	1	0	0	0	1
MNT 110	Introduction to Maintenance Procedures	1	3	0	0	2
					Total	**13**

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Pre-College (Developmental) Course Descriptions

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

Course Numbers

Course numbers appear before the course titles. Courses numbered with a 0 as the first digit are pre-curriculum (developmental) and cannot be applied toward a degree, diploma, or certificate.

Course Credits

Course credits are provided after the course titles.

Course Hours

The number of lecture, laboratory, clinical and work experience hours is shown at the end of each course title. The total number of lecture, laboratory, clinical and work experience hours is referred to as "contact hours" since it reflects the time spent each week under the supervision of a faculty member.

Prerequisites and Corequisites

Prerequisites are identified after the course description and must be met prior to enrollment in a course. If a corequisite is identified, it means the two courses may be taken at the same time.

COURSE DESCRIPTIONS

Course Prefix and Number | Course Title | Class | Lab | Credit

DRE 096   Integrated Reading and Writing   2.5   1   0   0   3

Clinical | Work Exp.

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Appropriate placement scores or

This course develops proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile range of 860 to 1010. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs.

College Transfer: N/A
National ID (CIP): 32.0108 Developmental/Remedial English.

Pre-College (Developmental) Program

The Pre-College Program is designed to prepare students for college-level coursework by developing their reading, writing, and mathematics skills required for entry into their curriculum courses. Any person who has a high school diploma or a GED may enroll in Pre-College courses. The number of courses needed and, consequently, the length of time required to complete the courses will vary. Some students may need only one course while other students may take several semesters to complete a series of courses. Depending on their individual circumstances and with the approval of their academic advisor, students may take a combination of Pre-College and regular curriculum courses during the same term. Pre-College courses are offered every term, both day and evening. Pre-College courses may be offered in a variety of formats (hybrid, and face-to-face).

Placement

Students are placed in Pre-College courses on the basis of test scores, high school transcripts, recommendation of their advisor or curriculum instructor, or voluntary selection of courses. Once students are assigned to the appropriate courses and levels, students must adhere to the exit criteria for Pre-College courses.

Attention Veterans: According to the Code of Federal Regulations, remedial courses may not be certified for payment if they are offered as independent study, distance/online learning, or hybrid course delivery. Each semester, Robeson Community College offers a selected number of remedial courses that a veteran student may enroll in that meets the eligibility requirements for payment. For more information, check with the Counseling and Career Services Office.

Exit Criteria for All Pre-College (Developmental Education) Courses

A student taking required Pre-College courses must earn a grade of "P" in order to progress to the curriculum course or to the next Pre-College course level. A grade of "R" requires the student to repeat the course. **NOTE:** Developmental math and developmental reading and English courses are not eligible for a grade of Incomplete (I).

Students enrolled in a pre-college course will not earn traditional letter grades (A, B, C, D or F). Grades for all Pre-College courses will be "P" (Pass) or "R" (Re-enroll).

A grade of "P" is given when a student has reached a minimal level of proficiency for the course. For all Pre-College courses, if a student demonstrates mastery, a grade of "P" will be awarded. The "P" grade is not included in the computation of the GPA. However, for financial aid purposes, a grade of "P" means that a student has made satisfactory academic progress.

A grade of "R" is given when a student has not demonstrated mastery and will have to re-enroll in the pre-college class. The "R" grade is considered a non-punitive grade and is not included in the computation of the GPA.

However, for financial aid purposes, a grade of "R" means that a student has not made satisfactory academic progress. Financial aid will be affected by a grade of "R".

For all Pre-College, Chemistry (CHM-090), Developmental Reading and English (DRE) and OST 080 courses, mastery is defined as a final course average of 80 or higher. For all Pre-College mathematics shell courses (DMS), mastery is defined as a grade of 80 or higher on each scheduled module final assessment.

Grade Per Credit Hour	Explanation	Grade Points
P	Pass	0 (Satisfactory Academic Progress)
R	Re-enroll	0 (Unsatisfactory Academic Progress)
W	Withdrew (Prior to the 60% point of the semester)	0 (Unsatisfactory Academic Progress)
WF	Withdrew Failing (After the 60% point of the semester)	0 (Unsatisfactory Academic Progress and computes as a grade of "F" for GPA).

* DMS and DRE courses are not eligible for a grade of Incomplete.

Class Attendance

In order to receive credit for a pre-college course, the student must attend at least 85% of the required contact hours. If the student misses hours in excess of 15%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she has missed in excess of 15% of the required contact hours. The grade provided will follow the guidelines outlined in the RCC Drop/Add Policy. Regardless of when a student registers, absences are calculated beginning with the first scheduled class. Based on contact hours, the number of hours that may be missed for a pre-college course is outlined below:

Pre-College Courses (Developmental Education)		Contact Hours	Credit Hours	15%
CHM-090	Chemistry Concepts	64	4	9.6
OST-080	Keyboarding Literacy	48	2	7.2
DRE-096	Integrated Reading and Writing	56	3	8.4
DRE-097	Integrated Reading and Writing II	56	3	8.4
DRE-098	Integrated Reading and Writing III	56	3	8.4
DMS-003	Developmental Math Shell	60	3	9
DMS-002	Developmental Math Shell	40	2	6
DMS-001	Developmental Math Shell	20	1	3
DMA-065	Algebra for Precalculus	40	2	6

Pre-College (Developmental) Courses

Course	Title	Class Hrs.	Lab Hrs.	Clin Hrs.	Work Exp.	Credit Hrs
Chemistry (CHM)						
CHM 090	Chemistry Concepts	4	0	0	0	4
Developmental Reading and English (DRE)						
DRE 096	Integrated Reading and Writing	2.50	1	0	0	3
DRE 097	Integrated Reading and Writing II	2.50	1	0	0	3
DRE 098	Integrated Reading and Writing III	2.50	1	0	0	3
Developmental Mathematics (DMS)						
DMS-003	Developmental Math -Shell 3	2.25	1.5	0	0	3
DMS-002	Developmental Math -Shell 2	1.5	1	0	0	2
DMS-001	Developmental Math -Shell 1	.75	.5	0	0	1
DMA-065	Algebra for Precalculus	1.50	1.0	0	0	2
Keyboarding						
OST-080	Keyboarding Literacy	1	2	0	0	2

Developmental Reading and English Courses

DRE 096, 097, and 098 are offered in 8 week (mini) sessions.

Students will be scheduled to meet face-to-face and complete required in the learning management system (Moodle) and publisher's learning platform (MyLabsPlus). It is strongly suggested that students have their own laptop/computer with Internet access in order to be successful. Upon successful completion of DRE 096, 097, and 098 with a grade of "P", students will have met the prerequisite for the first curriculum English course.

Developmental Mathematics (DMS) Shell Courses

The DMS shell is a course and students complete DMA modules within a DMS shell course. DMS 003, 002 and 001 are offered in 8 and 16 week sessions. Students are scheduled to meet face-to-face and complete required online activities using MyLabsPlus. Developmental mathematics will utilize the modularization concept. Students who demonstrate mastery of a module will advance to the next module, allowing them to work at a flexible pace.

The last number of the course indicates the credit hour, and the number of modules a student must successfully complete in order to receive a grade of "P". Upon successful completion of selected DMS courses with a grade of "P", students will have met the prerequisite for the first curriculum mathematics, chemistry, and/or economics courses.

- DMS 003 - Students must successfully complete 3 DMA modules to receive a grade of "P".
- DMS 002 - Students must successfully complete 2 DMA modules to receive a grade of "P".
- DMA 001 – Students must successfully complete 1 DMA module to receive a grade of "P".

The three (3) versions of the DMS shell courses are listed in the table below:

Shell Course Name	Credit Hours	Scheduled	Purpose
DMS 001	1	8 weeks	Holds any ONE DMA
DMS 002	2	8 weeks	Holds any TWO DMAS
DMS 003	3	16 weeks	Holds any THREE DMAS

Keyboarding Literacy

Keyboarding literacy is required for enrollment into entry level computer. OST 080 is offered face-to-face and online course. Upon successful completion of OST 080 with a grade of "P", the student will have met the prerequisite for CIS 110, and OST 131.

For additional information on the Pre-College program, please contact the Lead Coordinator/Department Chairperson.

Pre-College Chemistry
Louis McIntyre – lfmcintyre@robeson.edu or 910.272.3381

Pre-College Mathematics
LaRonda Lowery – lalowery@robeson.edu or 910.272.3383

Pre-College English and Reading
Sherry Lofton – slofton@robeson.edu or 910.272.3360

Pre-College Computer Literacy
Carolyn Watson – cwatson@robeson.edu or 910.272. 3457

Algebra for Precalculus (DMA-065)

Students who do not place out of DMA-060 on the NC DAP and whose curriculum math is MAT-171, are required to enroll in DMA-065.

Pre-College Chemistry Course

CHM-090 Chemistry Concepts is offered in 16 week face to face format. Students will be required to complete activities using the learning management system Moodle and the textbook publisher's learning platform (MyLabsPlus).

CHM-090   Chemistry Concepts   4   0   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Take All: DMA-010, DMA-020, DMA-030

This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.

College Transfer: N/A

DMS 001   Developmental Math   .75   .50   0   0   1
Shell 1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be one DMA module appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content. Colleges should use a local letter suffix to identify enrollment in another DMS shell with one semester hour credit composed of a different DMA module.

College Transfer: N/A

DMS-002   Developmental Math   1.5   1   0   0   2
Shell 2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be two DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content. Colleges should use a local letter suffix to identify enrollment in another DMS shell with two semester hour credits composed of different DMA modules

College Transfer: N/A

DMS-003   Developmental Math   2.25 1.5   0   0   3
Shell 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be three DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content. Colleges should use a local letter suffix to identify enrollment in another DMS shell with three semester hour credits composed of different DMA modules.

College Transfer: N/A

DMA-010   Operations with   0.75 0.50   0   0   1
Integers
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Appropriate placement exam scores

This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions. (This course is only available for DEI Pilot Colleges.)

College Transfer: N/A

DMA-020   Fractions and   0.75 0.50   0   0   1
Decimals
Minimum State Prerequisites: DMA-010
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals. (This course is only available for DEI Pilot Colleges.)

College Transfer: N/A

**DMA-030   Proportion/Ratio/   0.75 0.50   0   0   1
            Rate/Percent**

Minimum State Prerequisites: Take All: DMA-010 and DMA-020
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems. (This course is only available for DEI Pilot Colleges.)

College Transfer: N/A

**DMA-040   Expressions/Linear   0.75 0.50   0   0   1
            Equations and Inequalities**

Minimum State Prerequisites: Take All: DMA-010, DMA-020 and DMA-030
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities. (This course is only available for DEI Pilot Colleges.)

College Transfer: N/A

**DMA-050   Graphs/Equations of   0.75 0.50   0   0   1
            Lines**

Minimum State Prerequisites: Take All: DMA-010, DMA-020, DMA-030 and DMA-040
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables. (This course is only available for DEI Pilot Colleges.)

College Transfer: N/A

**DMA-060   Polynomial/Quadratic   0.75 0.50   0   0   1
            Applications**

Minimum State Prerequisites: Take All: DMA-010, DMA-020, DMA-03, DMA-040 and DMA-050
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of quadratics. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications. (This course is only available for DEI Pilot Colleges.)

College Transfer: N/A

DMA-065   Algebra for Precalculus 1.50   1.00   0   0   2

Minimum State Prerequisites Take All: DMA-010 DMA-020 DMA-030 DMA-040and DMA-050
Local Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a study of problems involving algebraic representations of quadratic, rational, and radical equations. Topics include simplifying polynomial, rational, and radical expressions and solving quadratic, rational, and radical equations. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic and rational applications.

College Transfer: N/A

**DMA-070   Rational Expressions/ 0.75   0.50   0   0   1
            Equations**

Minimum State Prerequisites: Take All: DMA-010, DMA-020, DMA-03, DMA-040, DMA-050 and DMA-060
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications. (This course is only available for DEI Pilot Colleges.)

College Transfer: N/A

DMA-080   Radical Expressions/   0.75 0.50 0   0   1
**   Equations**

Minimum State Prerequisites: Take All: DMA-010, DMA-020, DMA-03, DMA-040, DMA-050, DMA-060, and DMA-070
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a conceptual study of the manipulation of radicals and the application of radical equations to real-world problems. Topics include simplifying and performing operations with radical expressions and rational exponents, solving equations, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications. (This course is only available for DEI Pilot Colleges.)

College Transfer: N/A

DRE-096   Integrated Reading   2.50 1   0   0   3
**   and Writing**

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Appropriate placement scores

This course develops proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs.

College Transfer: N/A

DRE-097   Integrated Reading   2.50 1   0   0   3
**   and Writing II**

Minimum State Prerequisites: TAKE DRE-096
Minimum State Corequisites: None
Local Prerequisites: None

This course develops proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile® range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence.

College Transfer: N/A

DRE-098   Integrated Reading   2.50 1   0   0   3
**   and Writing III**

Minimum State Prerequisites: TAKE DRE-097
Minimum State Corequisites: None
Local Prerequisites: None

This course develops proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught using texts primarily in the Lexile® range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay.

College Transfer: N/A
National ID (CIP): 32.0108 Developmental/Remedial English.

MAT-050   Basic Math Skills   3   2   0   0   4

Minimum State Prerequisite: None
Minimum State Corequisite: None
Local Prerequisite: None
Local Corequisite: None

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

College Transfer: N/A

OST-080   Keyboarding Literacy   1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

Curriculum Course Descriptions

Course Numbers

Course numbers appear before the course titles. Courses numbered with a 0 are the first digit are precurriculum (developmental) and cannot be applied toward a degree, diploma or certificate.

Course Credits

Course credits are provided after the course titles.

Course Hours

The number of lecture, laboratory, clinical and work experience hours is shown at the end of each course title. The total number of lecture, laboratory, clinical and work experience hours is referred to as "contact hours" since it reflects the time spent each week under the supervision of a faculty member.

Prerequisites and Corequisites

Prerequisites are identified after the course description and must be met prior to enrollment in a course. If a corequisite is identified, it means the two courses may be taken at the same time.

COURSE DESCRIPTIONS

Course Prefix and Number	Course Title	Class	Lab	Clinical	Work Exp.	Credit
ELC -115	Industrial Wiring	2	6	0	0	4

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELC-113

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.

College Transfer: N/A

ACA-111 College Student Success   1   0   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

College Transfer: N/A

ACA-122 College Transfer Success   0   2   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

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

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

ACC-120   Prin of Financial   3   2   0   0   4
               Accounting
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

ACC-121   Prin of Managerial   3   2   0   0   4
               Accounting
Minimum State Prerequisites: Take ACC-120
Minimum State Corequisites: None
Local Prerequisites: None

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for externam and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

ACC-150   Accounting Software   1   2   0   0   2
               Applications
Minimum State Prerequisites: Take One: ACC-115 or ACC-120
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

College Transfer: N/A

ACC-152   Advanced Software   1   2   0   0   2
               Applications
Minimum State Prerequisites: Take ACC-150
Minimum State Corequisites: None
Local Prerequisites: None

This course provides continued exposure to commercial accounting software and the opportunity to refine skills developed in ACC 150. Emphasis is placed on advanced applications of software packages. Upon completion, students should be able to use commercial software to complete complex accounting tasks.

College Transfer: N/A

AHR-110 Intro to Refrigeration   2   6   0   0   5
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

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

College Transfer: N/A

AHR-111   HVACR Electricity   2   2   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

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

College Transfer: N/A

AHR-112   Heating Technology   2   4   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

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

College Transfer: N/A

AHR-113   Comfort Cooling   2   4   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: AHR-110 and AHR-112

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

College Transfer: N/A

AHR-114   Heat Pump Technology   2   4   0   0   4
Minimum State Prerequisites: Take One: AHR-110 or AHR-113
Minimum State Corequisites: None
Local Prerequisites: None

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

College Transfer: N/A

AHR-120   HVACR Maintenance   1   3   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

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

College Transfer: N/A

AHR-130   HVAC Controls   2   2   0   0   3
Minimum State Prerequisites: Take One: AHR-111 or ELC-111
Minimum State Corequisites: None
Local Prerequisites: 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 analyis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

College Transfer: N/A

AHR-133   HVAC Servicing   2   6   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: Take One: AHR-112 or AHR-113
Local Prerequisites: None

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

College Transfer: N/A

AHR-140   All-Weather Systems   1   3   0   0   2
Minimum State Prerequisites: Take One: AHR-112 or AHR-113
Minimum State Corequisites: None
Local Prerequisites: None

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

College Transfer: N/A

AHR-151   HVAC Duct Systems I   1   3   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

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

College Transfer: N/A

ART-111   Art Appreciation   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

This is a Universal General Education Transfer Component (UGETC) course.

BIO-110   Principles of Biology   3   3   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequistes: DRE 097

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

This is a Universal General Education Transfer Component (UGETC) course.

BIO-112   General Biology II   3   3   0   0   4
Minimum State Prerequisites Take BIO-111
Minimum State Corequisites None
Local Prerequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

College Transfer This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

This is a Universal General Education Transfer Component (UGETC) course.

BIO-120   Introductory Botany   3   3   0   0   4
Minimum State Prerequisites: Take One: BIO-110 or BIO-111
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the CAA as a general education course in Natural Science.

BIO-130   Introductory Zoology   3   3   0   0   4
Minimum State Prerequisites: Take One: BIO-110 or BIO-111
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

BIO-163   Basic Anatomy &   4   2   0   0   5
           Physiology
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BIO-168   Anatomy and   3   3   0   0   4
           Physiology I
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BIO-169   Anatomy and   3   3   0   0   4
           Physiology II
Minimum State Prerequisites: Take BIO-168
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as matabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BIO-275   Microbiology   3   3   0   0   4
Minimum State Prerequisites: Take One: BIO-110, BIO-111, BIO-163, BIO-165, or BIO-168
Minimum State Corequisites: None
Local Prerequisites: None

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BPR-111   Blueprint Reading   1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

College Transfer: N/A

BPR-115   ELC/Fluid Power   1   2   0   0   2
           Diagrams
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate an understanding of, and draw sketches and schematics commonly used in industry.

College Transfer: N/A

BPR-130　Print Reading/　　　3　0　0　0　3
**　　　　　Construction**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.

College Transfer: N/A

BUS-110　Introduction to Business　3　0　0　0　3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

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.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BUS-115　Business Law I　　　3　0　0　0　3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

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.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BUS-121　Business Math　　　2　2　0　0　3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

College Transfer: N/A

BUS-137　Principles of　　　　3　0　0　0　3
**　　　　　Management**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

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.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BUS-230　Small Business　　　3　0　0　0　3
**　　　　　Management**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

College Transfer: N/A

BUS-260　Business　　　　　　3　0　0　0　3
**　　　　　Communication**
Minimum State Prerequisites: Take ENG-110 or ENG-111
Minimum State Corequisites: None
Local Prerequisites: BUS-110

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

College Transfer: N/A

BUS-270　Professional　　　　3　0　0　0　3
**　　　　　Development**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ENG-111

This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

College Transfer: N/A

CHM-151   General Chemistry I   3   3   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: CHM-090, DRE-097, DMA-010, DMA-020, DMA-030, DMA-040 and DMA-050

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM-152.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

CHM-152   General Chemistry II   3   3   0   0   4
Minimum State Prerequisites: Take CHM-151
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

CIS-110   Introduction to   2   2   0   0   3
               Computers
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-096

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative).

CIS-111   Basic PC Literacy   1   2   0   0   2
Minimum State: Prerequisites: None
Minimum State: Corequisites: None
Local Prerequisites: None

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

College Transfer: N/A

CIS-115   Intro to Prog & Logic   2   3   0   0   3
Minimum State Prerequisites: Take One Set:
    Set 1:   DMA-010, DMA-020, DMA-030 and DMA-040
    Set 2:   MAT-060 and MAT-070
    Set 3:   MAT-060 and MAT-080
    Set 4:   MAT-060 and MAT-090
    Set 5:   MAT-095
    Set 6:   MAT-120
    Set 7:   MAT-121
    Set 8:   MAT-161
    Set 9:   MAT-171
    Set 10: MAT-175
Minimum State Corequisites: None
Local Prerequisites: DRE-097

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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative).

CJC-100   Basic Law Enforcement   9   30   0   0   19
               Training
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination.

College Transfer: N/A

CJC-111   Intro to Criminal Justice   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

CJC-112   Criminology   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

College Transfer: N/A

CJC-113   Juvenile Justice   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

College Transfer: N/A

CJC-121   Law Enforcement   3   0   0   0   3
            Operations
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

CJC-131   Criminal Law   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

College Transfer: N/A

CJC-132   Court Procedure &   3   0   0   0   3
            Evidence
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

College Transfer: N/A

CJC-141 Corrections   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course covers the history, major philosophies, components, and current pracices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

CJC-212 Ethics & Comm Relations   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

College Transfer: N/A

CJC-214 Victimology   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

College Transfer: N/A

CJC-221 Investigative Principles   3   2   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

College Transfer: N/A

CJC-222 Criminalistics   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

College Transfer: N/A

CJC-231 Constitutional Law   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

College Transfer: N/A

CJC-232 Civil Liability   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

College Transfer: N/A

CJC-233   Correctional Law   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.

College Transfer: N/A

COM-231   Public Speaking   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ENG-111

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts (Substitute).

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts (Substitute).

This is a Universal General Education Transfer Component (UGETC) course.

COS-111   Cosmetology Concepts I   4   0   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-112
Local Prerequisites: None

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

College Transfer: N/A

COS-112   Salon I   0   24   0   0   8
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-111
Local Prerequisites: None

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

College Transfer: N/A

COS-113   Cosmetology Concepts II   4   0   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-114
Local Prerequisites: COS-111

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

College Transfer: N/A

COS-114   Salon II   0   24   0   0   8
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-113
Local Prerequisites: COS-112

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

College Transfer: N/A

COS-115   Cosmetology Concepts III   4   0   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-116
Local Prerequisites: COS-111

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

College Transfer: N/A

COS-116   Salon III   0   12   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-115
Local Prerequisites: COS-112

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

College Transfer: N/A

COS-117   Cosmetology Concepts IV   2   0   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-118
Local Prerequisites: COS-111, COS-113, and COS-115

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

College Transfer: N/A

COS-118   Salon IV   0   21   0   0   7
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-117
Local Prerequisites: COS-112, COS-114 and COS-116

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

College Transfer: N/A

CTS-115   Info Sys Business   3   0   0   0   3
**   Concepts**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: RED-090, ENG-095/095A or DRE-097

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

CTS-120   Hardware/Software   2   3   0   0   3
**   Support**
Minimum State Prerequisites: Take One: CIS-110 or CIS-111
Minimum State Corequisites: None
Local Prerequisites: None

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

College Transfer: N/A

CTS-130   Spreadsheet   2   2   0   0   3
Minimum State Prerequisites: Take One: CIS-110, CIS-111, or OST-137
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

College Transfer: N/A

**CTS-220   Adv Hard/Software   2   3   0   0   3
Support**

Minimum State Prerequisites: Take CTS-120
Minimum State Corequisites: None
Local Prerequisites: None

This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.

College Transfer: N/A

CTS-230   Advanced Spreadsheet   2   2   0   0   3

Minimum State Prerequisites: Take CTS-130
Minimum State Corequisites: None
Local Prerequisites: None

This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.

College Transfer: N/A

**CTS-285   Systems Analysis &   3   0   0   0   3
Design**

Minimum State Prerequisites: Take CIS-115
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

College Transfer: N/A

CTS-289   System Support Project   1   4   0   0   3

Minimum State Prerequisites: Take CTS-285
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.

College Transfer: N/A

CUL-110   Sanitation & Safety   2   0   0   0   2

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam.

College Transfer: N/A

CUL-120   Purchasing   2   0   0   0   2

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications and software applications. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

College Transfer: N/A

CUL-135   Food & Beverage Service 2   0   0   0   2

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages.

College Transfer: N/A

CUL-140   Culinary Skills I   2   6   0   0   5

Minimum State Prerequisites: None
Minimum State Corequisites: Take CUL-110
Local Prerequisites: None

This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the foodservice industry.

College Transfer: N/A

CUL-160 Baking I   1   4   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites; Take CUL-110
Local Prerequisites: None

This course covers basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products.

College Transfer: N/A

CUL-170 Garde Manger I   1   4   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: Take CUL-110
Local Prerequisites: None

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to present a cold food display and exhibit an understanding of the cold kitchen and its related terminology.

College Transfer: N/A

CUL-230 Global Cuisines   1   8   0   0   5
Minimum State Prerequisites: Take All: CUL-110 and CUL-140
Minimum State Corequisites: None
Local Prerequisites: None

This course provides practical experience in the planning, preparation, and presentation of representative foods from a variety of world cuisines. Emphasis is placed on indigenous ingredients and customs, nutritional concerns, and cooking techniques. Upon completion, students should be able to research and execute a variety of international and domestic menus.

College Transfer: N/A

CUL-240 Advanced Culinary Skills 1   8   0   0   5
Minimum State Prerequisites: Take CUL-140
Minimum State Corequisites: None
Local Prerequisites: None

This course is a continuation of CUL 140. Emphasis is placed on meat fabrication and butchery; vegetable, starch, and protein cookery; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

College Transfer: N/A

CUL-250 Classical Cuisine   1   8   0   0   5
Minimum State Prerequisites: Take All: CUL-110, CUL-140, and CUL-240
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to reinforce the classical culinary kitchen. Topics include the working Grand Brigade of the kitchen, signature dishes and classical banquets. Upon completion, students should be able to demonstrate competence in food preparation in a classical/upscale restaurant or banquet setting.

College Transfer: N/A

CUL-260 Baking II   1   4   0   0   3
Minimum State Prerequisites: Take CUL-160
Minimum State Corequisites: None
Local Prerequisites: None

This course is a continuation of CUL 160. Topics include specialty breads, pastillage, marzipan, chocolate, pulled-sugar, confections, classic desserts, pastries, and cake decorating. Upon completion, students should be able to demonstrate pastry preparation and plating, cake decorating, and show-piece production skills.

College Transfer: N/A

CUL-283 Farm-to-Table   2   6   0   0   5
Minimum State Prerequisites: Take CUL-110 and CUL-140
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces students to the cooperation between sustainable farmers and food service operations. Emphasis is placed on environmental relationships, including how food are grown, processed and distributed, as well as related implications on quality and sustainability. Upon completion students should be able to demonstrate an understanding of environmental stewardship and its impact on cuisine.

College Transfer: N/A

DBA-110 Database Concepts   2   3   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: CIS-110 or CIS-111

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

College Transfer: N/A

DBA-115 Database Applications 2 2 0 0 3
Minimum State Prerequisites: Take DBA-110
Minimum State Corequisites: None
Local Prerequisites: None

This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.

College Transfer: N/A

DFT-119 Basic CAD 1 2 0 0 2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

College Transfer: N/A

ECO-151 Survey of Economics 3 0 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course for those who have not received credit for ECO-251 or ECO-252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

ECO-251 Prin of Microeconomics 3 0 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-097

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

This course is a Universal General Education Transfer Component (UGETC) course.

ECO-252 Prin of Macroeconomics 3 0 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-097

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

This course is a Universal General Education Transfer Component (UGETC) course.

EDU-119   Intro to Early Child   4   0   0   0   4
**   Education**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

EDU-131   Child, Family, &   3   0   0   0   3
**   Community**
Minimum State Prerequisites: None
Minimum State Corequisites: DRE-097
Local Prerequisites: DRE-097

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.

College Transfer: N/A

EDU-144   Child Development I   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: DRE-097
Local Prerequisite: DRE 097

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

College Transfer: N/A

EDU-145   Child Development II   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: DRE-097
Local Prerequisite: DRE-097

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

College Transfer: N/A

EDU-146   Child Guidance   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: DRE-097
Local Prerequisites: DRE 097

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.

College Transfer: N/A

EDU-151   Creative Activities   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: DRE-097
Local Prerequisites: DRE-097

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.

College Transfer: N/A

EDU-153   Health, Safety & Nutrition   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: DRE-097
Local Prerequisites: DRE-097

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.

College Transfer: N/A

EDU-221   Children with   3   0   0   0   3
            Exceptionalities
Minimum State Prerequisites: Take one set:
   Set 1:   EDU-144 and EDU-145
   Set 2:   PSY-244, and PSY-245
Minimum State Corequisites: DRE-098
Local Prerequisite: DRE-098

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.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement at select institutions.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

EDU-234   Infants, Toddlers, & Twos   3   0   0   0   3
Minimum State Prerequisites: EDU-119
Minimum State Corequisites: DRE-098
Local Prerequisites: DRE-098

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.

College Transfer: N/A

EDU-250   Praxis I Preparation   1   0   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: DRE-098
Local Prerequisites: ENG-111 and MAT-143

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.

College Transfer: N/A

EDU-259   Curriculum Planning   3   0   0   0   3
Minimum State Prerequisites: EDU-119
Minimum State Corequisites: DRE-098
Local Prerequisites: DRE-098

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.

College Transfer: N/A

EDU-261   Early Childhood   3   0   0   0   3
            Administration I
Minimum State Prerequisites: None
Minimum State Corequisites: EDU-119 and DRE-098
Local Prerequisites: DRE-098

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.

College Transfer: N/A

EDU-262   Early Childhood   3   0   0   0   3
             Administration II
Minimum State Prerequisites: EDU-261
Minimum State Corequisites: EDU-119 and DRE-098
Local Prerequisites: DRE-098

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

College Transfer: N/A

EDU-271   Educational Technology   2   2   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: DRE-098
Local Prerequisites: DRE-098 and CIS-110

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.

College Transfer: N/A

EDU-280   Language & Literacy   3   0   0   0   3
             Experiences
Minimum State Prerequisites: None
Minimum State Corequisites: DRE-098
Local Prerequisites: DRE-098

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.

College Transfer: N/A

EDU-284   Early Child Capstone   1   9   0   0   4
             Practice
Minimum State Prerequisites: Take One Set:
   Set 1:   EDU-119, EDU-144, EDU-145, EDU-146 and EDU-151
   Set 2:   EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151
   Set 3:   EDU-119, PSY-245, EDU-144, EDU-146, and EDU-151
   Set 4:   EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151
Minimum State Corequisites: DRE-098
Local Prerequisites: DRE-098

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.

College Transfer: N/A

ELC-112   DC/AC Electricity   3   6   0   0   5
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.

College Transfer: N/A

ELC-113   Residential Wiring   2   6   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

College Transfer: N/A

ELC-114   Commercial Wiring   2   6   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELC-113

This course provides instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations.

College Transfer: N/A

ELC-117   Motors and Controls   2   6   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

College Transfer: N/A

ELC-118   National Electrical Code   1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

College Transfer: N/A

ELC-128   Intro to Programmable   2   3   0   0   3
              Logic Controllers
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

College Transfer: N/A

ELC-220   Photovoltaic Sys Tech   2   3   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Take ELN-229

This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.

College Transfer: N/A

ELC-228   Programmable Logic   2   6   0   0   4
              Controllers Applications Project
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELC-128

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

College Transfer: N/A

ELC-229   Applications Project   1   3   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELN-229, ELN-232, ELC-228 and ELC-117

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

College Transfer: N/A

ELN-133   Digital Electronics   3   3   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AD/DA conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

College Transfer: N/A

ELN-229   Industrial Electronics   3   3   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELC-112, ELC-131 or ELC-140

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/ or troubleshoot these devices for proper operation in an industrial electronic circuit.

College Transfer: N/A

ELN-231   Industrial Controls   2   3   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELN-229

This course introduces the fundamental concepts of control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret schematics and demonstrate an understanding of electromechanical and electronic control of rotating machinery.

College Transfer: N/A

ELN-232   Intro to Microprocessors   3   3   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: ELN-133

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

College Transfer: N/A

ELN-275   Troubleshooting   1   3   0   0   2
Minimum State Prerequisites: ELN-229
Minimum State Corequisites: None
Local Prerequisites: None

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

College Transfer: N/A

EMS-110   EMT   6   6   0   0   8
Minimum State Prerequisites None
Minimum State Corequisites: None
Local Prerequistes: DRE 098

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

College Transfer: N/A

EMS-120   Advanced EMT   4   6   0   0   6
Minimum State Prerequisites: Take EMS-110
Minimum State Corequisites: Take EMS-121
Local Prerequisites: None

This course is designed to provide the essential information on interventions/treatments appropriate to the Advanced EMT and is required for Advanced EMT certification. Topics include airway management, automatic external defibrillation, cardiac electrophysiology, vascular access, acid-base balance, pharmacology, medical emergencies, traumatic injuries, and fluids and electrolytes. Upon completion, students should be able to properly obtain vascular access, manage medical and trauma patients, utilize simple and advanced airways, and correctly interpret arterial blood gases.

College Transfer: N/A

EMS-121   AEMT Clinical Practicum   0   0   6   0   2
Minimum State Prerequisites: Take EMS-110
Minimum State Corequisites: Take EMS-120
Local Prerequisites: None

This course provides the hospital and field internship/clinical experiences required in preparation for the Advanced EMT certification. Emphasis is placed on performing patient assessments, treatments, and interactions appropriate at the Advanced EMT level of care. Upon completion, students should be able to demonstrate competence at the Advanced EMT skill level.

College Transfer: N/A

EMS-122   EMS Clinical Practicum I   0   0   3   0   1
Minimum State Prerequisites: Take EMS-110
Minimum State Corequisites: Take EMS-130
Local Prerequisites: None

This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competence with fundamental paramedic level skills.

College Transfer: N/A

EMS-130   Pharmacology   3   3   0   0   4
Minimum State Prerequisites: Take EMS-110
Minimum State Corequisites: Take EMS-122
Local Prerequisites: None

This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

College Transfer: N/A

EMS-131   Advanced Airway   1   2   0   0   2
                  Management
Minimum State Prerequisites: Take EMS-110
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics include respiratory anatomy and physiology, airway/ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

College Transfer: N/A

EMS-160   Cardiology I   1   3   0   0   2
Minimum State Prerequisites: Take EMS-110
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and basic rhythm interpretation in the monitoring leads. Upon completion, students should be able to recognize and interpret basic rhythms.

College Transfer: N/A

EMS-220   Cardiology II   2   3   0   0   3
Minimum State Prerequisites: Take All: EMS-122, EMS-130, and EMS-160
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, application and interpretation of advanced electrocardiography utilizing the twelve-lead ECG, cardiac pharmacology, and patient care. Upon completion, students should be able to assess and treat patients utilizing American Heart Association guidelines.

College Transfer: N/A

EMS-221   EMS Clinical Practicum II   0   0   6   0   2
Minimum State Prerequisites: Take All: EMS-122 and EMS-130
Minimum State Corequisites: None
Local Prerequisites: None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

College Transfer: N/A

EMS-231   EMS Clinical Pract III   0   0   9   0   3
Minimum State Prerequisites: Take All: EMS-130 and EMS-221
Minimum State Corequisites: None
Local Prerequisites: None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

College Transfer: N/A

EMS-240   Patients W/ Special   1   2   0   0   2
                  Challenges
Minimum State Prerequisites: Take All: EMS-122 and EMS-130
Minimum State Corequisites: None
Local Prerequisites: None

This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.

College Transfer: N/A

EMS-241   EMS Clinical Practicum IV   0   0   12   0   4
Minimum State Prerequisites: Take All: EMS-130 and EMS-231
Minimum State Corequisites: None
Local Prerequisites: None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.

College Transfer: N/A

EMS-250   Medical Emergencies   3   3   0   0   4
Minimum State Prerequisites: Take All: EMS-122 and EMS-130
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.

College Transfer: N/A

EMS-260   Advanced Trauma   1   3   0   0   2
          Emergencies
Minimum State Prerequisites: Take One Set:
Set 1: EMS-120, EMS-121, EMS-130, and EMS-131
Set 2: EMS-120, EMS-122, EMS-130, and EMS-131
Minimum State Corequisites: None
Local Prerequisites: None

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include hemorrhage control, shock, burns, and trauma to head, spine, soft tissue, thoracic, abdominal, and musculoskeletal areas with case presentations utilized for special problems situations. Upon completion, students should be able to recognize and manage trauma situations based upon patient impressions and should meet requirements of BTLS or PHTLS courses.

College Transfer: N/A

EMS-270   Life Span Emergencies   2   3   0   0   3
Minimum State Prerequisites: Take All: EMS-122 and EMS-130
Minimum State Corequisites: None
Local Prerequistes: None

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.

College Transfer: N/A

ENG-102   Applied   3   0   0   0   3
          Communications II
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-096

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.

College Transfer: N/A

ENG-110   Freshman Composition   3   0   0   0   3
Minimum State Prerequisites: Take: DRE-097
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers.

College Transfer: N/A

ENG-111   Writing and Inquiry   3   0   0   0   3
Minimum State Prerequisites: Take DRE-098
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition.

This course has been approved for transfer under the ICAA as a general education course in English Composition.

This is a Universal General Education Transfer Component (UGETC) course.

ENG-112   Writing/Research in the   3   0   0   0   3
            Disciplines
Minimum State Prerequisites: Take ENG-111
Minimum State Corequisites: None
Local Prerequistes: None

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition.

This course has been approved for transfer under the ICAA as a general education course in English Composition.

This is a Universal General Education Transfer Component (UGETC) course.

ENG-115   Oral Communication   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

College Transfer: N/A

ENG-231   American Literature I   3   0   0   0   3
Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114
Minimum State Corequisites: None
Local Prerequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

This is a Universal General Education Transfer Component (UGETC) course.

ENG-232   American Literature II   3   0   0   0   3
Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114
Minimum State Corequisites: None
Local Prerequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

This is a Universal General Education Transfer Component (UGETC) course.

ENG-261   World Literature I   3   0   0   0   3
Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

HEA-112   First Aid & CPR   1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

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.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

HIS-111   World Civilizations I   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

This is a Universal General Education Transfer Component (UGETC) course.

HIS-112   World Civilizations II   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

This is a Universal General Education Transfer Component (UGETC) course.

HIS-131   American History I   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

This is a Universal General Education Transfer Component (UGETC) course.

HIS-132   American History II   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

This is a Universal General Education Transfer Component (UGETC) course.

HRM-245   Human Resource   3   0   0   0   3
**   Management-Hospitality**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces a systematic approach to human resource management in the hospitality industry. Topics include training/development, staffing, selection, hiring, recruitment, evaluation, benefit administration, employee relations, labor regulations/laws, discipline, motivation, productivity, shift management, contract employees and organizational culture. Upon completion, students should be able to apply human resource management skills for the hospitality industry.

College Transfer: N/A

HSC-110   Orientation to Health   1   0   0   0   1
**   Careers**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course is a survey of health care professions. Topics include professional duties and responsibilities, working environments, and career choices. Upon completion, students should be able to demonstrate an understanding of the health care professions and be prepared to make informed career choices. Additional topics will include legal and ethical issues, clinical communication and trends in health care.

College Transfer: N/A

HSC-120   CPR   0   2   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers the basic knowledge and skills for the performance of infant, child, and adult CPR and the management of foreign body airway obstruction. Emphasis is placed on recognition, assessment, and proper management of emergency care. Upon completion, students should be able to perform infant, child, and adult CPR and manage foreign body airway obstructions.

College Transfer: N/A

HYD-110   Hydraulics/Pneumatics I   2   3   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

College Transfer: N/A

ISC-110   Workplace Safety   1   0   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the basic concepts of workplace safety. Topics include fire, ladders, lifting, lock-out/tag-out, personal protective devices, and other workplace safety issues related to OSHA compliance. Upon completion, students should be able to demonstrate an understanding of the components of a safe workplace.

College Transfer: N/A

MAT-110   Math Measurement &   2   2   0   0   3
                 Literacy
Minimum State Prerequisites: Take All: DMA-010, DMA-020, and DMA-030
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

College Transfer: N/A

MAT-143   Quantitative Literacy   2   2   0   0   3
Minimum State Prerequisites: Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative).

This is a Universal General Education Transfer Component (UGETC) course.

MAT-152   Statistical Methods I   3   2   0   0   4
Minimum State Prerequisites: Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative).

This is a Universal General Education Transfer Component (UGETC) course.

MAT-171   Precalculus Algebra   3   2   0   0   4

Minimum State Prerequisites: Take One Set:
  Set 1:   DMA-010, DMA-020, DMA-030, DMA-040, DMA-050,
           DMA-060, DMA-070, DMA-080
  Set 2:   MAT-121
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

This course has been approved for transfer under the ICAA as a general education course in Mathematics.

This is a Universal General Education Transfer Component (UGETC) course.

MAT-172   Precalculus Trigonometry 3   2   0   0   4

Minimum State Prerequisites: Take MAT-171
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

This course has been approved for transfer under the ICAA as a general education course in Mathematics.

This is a Universal General Education Transfer Component (UGETC) course.

MAT-271   Calculus I   3   2   0   0   4

Minimum State Prerequisites: Take: MAT-172
Minimum State Corequisites: None
Local Prerequistes: None

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

This course has been approved for transfer under the ICAA as a general education course in Mathematics.

MAT-272   Calculus II   3   2   0   0   4

Minimum State Prerequisites: Take MAT-271
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics.

MEC-110   Intro to CAD/CAM   1   2   0   0   2

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

College Transfer: N/A

MEC-111   Machine Processes I   1   4   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

College Transfer: N/A

MEC-276   Capstone Design   0   3   0   0   1
**   Project**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Take All; BPR-111, ELC-117, ELC-228, ELN-229, HYD-110, MEC-110, MEC-111 MNT-110, and WLD-112

This course provides an opportunity for students to utilize all facets of their educational experience to solve an engineering design problem in a multi-disciplinary environment. Competencies demonstrated include project planning and organization, engineering analysis and design, selection of materials and processes, economic analysis, communication, and project documentation. Upon completion, students should be able to demonstrate the ability to complete a comprehensive design project, concluding with a formal report.

College Transfer: N/A

MED-120   Survey of Medical   2   0   0   0   2
**   Terminology**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.

College Transfer: N/A

MED-121   Medical Terminology I   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

College Transfer: N/A

MED-122   Medical Terminology II   3   0   0   0   3
Minimum State Prerequisites: Take MED-121
Minimum State Corequisites: None
Local Prerequisites: None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

College Transfer: N/A

MED-130   Admin Office Procedures I 1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

College Transfer: N/A

MED-131   Admin Office Proc II   1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

College Transfer: N/A

MED-140   Exam Room Procedures I   3   4   0   0   5
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

College Transfer: N/A

MED-150   Laboratory Procedures I   3   4   0   0   5
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

College Transfer: N/A

MED-230   Admin Office Proc III   1   2   0   0   2
Minimum State Prerequisites: Take MED-131
Minimum State Corequisites: None
Local Prerequisites: None

This course provides advanced medical office administrative procedures. Emphasis is placed on management skills including personnel supervision, practice management, public relations, and insurance coding. Upon completion, students should be able to exhibit advanced managerial medical assisting skills.

College Transfer: N/A

MED-240   Exam Room Procedures II   3   4   0   0   5
Minimum State Prerequisites: Take MED-140
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.

College Transfer: N/A

MED-250   Laboratory Procedures II   3   4   0   0   5
Minimum State Prerequisites: Take MED-150
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to expand and build on skills presented in MED 150. Emphasis is placed on increasing proficiency in laboratory skills used in the medical setting. Upon completion, students should be able to demonstrate enhanced competence in selected medical laboratory procedures.

College Transfer: N/A

MED-260   MED Clinical Practicum   0   0   15   0   5
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

College Transfer: N/A

MED-264   Med Assisting Overview   2   0   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

College Transfer: N/A

MED-270   Symptomatology   2   2   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

College Transfer: N/A

MED-272   Drug Therapy   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

College Transfer: N/A

MED-274   Diet Therapy/Nutrition   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the basic principles of nutrition as they relate to health and disease. Topics include basic nutrients, physiology, dietary deficiencies, weight management, and therapeutic nutrition in wellness and disease. Upon completion, students should be able to interpret clinical and dietary data and provide patient counseling and education.

College Transfer: N/A

MKT-120   Principles of Marketing   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

MNT-110   Intro to Maintenance   1   3   0   0   2
            Procedures
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

College Transfer: N/A

MNT-263   Electrical-Pneumatic   2   4   0   0   4
            Components
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: HYD-110, ELC-117, ELC-128

This course introduces principles and practical applications of electrical/pneumatic control systems and primary control devices incorporated in those systems. Emphasis is placed on reading and interpreting ladder diagrams, building control circuits, and troubleshooting valves, switches, and sensors. Upon completion, students should be able to design, build, and troubleshoot basic electro-pneumatic control systems.

College Transfer: N/A

MUS-110   Music Appreciation   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE 097

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

This is a Universal General Education Transfer Component (UGETC) course.

NAS-101   Nursing Assistant I   3   4   3   0   6
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

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 Nursing Assistant I with the North Carolina Nurse Aide I Registry.

College Transfer: N/A

NAS-102   Nursing Assistant II   3   2   6   0   6
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites NA I with the State of North Carolina

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.

College Transfer: N/A

NAS-103   Home Health Care   2   0   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: NA I with the State of North Carolina

This course covers 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.

College Transfer: N/A

NET-110   Networking Concepts   2   2   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

NOS-110   Operating Systems   2   3   0   0   3
                Concepts
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

College Transfer: N/A

NOS-120   Linux/UNIX Single User   2   2   0   0   3
Minimum State Prerequisites: Take One: NOS-110, CET-211 or CTI-130
Minimum State Corequisites: None
Local Prerequisites: None

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

College Transfer: N/A

NOS-130   Windows Single User   2   2   0   0   3
Minimum State Prerequisites: Take One: NOS-110, CET-211 or CTI-130
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

College Transfer: N/A

NOS-230   Windows Admin I   2   2   0   0   3
Minimum State Prerequisites: Take NOS-130
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

NUR-101   Practical Nursing I   7   6   6   0   11
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: CNA-1 and BIO-168
Local Corequisites: BIO-169 and ENG-111

This course introduces concepts as related to the practical nurse's caregiver and discipline- specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/ maintain/restore optimum health for diverse clients throughout the life span.

College Transfer: N/A

NUR-102   Practical Nursing II   8   0   12   0   12
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: NUR-101
Local Corequisites: PSY-150

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/ illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/ maintain/restore optimum health for diverse clients throughout the life span.

College Transfer: N/A

NUR-103   Practical Nursing III   6   0   12   0   10
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: NUR-102

This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span.

College Transfer: N/A

NUR-111   Intro to Health Concepts   4   6   6   0   8
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: CNA-I and BIO-168
Local Corequisites: BIO-169 and ENG-111

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

College Transfer: N/A

NUR-112   Health-Illness Concepts   3   0   6   0   5
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-111
Local Corequisites: BIO-275, 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.

College Transfer: N/A

NUR-113   Family Health Concepts   3   0   6   0   5
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-112 and NUR-114
Local Corequisites: ENG-112 or 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.

College Transfer: N/A

NUR-114   Holistic Health Concepts   3   0   6   0   5
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites:
Local Prerequisites: NUR-111
Local Corequisites: BIO-275, 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.

College Transfer: N/A

NUR-117   Pharmacology   1   3   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: CNA-I and BIO-168
Local Corequisites: BIO-169 and ENG-111

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmocokinetics, routes of medication administration, contraindications and side effects.Upon completion, students should be able to compute dosages and administer medication safely.

College Transfer: N/A

NUR-133   Nursing Assessment   2   3   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: CNA-I and BIO-168
Local Corequisites: BIO-169 and ENG-111

This course provides theory and application experience for performing nursing assessment of individuals. Emphasis is placed on interviewing and physical assessment techniques and documentation of findings appropriate for nursing. Upon completion, students should be able to complete a health history and perform a non-invasive physical assessment.

College Transfer: N/A

NUR-211   Health Care Concepts   3   0   6   0   5
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-113
Local Corequisites: 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.

College Transfer: N/A

NUR-212   Health System Concepts   3   0   6   0   5
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-113
Local Corequisites: 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

College Transfer: N/A

NUR-213   Complex Health   4   3   15   1   0
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: Take All: NUR-112, NUR-113, NUR-114, NUR-211, and NUR-212
Local Prerequisites: NUR-112 and NUR -212
Local Corequisites: Humanities/Fine Arts Elective

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

College Transfer: N/A

NUT-110   Nutrition   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: 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 nutrition. Upon completion, students should be able to apply basic nutritional concepts as they relate to health and well being.

College Transfer: N/A

OST-131   Keyboarding   1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: OST-080

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.

College Transfer: N/A

OST-132   Keyboard Skill Building   1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Take OST-131

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.

College Transfer: N/A

OST-134   Text Entry & Formatting   2   2   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: OST-131

This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability.

College Transfer: N/A

**OST-135   Advanced Text Entry &   3   2   0   0   4
                   Format**
Minimum State Prerequisites: Take OST-134
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on advanced document production. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation.

College Transfer: N/A

OST-136   Word Processing   2   2   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

College Transfer: N/A

**OST-141   Medical Terms I-Med   3   0   0   0   3
                   Office**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

College Transfer: N/A

**OST-142   Medical Terms II-Med   3   0   0   0   3
                   Office**
Minimum State Prerequisites: Take OST-141
Minimum State Corequisites: None
Local Prerequisites: None

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

College Transfer: N/A

**OST-148   Medical Coding Billing   3   0   0   0   3
                   & Insurance**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

OST-149   Medical Legal Issues   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

College Transfer: N/A

**OST-164   Text Editing   3   0   0   0   3
                   Applications**
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

College Transfer: N/A

OST-184   Records Management   2   2   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

College Transfer: N/A

OST-223   Admin Office   2   2   0   0   3
            Transcript I
Minimum State Prerequisites: Take One Set:
  Set 1:   OST-134 and OST-164
  Set 2:   OST-136 and OST-164
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

OST-243   Med Office Simulation   2   2   0   0   3
Minimum State Prerequisites: Take OST-148
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

College Transfer: N/A

OST-289   Administrative Office Mgt 2   2   0   0   3
Minimum State Prerequisites: Take One Set:
  Set 1:   OST-134 and OST-164
  Set 2:   OST-136 and OST-164
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

PED-110   Fit and Well for Life   1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

PED-117   Weight Training I   0   3   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course

PED-118   Weight Training II   0   3   0   0   1
Minimum State Prerequisites: Take PED-117
Minimum State Corequisites: None
Local Prerequisites: None

This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

PED-120   Walking for Fitness   0   3   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

PHI-215   Philosophical Issues   3   0   0   0   3
Minimum State Prerequisites: Take ENG-111
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

This is a Universal General Education Transfer Component (UGETC) course.

PHI-240   Introduction to Ethics   3   0   0   0   3
Minimum State Prerequisites: Take ENG-111
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

This is a Universal General Education Transfer Component (UGETC) course.

PHY-110   Conceptual Physics   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE -097

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

College Transfer This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

This is a Universal General Education Transfer Component (UGETC) course.

PHY-110A Conceptual Physics Lab   0   2   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: Take PHY-110
Local Prerequisites: None

This course is a laboratory for PHY-110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY-110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY-110.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.
This course has been approved for transfer under the ICAA as a general education course in Natural Science.

This is a Universal General Education Transfer Component (UGETC) course.

PHY-151   College Physics I   3   2   0   0   4
Minimum State Prerequisites: Take One: MAT-161, MAT-171, or MAT-175
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

PHY-152   College Physics II   3   2   0   0   4
Minimum State Prerequisites: Take PHY-151
Minimum State Corequisites: None
Local Prerequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

This course has been approved for transfer under the ICAA as a general education course in Natural Science.

PLU-111   Intro to Basic Plumbing   1   3   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

College Transfer: N/A

POL-120   American Government   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

This is a Universal General Education Transfer Component (UGETC) course.

PSY-118   Interpersonal Psychology 3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

College Transfer: N/A

PSY-150   General Psychology   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

This course is a Universal General Education Transfer Component (UGETC) course.

RAD-110   Rad Intro & Patient Care   2   3   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: Take All: RAD-111 and RAD-151
Local Prerequisites: Admission into the Radiography Program

This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.

College Transfer: N/A

RAD-111   RAD Procedures I   3   3   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: Take All: RAD-110 and RAD-151
Local Prerequisites: Admission into the Radiography Program

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.

College Transfer: N/A

RAD-112   RAD Procedures II   3   3   0   0   4
Minimum State Prerequisites: Take All: RAD-110, RAD-111, and RAD-151
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: RAD-122, RAD-161

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

College Transfer: N/A

RAD-121   Radiographic Imaging I   2   3   0   0   3
Minimum State Prerequisites: Take All: RAD-110, RAD-111, and RAD-151
Minimum State Corequisites: RAD-112 and RAD-161
Local Prerequisites: 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.

College Transfer: N/A

RAD-122   Radiographic Imaging II   1   3   0   0   2
Minimum State Prerequisites: Take All: RAD-112, RAD-121, and RAD-161
Minimum State Corequisites: Take All: RAD-131, and RAD-171
Local Prerequisites: None

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.

College Transfer: N/A

RAD-131   Radiographic Physics I   1   3   0   0   2
Minimum State Prerequisites: RAD-121
Minimum State Corequisites: RAD-122 and RAD-171
Local Prerequisites: None

This course introduces the fundamental principles of physics that underlie diagnostic X-ray production and radiography. Topics include electromagnetic waves, electricity and magnetism, electrical energy, and power and circuits as they relate to radiography. Upon completion, students should be able to demonstrate an understanding of basic principles of physics as they relate to the operation of radiographic equipment.

College Transfer: N/A

RAD-151   RAD Clinical Education I   0   0   6   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: Take All: RAD-110 and RAD-111
Local Prerequisites: None

This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

College Transfer: N/A

RAD-161   RAD Clinical Education II   0   0   15   0   5
Minimum State Prerequisites: Take All: RAD-110, RAD-111, and RAD-151
Minimum State Corequisites: Take All: RAD-112 and RAD-121
Local Prerequisites: None

This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

College Transfer: N/A

RAD-171   RAD Clinical Ed III   0   0   12   0   4
Minimum State Prerequisites: Take All: RAD-112, RAD-121, and RAD-161
Minimum State Corequisites: Take All: RAD-122 and RAD-131
Local Prerequisites: None

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.

College Transfer: N/A

RAD-211   RAD Procedures III   2   3   0   0   3
Minimum State Prerequisites: Take RAD-122, RAD-131 and RAD-171
Minimum State Corequisites: Take All: RAD-231, RAD-241, and RAD-251
Local Prerequisites: None

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.

College Transfer: N/A

RAD-231   Radiographic Physics II   1   3   0   0   2

Minimum State Prerequisites: Take One: RAD-131 or RAD-171
Minimum State Corequisites: RAD-211, RAD-241 and RAD-251
Local Prerequisites: 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.

College Transfer: N/A

RAD-241   Radiobiology/Protection 2   0   0   0   2

Minimum State Prerequisites: Take All: RAD-122, RAD-131, and RAD-171
Minimum State Corequisites: Take All: RAD-211, RAD-231, and RAD-251
Local Prerequisites: None

This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

College Transfer: N/A

RAD-245   Image Analysis   1   3   0   0   2

Minimum State Prerequisites: Take All: RAD-211, RAD-231, RAD-241, and RAD-251
Minimum State Corequisites: Take RAD-261 and RAD-271
Local Prerequisites: None

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.

College Transfer: N/A

RAD-251   RAD Clinical Education IV 0   0   21   0   7

Minimum State Prerequisites: Take All: RAD-122, RAD-131, and RAD-171
Minimum State Corequisites: Take All: RAD-211, RAD-231, and RAD-241
Local Prerequisites: None

This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

College Transfer: N/A

RAD-261   RAD Clinical Education V   0   0   21   0   7

Minimum State Prerequisites: Take RAD-251
Minimum State Corequisites: Take RAD-245 and RAD-271
Local Prerequisites: None
Local Corequisites: RAD-271

This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

College Transfer: N/A

RAD-271   Radiography Capstone   0   3   0   0   1

Minimum State Prerequisites: Take All: RAD-211, RAD-231, RAD-241, and RAD-251
Minimum State Corequisites: Take All: RAD-245, and RAD-261
Local Prerequisites: None

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 demonstrat the knowledge required of an entry-level radiographer.

College Transfer: N/A

RCP-110   Intro to Respiratory Care 3   3   0   0   4

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: BIO-168, BIO-169, ENG-111, MAT-143
Local Corequisites: BIO-275, ENG-112, Humanities/Fine Arts Elective

This course introduces the 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.

College Transfer: N/A

RCP-111   Therapeutics/Diagnostics 4   3   0   0   5

Minimum State Prerequisites: Take RCP-110
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: PSY-150

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.

College Transfer: N/A

RCP-114   C-P Anatomy & Physiology 3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Nones

This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.

College Transfer: N/A

RCP-115   C-P Pathophysiology   2   0   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

RCP-122   Special Practice Lab   0   2   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

College Transfer: N/A

RCP-133   RCP Clinical Practice I   0   0   9   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: Take RCP-110
Local Prerequisites: None

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

College Transfer: N/A

RCP-142   RCP Clinical Practice II   0   0   6   0   2
Minimum State Prerequisites: Take RCP-110
Minimum State Corequisites: Take RCP-111
Local Prerequisites: RCP-133

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

College Transfer: N/A

RCP-158   RCP Clinical Practice III   0   0   24   0   8
Minimum State Prerequisites: Take RCP-111
Minimum State Corequisites: None
Local Prerequisites: None

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

College Transfer: N/A

RCP-210   Critical Care Concepts   3   3   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Successful completion of two semesters of the Respiratory Therapy program.

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.

College Transfer: N/A

RCP-211   Advanced Monitoring/   3   3   0   0   4
             Procedures
Minimum State Prerequisites: Take RCP-210
Minimum State Corequisites: None
Local Prerequisites: 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.

College Transfer: N/A

RCP-214   Neonatal/Peds   1   3   0   0   2
Respiratory Care
Minimum State Prerequisites: Take RCP-111
Minimum State Corequisites: None
Local Prerequisites: 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 and laboratory evaluations.

College Transfer: N/A

RCP-215   Career Prep-Adv Level   0   3   0   0   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Successful completion of four semesters of the Respiratory Therapy program.

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.

College Transfer: N/A

RCP-238   RCP Clinical Practice IV   0   0   24   0   8
Minimum State Prerequisites: Take RCP-111
Minimum State Corequisites: Take RCP-210
Local Prerequisites: RCP-214

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.

College Transfer: N/A

REL-110   World Religions   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

REL-211   Intro to Old Testament   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

REL-212   Intro to New Testament   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

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.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

REL-221   Religion in America   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

SEC-110   Security Concepts   2   2   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

College Transfer: N/A

SOC-210   Introduction to Sociology   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

This is a Universal General Education Transfer Component (UGETC) course.

SOC-213   Sociology of the Family   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

SPA-111   Elementary Spanish I   3   0   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

SPA-112   Elementary Spanish II   3   0   0   0   3
Minimum State Prerequisites: Take SPA-111
Minimum State Corequisites: None
Local Prerequisites: None

This course is a continuation of SPA-111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

SUR-110   Intro to Surgical   3   0   0   0   3
**   Technology**
Minimum State Prerequisites: None
Minimum State Corequisites: Take SUR-111
Local Prerequisites: Admission into the Surgical Technology Program and BIO-168

This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology.

College Transfer: N/A

SUR-111   Periop Patient Care   5   6   0   0   7
Minimum State Prerequisites: None
Minimum State Corequisites: Take SUR-110
Local Prerequisites: Admission into the Surgical Technology Program

This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment.

College Transfer: N/A

SUR-122   Surgical Procedures I   5   3   0   0   6
Minimum State Prerequisites: Take All: SUR-110 and SUR-111
Minimum State Corequisites: Take One: SUR-123 or STP-101
Local Prerequisites: None

This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

College Transfer: N/A

SUR-123   Surgical Clinical   0   0   21   0   7
**   Practice I**
Minimum State Prerequisites: Take All: SUR-110 and SUR-111
Minimum State Corequisites: Take SUR-122
Local Prerequisites: None

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

College Transfer: N/A

SUR-134   Surgical Procedures II   5   0   0   0   5
Minimum State Prerequisites: Take One: SUR-123 or STP-101
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

College Transfer: N/A

SUR-135   SUR Clinical Practice II   0   0   12   0   4
Minimum State Prerequisites: Take SUR-123
Minimum State Corequisites: Take SUR-134
Local Prerequisites: None

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

College Transfer: N/A

SUR-137   Prof Success Prep   1   0   0   0   1
Minimum State Prerequisites: Take SUR-123
Minimum State Corequisites: Take All: SUR-134 and SUR-135
Local Prerequisites: None

This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

College Transfer: N/A

WBL-111   Work Based Learning I   0   0   0   10   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

College Transfer: N/A

WBL-121   Work Based Learning II   0   0   0   10   1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

College Transfer: N/A

WEB-110   Internet/Web   2   2   0   0   3
                Fundamentals
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.

College Transfer: N/A

WLD-110   Cutting Processes   1   3   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

College Transfer: N/A

WLD-112   Basic Welding Processes   1   3   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

College Transfer: N/A

WLD-115   SMAW (Stick) Plate   2   9   0   0   5
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

College Transfer: N/A

WLD-116   SMAW (stick) Plate/Pipe   1   9   0   0   4
Minimum State Prerequisites: Take WLD-115
Minimum State Corequisites: None
Local Prerequisites: None

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

College Transfer: N/A

WLD-121   GMAW (MIG) FCAW/Plate 2   6   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

College Transfer: N/A

WLD-131   GTAW (TIG) Plate   2   6   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

College Transfer: N/A

WLD-141   Symbols & Specifications 2   2   0   0   3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

College Transfer: N/A

WLD-143   Welding Metallurgy   1   2   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.

College Transfer: N/A

WLD-151   Fabrication I   2   6   0   0   4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

College Transfer: N/A

WLD-212   Inert Gas Welding   1   3   0   0   2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: WLD-112

This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.

College Transfer: N/A

WLD-261   Certification Practices   1   3   0   0   2
Minimum State Prerequisites: Take All: WLD-115, WLD-121, and WLD-131
Minimum State Corequisites: None
Local Prerequisites: None

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

College Transfer: N/A

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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* in person or on-line at: www.robeson.edu. There is no application fee.

3. *Transcripts of all previous education* - Obtain official transcripts of credits earned from all secondary and post-secondary schools attended. Transfer credits from accredited institutions allowed when applicable. Official transcripts should be mailed or hand delivered in an envelope sealed by a representative of the institutions(s) attended. (No faxed copies will be accepted) Home-schooled graduates will need to provide a sealed official and notarized transcript including the graduation date and proof that the home school was registered with the state.

4. *Placement* - For applicants that have graduated from high school that is legally authorized to operate in North Carolina and who graduated from that high school within five years of college enrollment, the College will follow the NCCCS Multiple Measures for Placement Policy (**see page 135**). Applicants that do not meet the criteria for consideration under the Multiples Measures for Placement Policy will follow institutional assessment policies detailed in the following paragraphs.

The placement assessment does not determine whether or not students can attend RCC. 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, Sentence Skills, Reading Comprehension, and Mathematics. Persons should contact the Admissions Office to secure a permit to schedule for the Placement Exam. Permits will be issued only after all official transcripts are on file in the Admissions Office. 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 Counseling and Career Services at RCC to determine if they can be exempt.

Test of Essential Academic Skills (TEAS)
Associate Degree Nursing, Practical Nursing and Radiography applicants are required to take the TEAS. 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. Students testing into the College and Career Readiness Program may require additional testing.

Transferring Assessment Scores from Other Colleges

Robeson Community College uses the College Board's Accuplacer and the ACT Compass. These tests 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 test results will be used in conjunction with the high school/college transcripts to assist the applicant in selecting an appropriate program of study. Applicants not realizing acceptable scores on the ACT ASSET, COMPASS, Accuplacer, or NC DAP may be required to successfully complete course work designed to assist students in preparing for RCC curriculums. The Office of Admissions and/or academic counselor will work with the student in developing a sequence of courses to prepare the student for entry into the approved curriculum.

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

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

An undocumented immigrant shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants (i.e.

Nursing, Respiratory Therapy, Radiography, Surgical Technology, Cosmetic Arts programs, etc.). Refer to the NC Administrative Code 23 NCAC 02C.0301 (admission to colleges).

Health Sciences Admission Policy

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

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

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

1. Meet all general admissions requirements as outlined in the current Robeson Community College Catalog/Student Handbook.

2. Complete any developmental course work with a "C" or higher before making application to a health science program.

3. Have cumulative grade point average of 2.8 or higher in related and general education course work for the health science program of interest.

4. Adhere to the submission timelines specified in the Health Science admissions procedure.

Provisional approval may be offered to applicants based on fulfillment of all admission requirements and criteria by the specified deadline. Final approval for admission will be made by the appropriate Health Science Program Director.

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

The following guidelines are utilized in admitting qualified students: The activities identified below are examples of physical and emotional activities, which a student in the Health Science Program (Emergency Medical Science, Medical Assisting, 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:** Health Science students shall possess critical thinking ability sufficient for the clinical judgment.

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

2. **Ethical behavior:** Health Science students will provide services with respect for human dignity and uniqueness of the client unrestricted by consideration of social or

economic status, personal attribute, or the nature of health problems.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Policy Using High School Transcript GPA and/or Standardized Test Scores for Placement
(Multiple Measures for Placement)

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

1. A recent high school graduate who meets the specified GPA benchmark will be exempt from diagnostic placement testing and will be considered "college-ready" for gateway math and English courses.

2. If a recent high school graduate does not meet the GPA benchmark, the college will use specified ACT or SAT subject area test scores to determine placement.

3 If a recent high school graduate does not meet the GPA threshold or have college-ready ACT or SAT scores, the college will administer the diagnostic placement test to determine placement.

4. If an applicant does not have a recent high school transcript or ACT or SAT scores, the college will administer the diagnostic placement test to determine placement.

Multiple Measures for Placement Policy

Unweighted GPA = or >2.6
Four High School Math Courses*

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

Unweighted GPA = or > 2.6
And Four High School Math Courses*

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

Unweighted GPA<2.6

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

English: ACT Reading 22 OR ACT English 18
SAT Writing 500 OR SAT Critical Reading 500

Math: ACT Math 22
SAT Math 500

Multiple Measures for Placement Policy

Unweighted GPA = or >2.6
Four High School Math Courses*

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

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

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

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

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

1. This policy is effective upon approval by the State Board of Community Colleges for students enrolling in Fall semester 2013. Colleges have up to two years to implement the policy; all colleges must implement the placement policy by Fall semester 2015.

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

3. For students who apply for admission before they graduate from high school, colleges will consider a student's cumulative GPA at the end of 1stsemester of 12th grade or ACT/SAT test scores in determining placement.

4. Colleges will establish local policies regarding using GPA for placement for students with transcripts from out-of-state high schools.

5. Colleges must use State Board-approved cut scores to place students into the appropriate developmental math (DMA) module or reading/English (DRE) course.

6. Colleges will establish local policies to allow students who are assessed near college ready on the diagnostic assessment to co-enroll in a college course and the appropriate developmental education module/course that is a prerequisite for the college-level course.

7. The North Carolina Community College System will review student placement and success rates within two years of implementation of this policy and will report to the State Board of Community Colleges.

* *To be eligible for Multiple Measures for Placement, a high school student must complete four math courses, including Algebra 1, Geometry, Algebra II (or the Common Core equivalents) and one additional math course. Eligible 4th math courses are listed on the NCCCS document: Eligible 4th High School Math Courses for Multiple Measures Placement. The System Office's Program Division will update this list as needed in consultation with the Department of Public Instruction.*

NCCCS
February 2014
Eligible 4th High School Math Courses for Multiple Measures Placement

High School 4th Math Courses:

Advanced Functions and Modeling
Analytical Geometry
AP Statistics
Calculus
Discrete Mathematics
Integrated Mathematics IV
International Baccalaureate Mathematics
Mindset
Pre-Calculus
Probability & Statistics
Trigonometry

Community College 4th Math Courses
(Taken in Career & College Promise Pathways):

MAT 143 (Quantitative Literacy)
MAT 151 (Statistics I)
MAT 152 (Statistical Methods I)
MAT 155 (Statistical Analysis)
MAT 161 (College Algebra)
MAT 162 (College Trigonometry)
MAT 165 (Finite Mathematics)
MAT 167 (Discrete Mathematics)
MAT 171 (Pre-Calculus Algebra)
MAT 172 (Pre-Calculus Trigonometry)
MAT 175 (Pre-Calculus)
MAT 200 or above

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.

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

Special Credit Students

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

Notification of Acceptance

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

Credit by Examination

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

Credit by Transfer

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

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

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

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.

Health Sciences Readmission Policy

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

Science Program Director. Applicants must meet current admission requirements. All requests for readmission must adhere to the timelines specified in the Health Science admissions procedures.

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

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

Student Right-To-Know

The Student Right-To-Know Act of 1990 requires the College to make available to enrolled and prospective students the graduation or persistence rates of selected groups of students. This information is available 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.

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	$ 864.00
13 credit hours	936.00
14 credit hours	1,008.00
15 credit hours	1,080.00
16 credit hours or more	1,152.00

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

12 credit hours	$3,168.00
13 credit hours	3,432.00
14 credit hours	3,696.00
15 credit hours	3,960.00
16 credit hours or more	4,224.00

Part-Time (less than 12 credit hours)
In-State .... $72.00 per credit hour
Out-of-State .... $264.00 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/or college rings when ordering caps and gowns.

Institutional Indebtedness

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

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

Late Registration Fee

A late registration fee of $20.00 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 $25.00 student activity fee per term. Part-time students (less than 12 semester hours credit) will pay an activity fee of $15.00 per term. Activity fees are charged for enrollment in Fall and Spring Semesters. Summer session students are not required to pay an activity fee.

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

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

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

Pre-College Fee (DMS-003 and DRE-097)

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

Campus Access and Security Fee

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

Enforcement for parking permits will begin the third week of the semester.

Technology Fee

A technology fee of $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 Fee

RCC charges a $5 fee per copy for official and unofficial transcripts. Payment should be made to the RCC Business Office. Students requesting a copy of their transcript from Robeson Community College should make application to the Registrar's Office five days before it is needed.

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

The college strives to offer next business day service, with availability beginning about 1 p.m. In order to receive a transcript on the next business day at 1 p.m., the written request must be turned in to the Records and Registration Office during business hours on the previous day. Indicate on the form that you WILL PICK UP or the transcript will be mailed to the address you provided. Official transcripts will be mailed directly to the person or organization named on the Transcript Request form which is available on the Records and Registration web page (www.robeson.edu/registration). Official copies are not ordinarily issued to the student and must be specifically requested.

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

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

Student Insurance

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

Textbooks

Textbooks may be purchased in the bookstore. Cost of books vary according to the course of study. Normally, the average cost per semester is $425 for diploma programs and $750 for degree programs.

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

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, lab, pre-college mathematics 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.

   c. A student is not officially withdrawn from a course until a completed Drop Form has been submitted and processed by the Records Office. The effective date of withdrawal is the day the Records Office receives the completed form.

   Examples 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.

   d. 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.

   e. 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.

   f. Students who have not officially withdrawn and have not attended at least once by the 10 percent date of the term will be dropped by the instructor as "never attended." No tuititon and fee adjustments/refunds will be made.

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.

Self Supporting Courses

Refunds/Cancellations/Never attend

1. A 100 percent of tuition paid will be refunded by the College if the student officially withdraws from the class prior to the first day of the term.

2. If student does not withdraw prior to the first day of the term and never attends the class, the student is still responsible for payment. No refunds will be granted.

3. A 100 percent of tuition paid will be refunded for any classes cancelled by the College.

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 grants, scholarships, work-study positions, and part-time employment, the student enrolled at RCC is able to supplement his/her own resources and those of his/her family to complete a course of study. The Financial Aid Office firmly believes that the primary responsibility for financing the student's education rests with the family.

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

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

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

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

GRANTS

Federal Pell Grant

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

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

To complete a FAFSA, applicants must complete the online FAFSA application at www.fafsa.ed.gov.

Do not submit more than one application per school year.

The Federal Pell Grant Processing Center will email to the applicant, at the address listed on the form, a document called a "Student Aid Report". The report determines need.

For an applicant to receive any type of federal and/or state funds, students must complete all the verification and validation requirements. RCC must be listed as a school the applicant plans to attend. **The college's school code is: 008612**.

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

Need more information on Federal Student Aid?

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

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

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

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

State Scholarships

North Carolina Community College Grant (NCCCG)

North Carolina Education Lottery Scholarship (NCELS)

Legal residents of North Carolina accepted for enrollment in an undergraduate program of study may apply.

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

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

EMPLOYMENT

Federal Work-Study Program

The Federal Work-Study Program provides part-time jobs for students who have great financial need and who must earn part of their educational expenses. The Federal Government provides funds to educational institutions

which in turn have jobs available for students. At RCC, students work in a variety of offices and departments with their work schedule built around their academic schedule. Students may work up to 15 hours weekly while attending class full-time. Eligibility is determined by enrollment and financial need. For more information, contact the Financial Aid Office.

SCHOLARSHIPS

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

Scholarships are provided by the following:

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 Foundation Scholarships

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

Earl and Joyce Antone Endowed Scholarship

Established in 2003 through a gift of real estate by RCC Foundation Board member Earl Antone and his late wife Joyce, a retired educator, this scholarship supports second year Robeson County students in any curriculum program.

I. Murchison Biggs Family Endowed Scholarship

Established in 2006 by the I. Murchison Biggs Family, the Murchison Biggs Family Endowed Scholarship honors the memory of former College attorney "Murk" Biggs and supports students who are Robeson County residents.

BB&T Endowed Scholarship

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

BB&T Finance Professionals Endowed Scholarship

This scholarship was established in November 2008 by BB&T to support students pursuing a career in the field of finance upon graduation. This merit based scholarship will be awarded to students who have completed a minimum of 24 credit hours and who are enrolled in College Transfer or Business Curriculum programs.

Sarah M. Britt Endowed Scholarship

Established in 2007 by Mrs. Sarah Britt, who was a Business instructor at the college from 1966-1994, this scholarship will be awarded to qualifying students enrolled in the Business Administration program.

Henry M. & Helen W. Callis Endowed Book Fund

Established in December 2001 by RCC's 2001 Teacher of the Year, Mary Ash, and her husband, Andrew, along with her siblings, Kenneth and Ruth Ann Butler; Ralph and Donna Callis; Marshall and Alvetta Callis; Reed and Minde Callis; Martha Callis; and Robert Reed and Susie Callis in honor of their parents, Henry M. and Helen W. Callis. This scholarship supports the cost of books for students in curriculum programs.

Campbell Soup Supply Company Endowed Scholarship

The Campbell Soup Supply Company Endowed Scholarship was established by the company in 2010 to support students enrolled in the Electrical/Electronics, and Industrial Systems Technology programs.

The Charles V. Chrestman Spring RCCAEOP Scholarship

This scholarship was established by members of Robeson Community College Association of Educational Office Professionals. Student must have declared a course of study in a RCC business related curriculum program (Business Administration, Computer Information Technology, Medical Office Administration or Office Administration) and currently enrolled at least half-time (6 hours) for the current semester. The student must be a Robeson County Resident, have an overall 3.0 or higher GPA in an area of study, be active in RCC student activities, and have completed 24 credit hours in a business related curriculum.

James A. Comstock Memorial Scholarship

The James A. Comstock Memorial Charitable Trust has helped expand an interest in the Electrical Installation and Maintenance, Industrial Electrical/Electronics, and Industrial Systems Technology programs in our community and supports scholarships in these programs if funding is available.

Lanadika Nicole Cooper Endowed Scholarship

Established in August 2014 by Shelly and Delorean Jacobs in memory of their daughter, Lanadika Nicole Cooper, that lost her life at the age of 10 from the flu. Their goal is to help kids financially attend college with the same dreams Lanadika had. This scholarship is to be awarded to someone enrolled in the Criminal Justice Technology Program.

David and Michelle Cox Endowed Nursing Scholarship

Established in 2009 by David and Michelle Cox, this annual scholarship supports students enrolled in the Associate Degree Nursing program.

Sammy and Onita Cox Endowed Nursing Scholarship

RCC Trustee and Foundation Board member Sammy Cox established this scholarship in May 1998 to honor his wife Onita Cox. Mrs. Cox is a graduate of Robeson Community College's Associate Degree Nursing program. This endowment funds annual scholarships in support of students enrolled in the Associate Degree Nursing program.

Ray Garrett Deese Endowed Scholarship

Shunda Deese and Betty Todd established this scholarship in 2011 in memory of Ray Garrett Deese. This scholarship supports students pursuing a culinary degree and give preference to students who are Veterans or active duty military.

The Early Childhood M.A.L.E. (Men Achieving Leadership Excellence) Scholarship

The Early Childhood M.A.L.E. (Men Achieving Leadership Excellence) Scholarship was established in 2014 by the Faculty & Staff of the Early Childhood Department. This scholarship was established to assist males enrolled in the Early Childhood Program, and recipients of this scholarship must maintain a 2.5 GPA.

Charles F. and Betty C. Edens Endowed Scholarship

This scholarship was established in 2003 by longtime friends of the College, Betty C. Edens, and her late husband, Charles F. Edens and supports Robeson County students with a minimum of 30 credit hours in a curriculum program.

Duke Energy Annual Scholarship

This annual scholarship provided and administered by Duke Energy supports students enrolled in Industrial Systems Technology or Electrical/Electronics Technology programs.

Four Winds Heritage Group Golf Tournament Scholarship

The Four Winds Heritage group independently and throughout the year sponsors events and programs to enhance the Saddletree community. During the spring the heritage group hosts its annual golf tournament. The proceeds from the tournament are earmarked specifically for scholarships. The heritage group made the decision to partner with the RCC Foundation and award their scholarship to a deserving RCC student. The club truly believes that education is the key to success. The scholarship is tailored for any student who presents a financial need and who is a St. Pauls or Lumberton High School graduate.

Gail O. Gane Respiratory Therapy Endowed Scholarship

Established in 2012 in memory of Gail O. Gane by her family, friends, and co-workers; this endowment supports students who are pursuing a degree in Respiratory Therapy and have a minimum GPA of 3.0.

Dwight & Gail O. Gane/Kiwanis of Robeson-Lumberton Annual Scholarship

Established in 2013 in memory of Gail O. Gane, this scholarship was established by the Kiwanis of Robeson-Lumberton to help the educational needs of Lumberton/Robeson County residents who attend Robeson Community College. It assists students who are enrolled in the Respiratory Therapy program.

Erich Von Hackney Basic Law Enforcement Training Incentive Annual Scholarship

Established in 2006 by City Councilman Erich Von Hackney, this scholarship is awarded to students enrolled in the Basic Law Enforcement Training program.

Eula Mae Harrell Endowed Scholarship

Established in March 2001 by Lavendar Locklear in memory of Eula Mae Harrell, the earnings from this endowment are used to fund students who are enrolled in the Office Systems Technology or Business Administration curriculums with exceptional academic merit.

Marilyn Suggs Humphrey Annual Scholarship

Established in 2008 by Dr. J.C. Humphrey, former Public Schools of Robeson County Administrator, in memory of his wife, the late Marilyn Suggs Humphrey, this scholarship provides support to students enrolled in the Business Administration Program who have completed a minimum of 30 semester hours.

Lucky Welch/Kiwanis of Robeson - Lumberton Annual Scholarship

This scholarship was established by the Kiwanis of Robeson to help the educational needs of Lumberton/Robeson County residents who attend Robeson Community College. In 2005 the scholarship was renamed in honor of Kiwanis' Charter Member J. Luckey Welsh, Jr. It assists students enrolled in Health Science programs.

Emma Lee Locklear Scholarship

This scholarship was established by RCC Trustee Emma Lee Locklear in 2011 to help the educational needs of Robeson Community College students.

Vicki L. Locklear Scholarship

This scholarship was established by Robeson County Register of Deeds, Vicki L. Locklear, in 2010. This scholarship was created to assist with student scholarships and/or RCC Foundation needs.

Lumbee Guaranty Bank Endowed Scholarship

Established in 2008, the Lumbee Guaranty Bank Endowed Scholarship supports eligible students studying Business Administration, Office Administration Technology, or Computer Technology.

Lumbee River Electric Membership Corporation Endowed Scholarship

Established in 1999 by Lumbee River Electric Membership Corporation General Manager Ronnie Hunt, who was also a former RCC Foundation Board Member, this scholarship is awarded to a student in the Electrical/Electronics Technology curriculum program.

Lumber River Real Estate, Inc. Annual Scholarship

Established in 2009 by Mr. B.G. French, the Lumber River Real Estate, Inc. Annual Scholarship supports students of any age admitted into curriculum programs. It is a merit based scholarship.

Lumberton Rotary Club Memorial Annual Scholarship

Established by the Lumberton Rotary Club to help the educational needs of Robeson Community College students, this scholarship assists graduates of Lumberton High School enrolled in a health related program that will lead to an associate degree.

Lumberton Tourism Development Authority DBA Lumberton Visitor's Bureau Annual Scholarship

This scholarship was established to support students enrolled in the Office Systems Technology or Business Administration Curriculum who are Lumberton residents and who plan to work in Lumberton after graduation.

M&M Annual Scholarship

Lisa O. Hunt and Brenda K. Jacobs, Robeson Community College employees, established this scholarship in 2012 in memory of their mothers, Mary Jane Locklear Scott and Margie J. Oxendine.

Henry A. & Martha B. McKinnon Endowed Scholarship

The Henry A. & Martha B. McKinnon Endowed Scholarship was established in January 2012 by an estate gift. Students must have a minimum of 15 semester hours in a curriculum program, be enrolled in 9 or more credit hours in the current semester, have a 2.5 or higher GPA, have financial need and must be a legal resident of Robeson County.

John Luther & Isabelle Gray McLean Endowed Scholarship

Established in January 1997 by the McLean family, this scholarship supports students with a minimum of 30 credit hours in a curriculum program.

John "Taylor" McMillan Endowed Scholarship

The John "Taylor" McMillan Endowed Scholarship was established in 2013 by the administrators of Parkton Presbyterian Church and Parkton Methodist Church. To qualify for this scholarship, students must be Robeson County residents, have a financial need, be a full-time student and have a 2.5 or higher GPA.

Pat "Tickie" McNeill Art Endowed Scholarship

Family and friends of longtime RCC art instructor Pat "Tickie" McNeill established this scholarship in her memory in 2004. The scholarship will provide assistance for students who have an appreciation for art.

Metzger Early Childhood Education Endowed Scholarship

This scholarship was established in 2007 by Donald E. Metzger and his wife Linda in order to support Early Childhood Education students who do not receive federal Pell Grant support.

Dr. Mac Montilus Allied Health Annual Scholarship

Established in 2005 by Lumberton physician, Dr. Mac Montilus, this scholarship is for students who have completed a minimum of 30 semester hours in the Associate Degree Nursing Program.

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

Established through a gift of stock by former RCC Foundation Board Member, Anne Moss-Biggs, in June 2001 in memory of her husband, Dr. J. Irvin Biggs, this scholarship supports Robeson County students with a minimum of 30 credit hours in a curriculum program.

Dr. J. Irvin & Anne Moss-Biggs Culinary Endowed Scholarship

Established in 2005 by former RCC Foundation Board Member, Anne Moss-Biggs, in 2005 in memory of her husband, Dr. J. Irvin Biggs, this scholarship provides support to students who are enrolled in the Culinary Program.

Raymond & Shirley Pennington Endowed Scholarship

Established in February 2008 by Ray & Shirley Pennington, this scholarship supports students pursuing an Associate's Degree in Early Childhood Education.

PIKA Boys-Chapel Hill Annual Scholarship

The PIKA Boys Scholarship was established through the generous donation of the PIKA Boys-Chapel Hill during the Foundation's 29th Annual Clifford Bullard Memorial Golf Tournament.

Julian T. Pierce Memorial Fund Annual Scholarship

This scholarship was established in 2013 through the partial proceeds of the 1st Annual Julian T. Pierce Memorial Art Dinner in honor of Julian T. Pierce. Pierce was a civil rights activist and founder of Lumbee River Legal Services in Pembroke, which is now the North Carolina Legal Aid. The Pierce Scholarship goes to an outstanding student from Robeson County with a financial need.

The Martha Pitman Paris/Cora Leigh Tyner Scholarship

This scholarship was created through the generous donation of the Bullard family during the Foundation's 28th Annual Clifford Bullard Memorial Golf Tournament. Student must be enrolled in the culinar y program, have completed a minimum of 30 semester hours in my chosen curriculum program, be enrolled in 12 credit hours or more, have a 2.5 or higher GPA, and have financial need.

Dr. J. Graham Pittman Endowed Scholarship

Dr. Hal Pittman and his wife, Dr. Timona Pittman, established this endowment in 2000 in memory of their brother and brother-in-law, Dr. J. Graham Pittman of Fairmont, NC. Preference is given to students who are enrolled in the College Transfer curriculum.

Gary N. Powers Endowed Scholarship

This scholarship was established in 2007 in memory of Mr. Gary N. Powers by his family and is designed to assist curriculum program students who are residents of Robeson County.

Evelyn M. Price Endowed Scholarship

Established in December 2005 by Robeson Community College Foundation Board member and retired Fashion Bar owner, Evelyn Price, this scholarship supports students who are enrolled in 9 or more credit hours.

Lillie "Marcella" Rachels Endowed Scholarship

Established in 2008 by Ms. Rachel's daughter, Mary Proctor, and the Rachels family, this scholarship supports students enrolled in a Nursing/Health Science curriculum or Nursing Assistant program. Students must maintain a minimum 2.5 grade point average to receive this scholarship.

Ray V. and Ann Revels Endowed Scholarship

This scholarship was established in 1999 by former faculty and RCC Trustee Board member, Ann Revels, in memory of her husband. Mr. Revels was a charter member of the RCC Foundation Board of Directors. Mrs. Revels was the first faculty member hired to teach at Robeson Community College. This scholarship supports students with a minimum of 30 credit hours in a curriculum program.

Robeson Community College Association of Educational Office Professionals Student Scholarship

Established by members of the Robeson Community College Association of Educational Office Professionals Chapter. This scholarship is designated to second year business students who have declared a course of study in a RCC business technology related curriculum program, is enrolled at least half-time, and has an overall 3.0 or higher GPA .

Robeson Community College Foundation Annual Scholarship

Established in 2012 by the Foundation Director to celebrate a member of the Fashion Squad who has shown leadership and dedication to the Fashion Squad. Students must have completed 12 or more credit hours, have 2.5 GPA or higher, and have participated in the Fashion Show sponsored by the RCC Foundation.

Robeson Community College Foundation High School Scholarship

Provided there are adequate funds, the RCC Foundation Board of Directors awards scholarships to a graduating senior from each high school in Robeson County including the adult high school on our campus. Students apply at their respective high schools, are selected by their principal or committee and awards are provided upon successful enrollment at the College.

Robeson County Home Builders Association Endowed Scholarship

Established in 2011 by the Robeson County Homebuilders Association and its members, this scholarship will be awarded to qualifying students enrolled in Business Technology, Industrial Technology, or a College Transfer program.

Dr. & Mrs. A.J. Robinson Nursing Scholarship

This scholarship honors the memory of Dr. Arthur J. Robinson and was established by the medical community in Lumberton in 1999 for students enrolled in the Associate Degree Nursing Program. Dr. Robinson earned a Bachelor of Science degree in Chemistry and Biology from Lincoln University in Pennsylvania and his medical degree at Howard University medical School. After his internship he moved his family to Lumberton where he established his medical practice, treated prisoners, served as medical director for recreation and education programs, served as director of the Cancer Institute and was a member of the medical staff at Southeastern Regional Medical Center.

Florence G. Rogers Charitable Trust Annual Scholarship

Established in February 2000 by administrators of the Florence Rogers Charitable Trust, this scholarship provides assistance to Health Science students who demonstrate financial need with first preference to students from Cumberland County.

Florence G. Rogers Charitable Trust Book Fund Annual Scholarship

Established in April, 2005 by administrators of the Florence Rogers Charitable Trust, this scholarship provides textbook assistance to Health Science Students who demonstrate financial need with first preference to students from Cumberland County.

Clyde and Charlotte Sessoms Endowed Scholarship

A General Scholarship or utilized for first or second year students, this scholarship was established in 1996 by former RCC Foundation Board member Clyde Sessoms and his wife.

Lee Sessoms Endowed Scholarship

This scholarship was established in 2012 by the friends and family of Mr. Leroy Sessoms who was a long-time employee of Robeson Community College. This scholarship supports Lumberton High School graduates who are in financial need and have a minimum GPA of 3.0.

Tupac Amaru Shakur Foundation's Rosa Belle Williams Endowed Scholarship

Established in 2003 by Ms. Afeni Shakur-Davis, CEO and President of the Tupac Amaru Shakur Foundation, this scholarship was endowed in memory of Ms. Shakur-Davis' mother, and her late son's grandmother, Ms. Rosa Belle Williams. Ms. Williams was born in Lumberton, NC. This scholarship supports Lumberton resident students in curriculum programs.

Shaw Office Supply Company Annual Scholarship

Established in 2010, the Shaw Office Supply Scholarship is open to qualifying students in any curriculum discipline who are enrolled in 24 or more credit hours.

Lucy B. Simmons Business Administration Annual Scholarship

Established in 2009 in honor of Ms. Lucy B. Simmons a former English instructor at Robeson Community College and former educator for Lumberton City Schools and the Public Schools of Robeson County, this scholarship will be awarded to qualifying students enrolled in Business Administration.

Smithfield Learners to Leaders Endowed Scholarship

Established in 2008 by the Smithfield Foods Learners to Leaders Program, this endowment provides scholarships to students who have participated in the high school Learners to Leaders Program and enroll at Robeson Community College. Each student will receive a scholarship for tuition, fees and expenses along with an allowance for books.

St. Albans Masonic Lodge #114 Endowed Scholarship

This scholarship was established in 2006 by members of St. Albans Masonic Lodge number 114 in Lumberton and supports Robeson County students who are enrolled in the College Transfer curriculum.

The Staffing Alliance Workforce Development Scholarship

The Staffing Alliance Workforce Development Scholarship is designated to assist students taking continuing education courses through the Workforce Development Center. This scholarship was created through the generous donation of The Staffing Alliance during the Foundation's 28th Annual Clifford Bullard Memorial Golf Tournament.

Commissioner Jerry L. Stephens, Sr. EMS Endowed Scholarship

Established in 2009 by County Commissioner District I, Jerry L. Stephens in honor of Jerry L. Stephens Sr., this scholarship supports students studying Emergency Medical Services.

Trinity Episcopal Church Women's Allied Health Annual Scholarship

Established in August 2006 by Trinity Episcopal Church Women's Group, this scholarship is designated to assist students in the Health Science field.

Bill & Mayme Tubbs Presidential Endowed Scholarship

Established in 2010 by Bill & Mayme Tubbs, this scholarship supports students pursuing an Associate's Degree. Recipients of this scholarship are selected by the College president.

Ronald "Ron" G. Turbeville Nursing Annual Scholarship

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

Two Hawk Employment Services Annual Scholarship

This scholarship was created through the generous donation of Two Hawk Employment Services during the Foundation's Annual Clifford Bullard Memorial Golf Tournament. This scholarship is designated to assist students taking continuing education courses through the Workforce Development Center.

Rendal and Mary Lynn Walters Endowed Scholarship

This scholarship was established in 1997 by former RCC Foundation Board member and Vice president of Contempora Fabrics, Inc., Mr. Rendal Walters and his wife. This scholarship supports students in a curriculum program.

Evelyn P. Warwick Endowed Scholarship

This scholarship was established in November 1999 by Charles Warwick in honor of his wife Evelyn and assists student heads of household with minor children.

Karen Weinstein Endowed Scholarship

Established in 2008 by former North Carolina Senator David F. Weinstein in memory of his wife Karen, this scholarship supports students enrolled in the Cosmetology Program. It was also established in honor of Hilda McNeill and Cathy Fipps.

Wellington Mathematics Education Endowed Scholarship

Established by Foundation Board Member and RCC Board of Trustees Member Tommy Wellington and his wife, Joyce, this scholarship is designated to first or second year students who are pursuing a degree in Mathematics Education.

Bill & Sue Wester Endowed Scholarship

Established in May 2006 by RCC Board of Trustees Member, Sue Wester and her husband Bill, this scholarship supports students in Diploma Programs.

Bruce Williams Endowed Scholarship

This scholarship was established in 1990 by Southern National Bank employees in honor of Bruce Williams, President and Chief Operations Officer of Southern National Bank of North Carolina, and former RCC Foundation Board Member. This scholarship supports students in a curriculum program.

Eliza and Fred G. Williams, Jr. Endowed Scholarship

Established by RCC's second president, Fred Williams, and his wife Eliza Williams, in 1999 to reflect their belief the value of the institution to our community, this scholarship supports educational needs identified through the College and approved by the Foundation Board of Directors. It also helps to support the President's Academic Scholarships each semester as funding permits.

Millie Ann Wooten-Powers/Rosa P. McLellan-Thomas Endowed Scholarship

Established in 2009 by Dr. Gust D. Davis, Jr. in honor of his wife Afeni Shakur-Davis, grandmother and great-grandmother, this scholarship supports students pursuing study in Business Administration, Early Childhood Education or Computer Information programs and any future programs in Organic Farming; with preference to single mothers over the age of 40 who are displaced workers.

SCHOLARSHIP LOANS

Nurse Education Scholarship Loan Program (NESLP)

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

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

For more information: Contact the Financial Aid Office.

North Carolina Nurse Scholars Undergraduate Program (NSP)

Funded by the North Carolina General Assembly, this academic, merit-based scholarship/loan program (financial need is not a consideration) assists individuals interested in earning a Degree in Nursing. The Scholarship/loan amount is $3,000.00 per year with an aggregate total of $6,000.00 for two years of study (Associate Degree).

For an Application Contact:

The North Carolina State Education Assistance Authority, Attention: Nurse Scholars Program, P.O. Box 14223, Research Triangle Park, NC 27709-4223 or Online at www.CFNC.org.

Southeastern Regional Medical Center Loans

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

OTHER PROGRAMS

Childcare Assistance Grant

Robeson Community College provides childcare assistance to a limited number of students for payment of childcare services. Depending on the availability of funds provided by the State of North Carolina, students may qualify for full or partial payment of monthly childcare services. To meet eligibility guidelines for childcare assistance, students must qualify for the maximum Pell Grant award

for the current school year and be continuously enrolled in 12 hours or more of traditional daytime/evening classes. Reimbursements will be vendors after services are rendered. For more information, contact the Financial Aid Office.

Dependents and Survivors Educational Assistance

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

National Guard Tuition Assistance Program

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

North Carolina War Orphan Program

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

Veterans Educational Benefits

There are several educational programs for those service men and women once they leave the military and enter civilian life: New G.I. BILL (CHP. 33), REAP (CHP. 30), NEW SELECTED RESERVE (CHP. 1606), ACTIVE DUTY EDUCATIONAL ASSISTANCE PROGRAM, DEPENDENT'S EDUCATIONAL ASSISTANCE (CHP. 35). VETERANS RETRAINING ASSISTANCE PROGRAM (VRAP).

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

Vocational Rehabilitation for Disabled Veterans

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

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

Periods of eligibility is up to twelve (12) years after date of notification of entitlement to VA compensation. Up to 48 months of rehabilitation and assistance may be authorized. Contact Veterans Affairs at http://www.va.gov/vaforms/ form detail.asp?FormNo=28-1900 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, or VRAP 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.

Attention Veterans: According to the Code of Federal Regulations, remedial courses may not be certified for payment if they are offered as independent study, distance/online learning, or hybrid course delivery. Each semester, Robeson Community College offers a selected number of remedial courses that a veteran student may enroll in that meets the eligibility requirements for payment. For more information, check with the Counseling and Career Services Office.

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 22-1995 or 22-5495. Also, if he/she transfers to another school, the school to which he/she is transferring will assist in the completion of this form.

Satisfactory Academic Progress

Satisfactory academic progress is the same for veterans and non-veterans. All students must maintain satisfactory academic progress as set by the policy of RCC. All students on warning and/or academic probation are reported to the VA Office each semester. Veterans Affairs tutorial assistance is available if you are receiving VA educational assistance at the half-time or greater rate and have a deficiency in a subject making tutoring necessary, REAP cannot use these services. Apply at http://www.vba.va.gov/pubs/forms/BA-22-1990t-ARE/pdf.

Records of Progress

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

Student Status

If a veteran 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.

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

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

BOOKSTORE

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

BUSINESS OFFICE

The receipt of fees and the disbursement of approved refunds are the responsibility of the Business Office. Office hours are 8 a.m. to 5 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Friday. Unpaid obligations to this office become part of the student's 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 view grades and/or receive transcripts.

CAMPUS SECURITY

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

COUNSELING AND CAREER SERVICES

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

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

Career Services 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.

Test of Essential Academic Skills (TEAS) is required for Health Science applicants. The TEAS test measures reading comprehension, basic mathematics, English and science. 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.edu. 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 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

Drug 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Typical Accommodations
Regardless of the instructional delivery, accommodations may include, but are not limited to:

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

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

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

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

5. Late Request for Accommodations
Requests for disability services must be made at least one month prior to the first day of class. Every reasonable effort will be made to accommodate all students. However, if requests are not received in a timely manner prior to the time the student needs special accommodations, it may not be possible to provide the necessary services until a later term.

DIVISION OF LEARNING RESOURCE SERVICES
The Division of Learning Resource Services is committed to providing a wide range of resources and services to carry out the mission of the College. 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.

Anne Moss Biggs Library

The Anne Moss Biggs Library is conveniently located in the center of the campus. Its attractive surroundings are a pleasant place for research, study, or leisure reading.

Services include a qualified staff concerned with providing library resources necessary to support Robeson Community College's purpose and programs; and sharing library resources for interest, information, and enlightenment to

all people of the community. A staff is on duty during the hours of 7:30 a.m. to 9 p.m. Monday through Thursday and 7:30 a.m. to 3 p.m. on Friday to answer reference questions.

From the RCC Web Page, the library on-line book collection is accessible to support distance learning. Other resources include periodicals and newspapers that have been selected to support the degree, diploma and enrichment programs offered by the College. The internet allows access to NCLIVE, and NewsBank that provide abstract or full text journal, encyclopedia, and newspaper articles. Interlibrary loan is available for books and journal articles not in the regular collection. The library provides an orientation program to educate patrons to utilize resources and services.

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.

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.

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.

Depending upon the academic major, students should enroll in one of the two academic success courses - ACA 111 or ACA 122.

ACA 111–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 University Transfer program.

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

STUDENT SERVICES

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

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

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

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

3. To assist the student in satisfactorily selecting, entering,

progressing within, and completing a course of study whether general, technical, trade, upgrading, basic education, or cultural in nature.

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

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

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

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

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

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

10. To continuously evaluate and improve Student Service.

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

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 Learning Center)*

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

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

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

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

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.

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.

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.

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 principle that regular and punctual class attendance is essential to the student optimizing his/her scholastic achievement and that it is the responsibility of the student to attend class regularly without being tardy. As students are adults with many responsibilities, an occasional absence might be necessary. However, such absences in no way lessen the

students' responsibilities for meeting the requirements of the class. Online students are subject to the same attendance policy as traditional students.

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

2. Students who have not entered class by the census date will be dropped as "Never Attend" without the possibility of reinstatement. Entrance into an online class is defined as logging into the institution's learning management system (Moodle) and completing the required enrollment activity.

3. Once a student is officially enrolled in a class, regular class attendance is expected. Absences are a serious deterrent to good scholarship, and it is impossible to receive instruction, obtain knowledge, or develop skills when absent from class.

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

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

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

7. An Administrative Withdrawal shall occur when a student fails to adhere to the criteria outlined in course syllabi and/or program student handbooks.

   • An instructor may execute an Administrative Withdrawal if class attendance as described in the instructor's course syllabus or attendance records indicate there is a lack of participation by the students.

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

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

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

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

10. **Curriculum Classes:** Students attending Robeson Community College must attend 75% of the required contact hours for the class in order to receive credit for the class. If the student misses hours in excess of 25%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she misses in excess of 25% of the required contact hours. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though the student may register late.

11. **Developmental Classes:** Student attending RCC must attend 85% of the required contact hours for the class in order to receive credit for the class. If the student misses hours in excess of 15%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she misses in excess of 15% of the require contact hours. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though the student my register late.

12. **College and Career Readiness Classes**: Students in all College and Career Readiness classes will be expected to attend class a minimum of 80% of the class time (as established by each individual class schedule) per month to receive credit for the class. In addition, the student must attend a minimum of 80% of the class time for a particular day or the student will be counted tardy for the class. Three tardies will count as one absence.

13. **Religious Observance:** It is the policy of Robeson Community College that any student of the institution must be granted two excused absences each academic year (July 1-June 30) for religious observances required by the faith of the student. The student must submit a written request to the Assistant Vice-President for Student Services or his/her designee for the excused absences at least ten days prior to the date the student intends to be absent for the religious observance. The Assistant Vice-President for Student Services or his/her designee may waive the ten school day requirement during the first ten school days of a student's enrollment. For more information, please contact the Assistant Vice-President for Student Services.

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.

COMPUTING GRADE POINT AVERAGE

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

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

CREDIT BY EXAMINATION

Advance placement is offered to students who because of their demonstrated abilities are qualified to accelerate their studies. To earn advanced placement, a student may take a proficiency examination in most subject areas which he/she can demonstrate a mastery of theory and practical application. A list of courses and/or subject areas which are not suitable nor allowable for proficiency exams may be obtained from the Records and Registration Office. Under no circumstances will credit be given when the challenge examination grade is less than "C". Total credits earned by examination and/or transfer credit cannot exceed seventy-five (75) percent of the program requirements.

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, BPR-111, BPR-115, BPR-130, CIS-110, CUL-110, CUL-120, CUL-135, 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-110, MAT-143, MAT-153, MAT-171, MAT-172, 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, universities, and any other educational institutions accredited by The Commission on Colleges of the Southern Association of College and Schools (SACS), other regional accrediting associations recognized by the U.S. Department of Education, and/or other associations accredited by the American Council on Education.

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

Applicants seeking transfer credit from institutions outside the United States will be asked to submit translated documents to WES (World Education Services) and request that course-by-course evaluations and course descriptions be forwarded to Robeson Community College. WES's website is www.wes.org.

Only course grades of "C" or higher will be accepted and such courses must parallel the content of RCC courses. Pre-College English (DRE) and mathematics (DMA) courses from a North Carolina community college will be considered for transfer if the course reflects a grade of "P" for passing. A grade of "TC" is awarded for all transfer credits. Transfer credits do not factor into a student's grade point average. In some cases, courses over five (5) years old will not be considered. For a complete listing of these courses, please review section titled "Program Completion Requirements".

The Registrar, in consultation with appropriate faculty, will determine the transfer credits allowable. In order for transfer credit to be awarded, the course must parallel the content, level, quality and credit hours of a RCC course. This evaluation will be made at the time of acceptance and the student will be notified in writing accordingly. Transfer credits will be posted to the student's permanent record. In addition, transferring students must complete a minimum of twenty-five percent of the total number of credit hours required for a certificate, diploma, or degree program in residence at Robeson Community College.

NON-TRADITIONAL 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.

For College Level Examination Program (CLEP) and Advanced Placement Program (AP) information and transcripts, see
www.collegeboard.com.

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:

American Council on Education
www.acenet.edu (see programs & services, transcript services)
DANTES
www.dantes.doded.mil

AARTS
http://aarts.army.mil

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 all transferable to an associate degree program but may be credited toward a second diploma major, if applicable.

AUDITING COURSES

Students who wish to audit a course must register through the regular registration procedures. Tuition and fees for auditing are the same as the cost of courses taken for credit. Audits are reported on transcripts as "AU" and do not affect earned credits or influence the grade point average for the semester. However, audited courses do not count as successful completions for financial aid purposes. Therefore, students who receive financial aid should consult the financial aid 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 distance education courses. In Health Science Programs, students must receive appropriate Program Director and Assistant Vice President approval in order to audit an Health Science course.

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.

Distance Learning Education Grading System

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.

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

How It Works

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

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. Entrance into an online class is defined as logging into the institution's learning management system (Moodle) and completing the required enrollment assignment.

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).

Proctor Policy

In some distance learning courses, instructors may require students to either visit campus at specified times and locations to take one or more examinations or to obtain an instructor approved proctor to administer exams. If a student is too far away from campus to take an examination onsite, it is the student's responsibility to arrange proctoring at a local university, library, or other suitable site.

If the proctor option is selected, it is the responsibility of the student to obtain an acceptable proctor.

Students must submit names, positions, e-mail addresses, and phone numbers of the potential proctors and locations where exams are or can be administered. Proctors and locations must meet with the reasonable approval of the instructor. Once an instructor approves of a proctor and testing procedure, the RCC instructor will contact the proctor and arrange for delivery and return of the exam. The instructor, proctor, and student will agree upon the time and parameters under which the exam is given. Students are responsible for any fees charged by proctors.

Qualified proctors may be:

- Administrators of recognized private testing centers
- Administrators or full-time faculty at accredited universities, colleges, or community colleges
- Principals, associate/assistant principals, and counselors of US public schools
- US Forces Military Commanders of Field Grade or above
- Education Services Officers on US military installations within the US or overseas
- US embassy or consulate officials

Qualified proctors may not be friends or family members!

Again, it is the student's responsibility to obtain an acceptable proctor. The process of identifying a proctor, obtaining approval, and exam coordination takes time. Students must make arrangements for a proctor and testing location at least two weeks prior to an examination. Failure to do so may result in a zero for the examination.

STATE AUTHORIZATION AND DISTANCE LEARNING

Recent amendments to the Higher Education Act of 1965 (HEA) include new requirements in individual state authorization regulations that impact colleges that offer online and distance learning. Robeson Community College is working to achieve compliance as established in HEOA 600.9 (c)

This particular section of § 600.9 State authorization states: If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary [of Education] the State's approval upon request. (Authority: 20 U.S.C. 1001 and 1002)

How is RCC responding to this mandate?

Even though we rarely have out-of-state online students and we do not actively recruit or market college offerings beyond North Carolina, we are complying with the Federal Requirements by monitoring incoming applications

of out-of-state students who plan to enroll in distance learning courses. Once the student declares their intent to enroll in distance learning courses, communication will be initiated seeking State Authorization for their particular state of residency. Additionally, RCC has applied and received approval to participate in the Southern Regional Electronic Board – Electronic Campus (SREB-EC) which has an established reciprocity agreement with the following member states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. Our approval to participate in the Southern Regional Electronic Board – Electronic Campus (SREB-EC) exempts us from the requirement to apply for authorization to the states who participate in the SREB's Electronic Campus Regional Reciprocity Agreement (SECRRA). This reciprocal agreement basically agrees that SREB participating states consent to recognize courses and programs from other participating states that are listed in the SREB-EC.

Institutional Contact Information

The Vice-President of Instruction and Support Services serves as the primary contact for maintaining compliance with the recent amendments to the Higher Education Act of 1965 (HEA). Correspondence may be directed to the Vice-President of Instruction and Support Services, Robeson Community College, P.O. Box 1420, Lumberton, NC 28359. For assistance by telephone, contact the Vice-President at (910) 272-3330.

State Contact Information

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

State Contact Information has been collected and updated by the State Higher Education Executive Officers (SHEEO). This page can be accessed at: http://www.sheeo.org/node/434

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/Program Coordinator of the area in which the contested grade was awarded within three working days of the faculty member's response.

        ii. The Department Chair/Program Director/Program Coordinator shall confer with the student and the instructor to seek a resolution of the appeal within three working days of receipt of appeal. If the instructor happens to also be the Department Chair/Program Director/Program Coordinator, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

        iii. Should the Department Chair/Program Director/Program Coordinator and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course within three working days.

        iv. The decision of the Assistant Vice President providing administrative supervision for the course shall be made within three working days and the decision shall be considered final.

Final Course Grade

2. Students may appeal a final course grade as outlined below:

    a. Any student who has an issue with the final course grade should attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three working days from the receipt of the final grade.

b. A student cannot appeal a final course grade based upon a previously appealed individual course assignment.

c. In the event the matter cannot be resolved, the student may appeal the grade following the procedure outlined below:

   i. The student shall present the grade appeal in writing to the Department Chair/Program Director of the area within which the contested grade was awarded. Appeals must be made within three (3) working days of the decision reached by the faculty member.

   ii. The Department Chair/Program Director shall confer with the student and instructor to seek a resolution of the appeal within three working days of the receipt of the appeal. If the instructor happens to also be the Department Chair/Program Director, then the appeal should be submitted to the appropriate Assistant Vice President providing administrative supervision for the course.

   iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution, the Department Chair/Program Director shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course for review within three working days.

   iv. The Assistant Vice President providing administrative supervision for the course shall convene a hearing before the Academic Appeals Committee within three working days. The Assistant Vice President shall serve as the committee chair. The Committee shall consist of four faculty members randomly selected from the Academic Appeals Committee membership. The Committee shall meet to discuss the grade appeal and may hear from the student, the instructor, and any other individuals that the Committee deems appropriate.

   If the Committee finds the grade received was inappropriate, the Committee shall determine a method by which the grade will be re-evaluated. The resulting grade, if different, must be submitted within College guidelines and may not be appealed further. Should the Committee find the grade received by the student as appropriate, the Committee shall direct that no action be taken to change the final grade and the findings shall be submitted to the Vice President for Instruction and Support Services within 24 hours. The Vice President shall notify the student of the committee's findings within three working days.

   v. In cases where the Academic Appeals Committee finds that the grade received by the student was appropriate, the student may submit a written appeal to the Vice President for Instruction and Support Services within three working days. The Vice President shall review all evidence related to the appeal, conduct any interviews deemed appropriate, and render a decision within three working days. The decision rendered by the Vice President for Instruction and Support Services will be considered final.

3. Failure of a student to pursue a grade appeal in accordance with the provisions of this policy or any publications derived there from shall be deemed unacceptable and the grade assigned will be the grade of record.

4. This policy shall apply to all credit courses and Adult High School courses offered by the College regardless of length, credit awarded, method of delivery, time of delivery, or other similar factors.

GRADING SYSTEM

Grade Reports
Final grades are available online to students at the end of each semester.

Records of Progress
Records of progress are kept by this institution 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 Health Science Programs.)

Grade		Explanation	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-Health Sciences, Emergency Medical Science, Medical Assisting, Practical Nursing, Surgical Technology, Associate Degree Nursing, and Radiography Program

The 4.00 grade point average system is used to calculate student grade averages. Please note that the grading system used with the : EMS, MED, NUR, RAD and SUR courses are different from that stated for other academic programs.

Grade		Explanation	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 emergency medical science, medical assisting, nursing, radiography, and surgical technology course to successfully pass and progress to the next course. Students must score C or higher in all related and general education courses (77-84), regardless of semester enrolled.

D	70-79	Failing in the EMS, Medical Assting, NUR, RAD & SUR Program.	1
D	70-76	Failing related/general education courses, results in exiting the program	1
F	Below 70	Failure	0
W		Withdrew (no grade points calculated)	0
WF		Withdrew Failing (Computed as failure)	0
I		Incomplete (Incomplete work must be completed in the Program before registering for the next semester. The "I" grade is computed as an "F" until the course requirements are met to the instructor's satisfaction.)	0
AU		Audit Program Director and Assistant Vice President approval is required. (Must be declared during drop/ add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Grading System-Health Sciences
(Respiratory Therapy and Nursing Assistant)

The 4.00 grade point average system is used to calculate student grade averages. Please note that the grading system used with the EMS, MED, NUR, RAD and SUR courses are different from that stated for Respiratory Therapy.

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

Grade		Explanation	Grade Points Per Credit Hour
A	93-100	Excellent	4
B	85-92	Good	3
C	77-84	Average	2
D	70-76	Failing related/general education courses, results in exiting program	1
D	70-76	Failing in RSP major courses results in exiting program	1

Respiratory Therapy must score C or higher in all related and general education courses (77-84, regardless of semester enrolled.

F	Below 70	Failure	0
W		Withdrew (no grade points calculated)	0
WF		Withdrew Failing (Computed as failure)	0
I		Incomplete (Incomplete work must be completed in the RCC Program before registering for the next semester. The "I" grade is computed as an "F" until the course requirements are met to the instructor's satisfaction.)	0
AU		Audit Program Director and Assistant Vice President approval is required. (Must be declared during drop/add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

REPEATING COURSE WORK

To raise a grade in any course, the student must reregister for the course. Only the best grade earned will be counted in calculating the total number of credit hours and grade point average. Any required course in which an "F" is received must be repeated and passed to graduate. Veteran students will not receive any educational benefits (pay) for courses previously attempted and passed.

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: 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. Submitted requests are valid for the current academic year.

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 - Entrance assessment records.

Advisors - Scholastic records and grade reports, advisory information sheets.

Other Locations - Robeson Community College electronic data files with back up (2 locations), campus vault, and safe deposit box at BB&T, Lumberton NC.

who register for these courses will be required to have an appropriate device such as a laptop or tablet to access the etextbook for the course and will be required to bring the device to scheduled class meetings. WebAdvisor will denote course sections that require an etextbook.

Refund Policy

The policies relating to tuition refund for students are determined by the North Carolina Community College System Statewide Refund Policy for all North Carolina Community Colleges. Activity and technology fees are not tuition based and are non-refundable. For additional information please see section "Student Finances" in this publication.

ROBESON COMMUNITY COLLEGE

$5 fee for each official or unofficial transcript as of July 22, 2011. Student records will not be released until outstanding obligations are cleared by the student!

Name: _____ _____ _____
                    Last   First   Middle or MI

Phone: (_____) _____ - _____   Date of Birth: _____ - _____ - _____
                                                                                           Day   Month   Year

Address: _____
                                        Street or PO Box Number

_____ _____ _____
                City   State   Zip

Student ID Number: _____ or Last Four (4) of SS Number: X X X - X X - _____

Name while enrolled, if different from above: _____

Should we: _____ Issue the transcript now _____ Hold until end of semester _____ Hold until graduation	**Please select:** _____ Official _____ Student transcript (plain paper, unofficial)

Last term enrolled: YEAR:_____   Choose one: ☐ Fall   ☐ Spring   ☐ Summer

Other instructions? Please explain: _____

Picking up your transcript:

☐ I will be picking up my transcript. *(You must bring a photo ID!)*

☐ Please allow the person listed below to pick up my transcript. By signing this form, I am authorizing the person listed below to receive my transcript. *(This person must have a photo ID to pick up your transcript.)* Allow 3-5 business days.

☐ Have my transcript mailed to the address below:

MAIL TO: _____
                                        Name/Organization

_____
                                        Street Address

_____ _____ _____
                City   State   Zip

TRANSCRIPTS REQUESTED: ☐ Curriculum (college) $5.00
                                                      ☐ Continuing Education $5.00
                                                      ☐ Adult High School (not GED) $5.00
                                                                                    TOTAL: $ _____

There is a $5.00 fee for each transcript requested. Mailed payments can be made by money order only. Cash or credit card (MasterCard or Visa) payments can be made in the Cashier's Office, Building 2.

Signature:_____ **Date:** _____

Mail transcript request to: Robeson Community College, Business Services, PO Box 1420, Lumberton, NC 28359.
Business Office Fax: 910-272-3546. To arrange payment by VISA/MasterCard after form is faxed: 910-272-3453.

For Office Use Only

Transcript Fee Received:_____   Receipt #: _____   Amount Paid: $ _____

PERC Checked for Payment:_____   Received By: _____
                                                                                                        (BO Staff 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 _____ . The requested record will be available for review on _____ .

(*Date*)   (*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: _____
<p align="center">(Chairperson, Hearing Board)</p>

From:_____Date: _____
<p align="center">(Student's Name)</p>

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>Contested Information</td><td>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.:**_____

First Endorsement

From:_____**Date:** _____
<p align="center">(Chairperson, Hearing Board)</p>

To: _____
<p align="center">(Student's Name)</p>

The decision of the Hearing Board is as follows:

_____

_____

_____

_____

Chairperson, Hearing Board: _____

REGISTRATION PROCEDURES/ POLICIES

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

Any exceptions to the registration procedures must be approved by the Assistant Vice President of Student Services 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).

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.

REGISTRATION INFORMATION

Change of Name, Address and/or Social Security Number

In order that official records may be kept up-to-date, change of name, address, and/or Social Security Number must be reported immediately to the Business Office located in Building 2. A change in Social Security Number will require appropriate verification.

Contact Hours

The contact hours shown in the course descriptions are minimal. The policy of the College permits students to 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 request 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.

Online drop forms are available on the RCC website.

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

Should a student who has dropped for attendance reasons and received a grade of "WF" desire to appeal that grade he or she may do so. The appeal will be made in writing and must be documented. An appeal must be made within five weeks of the drop form submission. An example of an appropriate appeal would be extended hospitalization and a 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 complete an online withdrawl form.

Financial Obligations

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

Semester System

Robeson Community College operates on the semester system. The fall and spring semesters are each approximately sixteen weeks in length. The College is in session five days and four nights a week. The summer session is approximately eight weeks in length.

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, from online to face-to-face or face-to-face to online, 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 and submit supporting documentation.

When a section change is granted by the Program Director or Department Chairperson, 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 INFORMATION

Transfer Agreements

RCC students who complete the University Transfer Program and receive the Associate in Arts or Associate in Science Degree are eligible to transfer to any four year college or university. Specific transfer agreements in Business, Criminal Justice, Early Childhood, Nursing and Electrical/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 be released to the student.

ACADEMIC PROGRESS

Standards of Acceptable Academic Progress

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

Financial Aid Satisfactory Academic Progress Policy

Robeson Community College is required by federal regulations to define and administer standards of progress for students seeking federal aid. Federal student aid includes the Federal Pell Grant, Federal Supplemental Opportunity Grant, and Federal Work Study. All students who wish to qualify for financial aid while attending RCC will be evaluated on the following criteria:

- Minimum GPA
- Completion of a degree within a maximum number of credit hours
- Minimum credit hour completion rate

Minimum GPA

Students must maintain a cumulative grade point average at or above 2.0. GPA requirements must be met each semester. Student GPA's will be evaluated at the end of each semester once final grades are submitted. If the GPA falls below the minimum required GPA, the student will be on financial aid probation. If the cumulative GPA falls below 2.0 for two (2) consecutive semesters, financial aid will be terminated until a 2.0 GPA is achieved. Cumulative GPA is calculated from the beginning date of enrollment.

Completion of a Degree Within a Maximum Number of Credit Hours

Students receiving financial aid will have a maximum time frame in which they are expected to complete their program. Federal regulations state that the maximum time frame can be no longer than 150% of the published length of the educational program for full time students (per student handbook/catalog). This time frame will be measured in credit hours.

Example: A25120 Business Administration requires 72 credit hours to complete the program. 72 x 1.5 = 108

So, the student in this program may attempt up to 108 credit hours to complete the program. Once the student has attempted the maximum number of credit hours and not earned a degree, financial aid will be terminated.

Minimum Semester Credit Hour Completion Rate Requirement

In order to complete a program within the 150% time frame, the student must complete 67% of the credit hours attempted each semester. The percentage earned will be evaluated at least once per year to determine Quantitative Satisfactory Progress. The student must have earned 67% of the credit hours attempted to be considered making satisfactory progress.

Example:

Fall semester – attempted (registered) 14 credit hours
Spring semester – attempted 12 credit hours
     14 + 12 = 26   26 x .67 = 17.42 credit hours

The student must have earned/completed 17 credit hours by the end of spring semester to be considered making satisfactory progress. Only passing grades will be considered as hours earned. Repeating a class will count as hours attempted.

Financial Aid Probation

Students not making satisfactory progress due to GPA or the 67% rule will be placed on financial aid probation. Students on financial aid probation will be allowed one semester to achieve satisfactory progress. During the probationary period, the students may be eligible to receive financial aid. At the end of the probationary period, academic progress will be evaluated to determine whether requirements have been met. If not, financial aid will be terminated until Satisfactory Academic Progress is achieved.

Tips for Achieving Satisfactory Progress:

1. Be aware that withdrawing from classes will count as hours attempted but not earned.

2. Be cautious about changing majors. Time frames are cumulative and do not start over with the new program.

3. Follow your curriculum carefully. Taking classes that are not required will use part of your allotted time frame.

4. Be aware that prerequisites for programs will count toward your maximum time frame once you are accepted into the program.

5. "Attempted hours" include all hours a student is registered for at the end of the drop/add period. (Please refer to the academic calendar for these dates.) Note: Please do not confuse the "drop/add" period, which is usually the first week of class, with the last day to withdraw with a W, which is at the 60% point of the semester.

RCC Returning Students: Returning students will have their cumulative GPA carried forward and hours attempted will be reviewed in accordance with the satisfactory progress regulations. Satisfactory progress is cumulative and includes all periods of enrollment at a school, even those for which the student did not receive financial aid. The student's progress will be evaluated as stated in the preceding sections.

Transfer Students: Students transferring to RCC from another school will be considered as making satisfactory progress at the time of enrollment. However, all transfer credit hours applicable to the student's program of study will be counted towards maximum time frame.

Dropping Classes/Withdrawal from Classes for Financial Aid Purposes

Failing to enroll/report to classes for which you received federal funds will require repayment by you to the Pell Grant program. You should see the Financial Aid office before dropping classes to discuss how your aid eligibility may be affected.

Precollege (Developmental Non-Credit) Coursework

Developmental Education courses (designated by course numbers below 100, ex., DRE-097) are included in the calculation of satisfactory academic progress. However, there is a limit on the amount of non-credit remedial coursework that can be included in a student's enrollment status or cost of attendance. Developmental credit hours attempted in excess of 30 total semester credit hours cannot be counted towards enrollment status for federal and state grants.

*** It is the responsibility of the student to be aware of his/her Satisfactory Academic Progress status for financial aid eligibility. To determine a student's academic progress status and eligibility for financial aid, a student's academic record will be evaluated at the end of each term.

Appeal Process: A student who has become ineligible for financial aid due to a failure to meet the minimum guidelines for satisfactory academic progress may appeal his/her status to the Financial Aid Office. Appeals will be considered for special circumstances. These may include:

1. Extended student/family illness or injury

2. Death of a relative

3. Change of degree program.

All appeals must be made in writing explaining the basis for the appeal. Students may pick up a copy of the Appeals Application in the Financial Aid office. All appeals along with supporting documentation must be submitted to the Financial Aid Office, Robeson Community College, P.O. Box 1420, Lumberton, NC 28359. Note: Students on approved financial aid appeal are not eligible for the Federal Loan Programs or for Federal Work-Study.

Academic Probation

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

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

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

Academic Suspension

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

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

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

GRADUATION

Criteria for Graduating with Honors

Graduates who have earned a grade point average of 3.5 and have completed at least one-fourth of their degree or diploma requirements in residence at Robeson Community College will be granted a degree or diploma with 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 twenty five (25) percent of the total number of credit hours required for a certificate, diploma, or degree program at Robeson Community College.

4. Have a minimum cumulative grade point average of 2.0.

5. Make an appointment with the Registrar 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 and at the end of summer term.

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.

DIPLOMA: All full-time students enrolled in one year diploma programs achieving a grade point average of 3.5 and above.

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).

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 April 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.

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 $250.00. Disbursement of funds will occur at the end of the fall and spring semesters.

Alumni Affairs

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

Campus Communication

The College's website (www.robeson.edu) and MyRCC (link available from the College's website) are used for official communication of the College. In order to stay informed concerning institutional announcements and upcoming activities, students are expected to check both websites on a regular basis.

Emergency Notification

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

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.

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.

STUDENT CONDUCT

POLICIES GOVERNING STUDENT MISCONDUCT
Preamble

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

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

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

STUDENT CODE OF CONDUCT

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

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

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 law enforcement officials off campus.

Rule 2. Academic Dishonesty - Cheating and plagiarism are dishonest, deceiving, and both are considered serious offenses. Extreme care should be taken to ensure that all work completed measures up to a standard of honesty. Alleged violations of academic dishonesty are handled following the processes outlined in the college's academic honor code (see page 184).

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 the President or his/her designee.

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, knives, 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.

STUDENT CODE OF CONDUCT DUE PROCESS

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

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

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

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

Enforcement

Students violating the College's Student Code of Conduct are subject to disciplinary action. Any member of the campus community may initiate a report of an alleged violation. In order to ensure an orderly process for addressing alleged violations of the Student Code of Conduct, the following procedures will be followed:

- Alleged violations of any local, State or Federal regulation or law will be reported to the appropriate law enforcement agency by Campus Security.

- Classroom Disruptions – Inappropriate classroom behavior resulting in an instructor requesting a student leave the classroom will be reported to the

director or assistant vice-president responsible for the class.

- Disruptive incidents occurring in public areas on campus (parking lots, lounge areas, hallways, bathrooms, etc.) will be investigated by Campus Security.
- Disruptive incidents occurring at off-campus college sponsored activities, events, and classes will be reported to the responsible director or assistant vice-president.

Alleged violations of the College's Student Code of Conduct should be reported immediately, but not later than two school days after the date of the incident to the college official designated above. Students will be accorded due process in all disciplinary proceedings.

Members of the college community reporting an alleged violation must complete an incident report detailing the names of the individual(s) involved; the date, time, and location of the incident; names of witnesses; a summary of the incident; and any action initiated as a result of the incident. Upon receipt of the completed incident report, the designated college official will complete an investigation of the incident.

The incident report, investigative findings and a description of the Student Code of Conduct charges will be forwarded by the designated college official to the Assistant Vice-President of Student Services for review and action. The investigation of the incident should be completed within three school days of receiving the completed incident report. Upon receipt of these materials, the Assistant Vice-President will notify the student(s) of the report and of alleged violations of the Student Code of Conduct.

Conference Notification

Based on information gathered during the investigation of the alleged violation, the Assistant Vice President of Student Services or his/her designee will notify the student in writing of the specific charges, conference guidelines, and information regarding student rights/privileges. The Assistant Vice President of Student Services or his/her designee will initiate the written notification to the student charged with alleged violation(s) within three school days of the receipt of information from the designated college official. The student must schedule a conference appointment with the Assistant Vice President or his/her designee following instructions outlined in the written notification.

Conference Guidelines

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

Upon completing the review of evidence with the student and discussing the incident with the student, the Assistant Vice President of Student Services or his/her designee will have the following options to consider:

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

b. Find the student guilty of the violation(s). Then, considering any extenuating circumstances, issue a sanction appropriate for the violation(s).

c. Due to the complexity of the alleged violations(s) or due to previous incidents involving the student, refer the student to the Campus Standards Committee for review and action.

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

After rendering a decision, the Assistant Vice President of Student Services or his/her designee will provide a written copy to the student of the decision, his/her requirements in working toward fulfilling the stated penalty/sanction, and appeal options.

Upon written notification of the decision, the student may appeal the findings of the Assistant Vice-President of Student Services or his/her designee to the Campus Standards Committee. To appeal, the student must make the request in writing to the Chairperson of the Campus Standards Committee. The written request must be submitted within three school days of the receipt of the written notification from the Assistant Vice President of Student Services or his/her designee.

Campus Standards Committee

Committee Memberships - The Committee will consist of members from the faculty, staff, and students. The faculty and staff members of the Committee will be 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 four faculty members, three staff members, and three students. The College President will appoint administrators to serve as Committee chairperson, and vice chairperson. For each hearing, a minimum of four (4) Committee members must be present.

Hearings should be scheduled after class hours on the second (2nd), third (3rd), or fourth (4th) school day after the notification has been received by the student. The chairperson may schedule a different date for the hearing if good and sufficient cause is shown by either the student or

by the Assistant Vice President of Student Services. Insofar as is feasible, however, the hearing should not be held later than the fourth (4th) school day following the day that the student receives the notification.

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

1. 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 during the process.

6. The chairperson votes in the case of a committee tie vote.

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

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

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

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

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

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

6. The plea of the accused will be given.

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

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

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

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

Appeal Procedure

Decisions rendered by the Campus Standards Committee may be appealed to the Vice President of Instruction and Support Services or his/her designee. To initiate an appeal, the student must appeal in writing within three school days after receipt of the Committee's decision. In an appeal the student should demonstrate that: (1) there is new evidence; (2) the Assistant Vice President of Student Services, his/her designee, and/or the Campus Standards Committee exhibited prejudice or other unfair treatment to the student; and/or (3) the decision does not relate appropriately to the charges. The Vice President shall have the authority to: (1) review the proceedings and findings of the Campus Standards Committee: (2) conduct interviews with the student charged, the Assistant Vice President of Student Services and/or his/her designee, Campus Standards Committee members, and/or witnesses; and (3) approve, modify, or overturn the decision or sanction of the Campus Standards Committee. The Vice-President of the Instruction and Support Services or his/her designee will inform the student in writing of the final decision within five school days of the receipt of the appeal.

Decisions rendered by the Vice-President of Instruction and Support or his/her designee will be considered final with the exception of decisions resulting in a sanction of suspension of expulsion. All cases involving a sanction of suspension or expulsion will be reviewed by the President or his/her designee. Any action initiated by the President or his designee will be made within five school days and will be considered final.

ACADEMIC HONOR CODE

Robeson Community College (RCC) is committed to excellence in teaching and committed to providing an environment for students to excel in learning. It is the expectation of the College that all students adhere to an academic code of integrity and honesty. Academic dishonesty is the giving, accepting, or presenting of information or material by a student with the intent of unethically or fraudulently benefitting oneself or another on any work which is to be considered for a grade or the completion of academic requirements. There are many

forms of academic dishonesty, and it is the responsibility of the student to ensure that all academic work submitted is free of any type of dishonesty.

To ensure student awareness and compliance of the College's Academic Honor Code, the following integrity statement is required on all major graded assignments for face-to-face and distance learning courses.

By the submission of this assignment (or by the electronic submission of this assignment), I attest that I followed the College's Academic Honor Code, and I acknowledge that this represents my work!

Examples of Academic Dishonesty, but not limited to:

Cheating includes giving or receiving of unauthorized aid related to academic work. Cheating includes using notes or other material without permission from the faculty on an exam; receiving information from another student during an exam; obtaining a copy of an exam or questions from an exam prior to taking the exam; submitting someone else's work as one's own; or having someone else take one's exam and submitting it as his or her own. Students must complete all tests, examinations, or assigned work without help or any form of unfair advantage.

Plagiarism includes copying the language, structure, ideas, images and/or thoughts of another without giving appropriate recognition/citation and adapting it as one's original work. Cutting and pasting directly from electronic sources without appropriate recognition/citation is also considered unauthorized.

Falsification includes statement(s) or untruth(s), spoken or written, concerning academic work or school activities. Unauthorized changing of grades/scores for academic work is also a form of falsification.

Facilitating includes giving unauthorized assistance or information to another in order to assist in the violation of honesty or integrity.

Attempt includes the act of trying an academic violation of the honesty or integrity code, even if it is unsuccessful.

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

RCC prides itself on advancing qualified graduates; therefore, all instances of academic dishonesty will be considered serious violations of the Academic Honor Code.

Academic Honor Code Process

Academic integrity and honesty are necessary to achieve the College's mission of offering high quality educational programs. Maintaining standards of academic honesty and integrity are the responsibility of instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the procedure for student academic dishonesty outlined below in order to uphold the Academic Honor Code of Robeson Community College:

Procedure for Student Academic Dishonesty
Faculty will use the settlement procedure described below to resolve an incident of academic dishonesty.

Step 1: Faculty will complete the Settlement of a Charge of Academic Dishonesty (SCAD) form. Forms are available in Faculty Resources in Moodle.

Step 2: Faculty will determine if this is a campus wide first offense by verifying student status in the online central repository managed by Educational Services. If it is determined this is a first offense for the student, faculty may impose the sanction of (a) a reduced grade other than a zero on the assignment/assignments or (b) a zero on the assignment/assignments. SCAD is submitted to Educational Services for upload to the online repository.

> **Note**: If faculty wish to impose a greater sanction for the first offense they must consult with Department Chair/Program Director and appropriate Assistant Vice President (AVP). For example, offenses considered egregious enough to endanger others or demonstrate dishonesty for profit may move from academic dishonesty to other interpretations of inappropriate behavior.

Step 3: Upon completion of the SCAD, if it is determined this is the student's second campus wide offense, faculty may elect to impose the sanction of (a) a reduced grade other than a zero on the assignment/assignments, (b) a zero on the assignment/assignments, or (c) refer to Campus Standards Committee for the demonstrated pattern of academic dishonesty. Campus Standards Committee referrals should be submitted to the Assistant Vice-President of Student Services. The faculty member will communicate to the Campus Standards Committee in writing their recommendation for an appropriate sanction. However, the final decision of a sanction will reside with Campus Standards Committee.

Step 4: Upon completion of the SCAD, if it is determined this is the student's third campus wide offense, the matter is automatically referred to Campus Standards Committee with a recommendation of an appropriate sanction from the faculty member. Alleged academic honor code violations referred to the Campus Standards Committee will follow committee guidelines beginning on page 182.

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.

GENERAL/CAMPUS POLICIES

General

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

AIDS POLICY

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.

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.

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.

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.

Vice President 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).

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 Anne Moss Biggs 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.

Evacuation Instructions

Numerous natural and man-made conditions could make it necessary to evacuate the buildings from time to time. Plans have been formulated to provide for the orderly and rapid evacuation of RCC buildings. Evacuation instructions

and diagrams are posted in each building. Each student is encouraged and expected to read, be knowledgeable of, and comply with these instructions and directions. Copies of the Emergency Procedures/Safety Plan Handbook are available from the office of the Vice President of Continuing Education. The contents of this handbook are covered by the instructors in the classrooms.

General Student Complaint Policy

Individuals seeking redress for what they perceive to be unfair treatment or wishing to file a complaint regarding the policies, procedures or operations of Robeson Community College must follow the resolution procedures outlined below.

For Student Code of Conduct related concerns, individuals must follow the processes defined in the Student Code of Conduct Due Process guidelines. For individual grade and/or final grade issues, individuals must follow the Grade Appeal Policy. Detailed information pertaining to the Student Code of Conduct and/or the Grade Appeal Policy may be found in the current edition of the Robeson Community College's Catalog and Student Handbook. The RCC Catalog and Student Handbook is available online at www.robeson.edu and CD copies are available upon request from the Admissions Office.

The College is committed to responding promptly to reported complaints/appeals. Individuals must report any event or activity giving cause to initiate a complaint/appeal within five workdays of the incident. A workday is defined as any College operational day in which College offices are open for business.

Resolution Procedures

Step 1: In most cases, complaints/appeals can be resolved informally through communication between the individuals involved. To initiate the first step, the individual should:

- in matters in which the complaint/appeal involves a College employee, the individual with a complaint must schedule a conference with the College employee with whom the individual has a complaint or dispute. If appropriate, either party may request that the employee's supervisor participate in the conference.
- in matters where the complaint/appeal does not concern a specific employee, but is related to seeking redress for what is perceived as unfair treatment or to file a complaint regarding a College policy, procedure and/or operational process, the individual must schedule a conference with the College employee that has administrative oversight for the area of concern.

In a timely manner (within five workdays), every reasonable effort should be made by both parties to resolve the matter informally. If the matter cannot be resolved, the individual may proceed to Step Two as defined in this policy.

Step 2: If the complaint/appeal is not resolved at the scheduled conference in Step One, the individual should file a written complaint/appeal with the appropriate vice president within five workdays following the conclusion of Step One. If the complaint/appeal directly involves a vice-president, the individual should submit their written complaint/appeal to the President. Upon receipt, the President will designate another College official to review the Step Two complaint/appeal.

The written complaint/appeal must include the following information:

- the name and address of the individual filing the complaint/appeal,
- a detailed statement of the nature of the complaint/appeal,
- reasons for dissatisfaction with the decision reached during Step One, and
- the desired resolution sought by the individual.

If an individual needs assistance in preparing their written complaint/appeal, the following staff members are available:

- Director of Counseling and Career Services
- Director of Student Support Services
- Director of The Learning Center

After receiving the written complaint/appeal from an individual, the administrator will:

- review the complaint/appeal along with any supporting documentation,
- complete interviews with the parties involved, and
- if necessary, conduct interviews with other individuals to gather additional information.

After completing the review of the written complaint/appeal, the administrator will exercise one of the following options in writing:

- render a decision detailing a resolution to the issue or
- schedule a hearing with the administrator.

The administrator should complete Step Two within ten workdays of receiving the complaint/appeal. If a hearing is called, the administrator is responsible for notifying all individuals of the hearing date, time, and location.

Hearing Option

At the hearing, the individual and College officials may present relevant evidence in the form of witness testimony and/or written documentation. All hearings are recorded and the administrator conducting the hearing reserves the right to establish reasonable limitations as to the length of witness statements and of the hearing. Only individuals directly involved in the complaint may participate in the hearing.

Within five workdays of the hearing, the administrator will issue a written decision on the complaint/appeal to the individual. All information gathered for the hearing

including the recording of the hearing shall be part of the complaint/appeal record.

Step 3 – **Final Appeal:** If the decision rendered by the administrator in Step Two is not satisfactory to the individual that filed the complaint/appeal, the individual may appeal the decision to the President or his/her designee. To appeal to the President or his/her designee, the individual must submit a written appeal within five workdays of the individual's receipt of the administrator's written decision. The final appeal must include the following information:

- the written complaint/appeal submitted in Step Two,
- a detailed explanation of the basis of the appeal including rationale as to why the decision reached in Step Two is not appropriate,
- desired action or resolution being sought.

The President or his/her designee will review the record of Step Two, conduct interviews as necessary, and render a decision. As part of the interview and review process, the President, at his/her discretion, may request additional supporting materials to better understand facts/issues in the case. The decision will be made in writing within ten workdays of the receipt of the appeal and the decision rendered is final.

General Principles

- Every effort will be initiated to ensure timely processing of complaint/appeal. At each step, the parties may mutually agree in writing to extend the completion time limits of a particular step. However, if there is no written mutual agreement to extend the time limits, and if the complaint/appeal is not filed within the time specified for the next step in this policy, the individual's right to further appeal is terminated.

- Robeson Community College maintains a comprehensive record of all written complaints/appeals. The Assistant Vice-President of Student Services is responsible for maintaining the record of written complaints/appeals. Vice-Presidents are responsible for ensuring that documentation of all written complaints/appeals are forwarded to the Assistant Vice-President of Student Services. The following information regarding complaints/appeals are maintained: date of complaint/appeal, individuals involved in complaint/appeal, individuals involved in resolving the complaint/appeal, a brief summary of the complaint/appeal, and the final resolution. The College maintains the record of complaints/appeals to determine any patterns that would provide a basis for updating a College policy or process.

STUDENT GRIEVANCE PROCEDURE

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

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

Hazardous Chemicals

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

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, open computer labs, and their Library access card. In order for a student to use the open computer lab, a valid student ID is required by the third week of the semester. Possession of an I.D. card often provides the student with other advantages; i.e., store discounts, lower air fares, and lower fees at athletic activities. The replacement cost to the student for an I.D. card is $5.00.

INTERNET AND COMPUTER NETWORK ACCEPTABLE USE POLICY

Network Mission

The network, and its extension, the Internet, offer an abundance of educational material as well as opportunities for collaboration and the exchange of ideas and information. Robeson Community College recognizes the educational value of the Internet, and strongly encourages the responsible use of the network by all students and employees. Successful operation mandates that all users view the network as a shared resource, and work together to maintain its integrity by behaving in a responsible, conscientious manner.

This policy describes the types of network applications that are contrary to our network mission and which are therefore prohibited. These are guidelines only and are not meant to be an exhaustive list of prohibited activities.

Definition of User

A user is defined as any person who is not Information Technology Services Personnel who has been assigned a valid network logon by the network administrator. Such logons (or accounts) should be used only by the owner of the account in a legal and ethical fashion.

Privacy Rights and Security

Student and employee's data files, email, and electronic storage areas are considered the property of Robeson Community College, subject to Robeson Community College's control and inspection. The system administrator may access all such files and communications to ensure system integrity and user compliance with the requirements of this policy and any associated regulations. Students and employees should not expect that information stored on the network will be private.

Users are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts. Under no conditions should a user provide his or her password to another person. Users will immediately notify the Information Technology Services if they have identified a possible security problem relating to misappropriated passwords.

Robeson Community College takes all necessary steps to ensure your privacy. The institution does not collect nor share any personal information that could identify you, unless you affirmatively choose to make personal information available to us. Robeson Community College does not share any personal information provided by visitors such as email addresses or information submitted via online forms. This information is solely used to assist visitors as necessary. If the college cannot initially assist visitors, then we will redirect them to someone within the institution who is better suited to provide a resolution.

Prohibited Use

A. *Illegal or Destructive Activities*
Users may not use the network for any purpose that violates the law- or threatens the integrity of the network or individual workstations. Prohibited activities include, but are not limited to:

1. Attempting to gain unauthorized access to the network, or going beyond their authorized access. This includes attempting to log on through another person's account or accessing another person's files, attempting to obtain passwords, or attempting to remove any existing network security functions. Users will not actively search for security problems, as this will be construed as an illegal attempt to gain access.

2. Intentionally developing or using programs to harass other users or attempting to violate the security or alter software components of any other network, service or system. Examples of such activities include hacking, cracking into, monitoring or using systems without authorization, scanning ports, conducting denial-of-service attacks and distributing viruses or other harmful software.

3. Attempting to damage hardware, software or data belonging to the college or other users. This includes adding, altering or deleting files or programs on local or network hard drives and removing or damaging equipment such as mice, motherboards, speakers or printers.

4. Fraudulent use of credit card numbers to purchase online merchandise.

5. Distributing or downloading licensed software or installing software such as games or music in violation of software license agreements (piracy). This includes any peer-to-peer file sharing.

B. *Inappropriate Material*
Users will not use the network to access or distribute material that is obscene, pornographic, indecent or hateful, that advocates illegal acts or that advocates violence or discrimination toward other people. This includes but is not restricted to distribution through email, newsgroups or web pages. Exceptions may be made if the purpose of such access is to conduct research with approval from a faculty member.

C. *Respect for Other Users*
Restrictions against inappropriate language or images apply to personal email, newsgroup postings and material posted on web pages. Users will not use obscene, profane, vulgar, inflammatory, threatening, cyber-bullying, or disrespectful language. Users will not post false, defamatory, or derogatory information about a person or organization or information that, if acted upon, could cause damage to individuals or property.

Users will not harass other persons through the network. Such harassment includes, but is not limited to, distribution of unsolicited advertising, chain letters, or email spamming (sending an annoying or unnecessary message to a large number of people). If a user is told by a person to stop sending that person messages, the user must stop. Users will not post personal contact information about other people, including addresses, telephone number, home address, work address, etc. Users will not forward messages sent to them privately without permission of the persons who sent the messages. Users must not send email that does not accurately identify the sender, the sender's return email address, and the email address of origin.

D. *Resource Limits*
No software shall be downloaded from the Internet or email on a workstation without prior permission from Information Technology personnel. Software installed by any user other than IT personnel is considered a violation of policy. If authorized, users will download files at a time when the network is not being heavily used and immediately remove the file from the network server to their workstation. Users

have a right to temporary use of disk storage space and are responsible for keeping their disk usage below the maximum size allocated. Extremely large files, if left on the network for an extended period, may be removed at the discretion of the Chief Information Officer.

Users will check their email frequently, delete unwanted messages promptly, and stay within their email quota. Where applicable, users will comply with state and federal statutes governing public record retention. Users will subscribe only to discussion group mail lists that advance and are relevant to their education or professional/career development. Users will unsubscribe to discussion groups before any vacation, break, or other extended absence from the college.

Users are to utilize the college email only for the purposes related to the college and performance of their jobs. Use of college technology, including email accounts, is limited to purposes related to the college and employees' job performance. Use of college technology for private financial gain, advertising, solicitation, proselytization or fund-raising for any non-college purpose will be considered a violation of this policy.

E. *Theft of Intellectual Property*
Users must respect the legal protection provided by copyright law and license agreements related to content, text, music, computer software and any other protected materials. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user. Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user shall follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner. Unauthorized distribution of copyrighted material such as through peer-to-peer networks, may subject users to civil and criminal penalties.

Personal Safety of Users

In order to better protect Robeson Community College users from offensive, obscene, or dangerous material, access to the Internet through the Robeson Community College's computer equipment is subject to the following restrictions:

Virus Protection

To maintain a secure and reliable computing environment within our campus, Robeson Community College requires all computers connected to the network, or that could be connected to the network, to have a reliable and updated anti-virus scan program on each computer. This program must be updated and scans must be performed on a regular basis. The Information Technology Services shall maintain network-level anti-virus protection. Any

person who knowingly introduces a virus, worm, or Trojan horse programs onto any computer or server is subject to disciplinary action, including restitution.

Security Awareness

All users who have access to computers, email, or other forms of electronic data must acknowledge that they have read and agree to comply with all Robeson Community College Policies and network security procedures adopted by Information Technology Services.

Username and Password

Robeson Community College requires all employees to be properly identified and authenticated before being allowed to access the college network. Users are responsible for safeguarding their passwords and are responsible for all transactions using their passwords. No individual may assign his or her account or password to any other person. Any person who deliberately makes their account available to an unauthorized user will incur termination of their account. Similarly, any person who fraudulently gains access to another person's password or account will incur disciplinary action.

Network Security

Any and all actions that jeopardize the integrity and stability of the network by violating the network security standards outlined in the Acceptable Use Policy or other college policy is subject to disciplinary action commensurate to the level of risk or damage incurred.

Access

Employees and students who are given written authorization may connect to the college network for college activities through a wired or wireless connection after demonstrating compliance with security procedures established by the Information Technology Services.

This policy prohibits wired or wireless connections of privately owned computing devices to the private college network. Privately owned computing devices are allowed to access the open non-secure college wireless network. The Chief Information Officer must approve any deviation to this.

Students must be in good academic standing in order to have active accounts.

Remote Access

This policy refers to connection to the college computing network from outside of the Robeson Community College network, such as from an employee's home.

The computer systems, networks and data repositories of the college's network are critical resources and must be protected against unauthorized access, malicious access, and disruption of service. Authorized users of the college's computer systems, networks and data repositories may be permitted to remotely connect to those systems, networks and data repositories for the conduct of college related

business only through secure, authenticated and carefully managed access methods.

Remote access (VPN) accounts will only be given in certain circumstances and must be approved by the Chief Information Officer.

Technology Hardware and Software Procurement

To maintain high levels of reliability, cost effectiveness, and interoperability of communications and data technology within the college, Robeson Community College requires all technology purchases, with the exception of toner/ink cartridges, to be approved by the Information Technology Services. All hardware and software that is nonstandard in nature must be approved through Information Technology Services.

Purchases of software must be approved through Information Technology Services.

Student Information System

Robeson Community College maintains a computerized database system (Datatel) for a wide variety of information management purposes. Much of the information is personal information on students, faculty, employees, alumni and friends of the college. Robeson Community College considers the security of this information to be one of the college's most serious responsibilities, and accordingly, access to these databases is limited to persons who have a legitimate need to use the information to advance the academic and administrative goals of the college. Persons who are given passwords and have legitimate access to the information have a strict responsibility to ensure that this information is used appropriately, and that the privacy of persons identified through this information is strictly protected. This responsibility extends both to information available on computer screens as well as information available in print media, including all printouts, manual dossiers, correspondence files, directories, and similar forms of information banks.

Telephone System and Voice-Mail

Robeson Community College provides telephone and voice mail access for all faculty and employees. Full-time faculty and employees receive phone numbers and voice mailboxes when they begin employment at Robeson Community College. The same policies and expectations that govern e-mail also govern voice mail and telephone usage.

Any use of Robeson Community College telephones for any fraudulent or illegal purpose will incur severe penalties, including the possible involvement of law enforcement authorities as well as disciplinary action by Robeson Community College.

Telephone misconduct includes misuse of telephone credit cards, misuse of long-distance, theft of telephone instruments, and any related misconduct.

Blogs, Online Journals and Social Networking Sites

Robeson Community College recognizes the broad array of communications and networking tools available in the online environment. Robeson Community College is not responsible for any blogs, online journals, social networking sites or other communications and information tools except those that the college chooses to maintain officially on its website or in other locations. Only Robeson Community College's officially maintained and approved website and other locations may use Robeson Community College's logo, domain name and symbols.

Robeson Community College has no official relationship, nor does Robeson Community College approve, any communications or references that occur on other websites, blogs, social networking sites or other Internet locations.

Robeson Community College accepts no responsibility for materials that appear or communications or representations that occur on such external websites, including but not limited to, myspace.com, facebook.com, livejournal.com, friendster.com, craigslist.com and similar sites.

Robeson Community College reminds all students, faculty and employees that all communications and representations must be truthful in accord with Robeson Community College's Honor System, regardless of the place where the communications occur. Additionally, Robeson Community College reserves the right to take appropriate disciplinary action whenever Robeson Community College discovers dishonest, defamatory or illegal conduct online, even if the conduct occurs through an external website. Such conduct might include, but is not limited to, evidence of drug use or underage drinking, harassment or slander, child pornography and criminal activity of any kind.

Violation of this Policy

In the event there is an allegation that a student or employee has violated the Acceptable-Use Policy and Agreement, the student or employee will be provided with a written notice of the alleged violation and an opportunity to present an explanation before an administrator. Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student or employee in gaining the self-discipline necessary to behave appropriately on a computer network. The Chief Information Officer has authority to disable any account where there is a violation of this policy.

Inclement Weather Policy

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

Radio

Fairmont ....WSTS

Fayetteville..WKML

Fayetteville..WQSM & WFNC

Laurinburg ....WFLB-FM

Fayetteville..WZFX

Red Springs ....WTEL-AM

Television

Durham...WTVD (Channel 11)

Raleigh ....WRAL (Channel 5)

Fayetteville..WUVC (Channel 40)

Wilmington..WECT (Channel 6)

Florence ....WBTW (Channel 13)

Library Systems

The Robeson Community College Library maintains an online catalog. The Library also has access to other databases and information resources. Policies governing the use of the Library systems and resources are available through the Library. Users are reminded that the "acceptable use" statement and other policies contained in this guide also apply to the use of library resources.

Nondiscrimination Policy

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

PARKING

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

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

Section I - General Regulations

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

2. Traffic regulations are enforced at all times.

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

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

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

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

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

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

SECTION II - Vehicle Registration

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

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

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

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

SECTION III - Driving and Parking Regulations

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

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

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

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

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

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

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

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

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

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

SECTION IV - Enforcement Procedures

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

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

3. Fine and Penalties
   a. In all cases where a summons to civil or criminal court is issued, the fine upon conviction will be set by the court judge.
   b. Citations given by campus police will carry a $5 fine.
   c. Recipients of campus citations will pay the fine at the cashiers office located in the Business Office in Building 2. Recipients of campus citations who do not agree with the citation may appeal the issuance of the citation to the V.P. for 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.

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.

Robeson Community College Logo

Robeson Community College owns its name, its seal, logo and images, and no one may use the name, seal, logo or images of Robeson Community College on print or electronic communications without explicit permission (permission is implied for uses related to work at Robeson Community College; examples distinguishing such uses: using letterhead is permitted for official correspondence but not for personal letters, and in the same way in cyberspace, using the college name and logo generally would be permitted for official web pages but not for personal web pages. Similarly, while the name "Robeson Community College" might appear on individual addresses or resumes for identification purposes, the official name of the college may not be used in ways that imply endorsement, oversight or ownership without explicit agreement with the college.) Robeson Community College owns the domain name robeson.edu, and no one may use this domain address other than persons authorized by Robeson Community College.

Smoking, Eating, Drinking and Radios

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

The Student Center has 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.

The college may at its sole discretion determine whether a use of the network is a violation of this policy. Violations of this policy may result in a demand for immediate removal of offending material, blocked access, suspension or termination of the users account, or other action appropriate to the violation. The college reserves the right to act without notice when necessary, as determined by the

administration. The college may involve, and will cooperate with law enforcement officials if criminal activity is suspected. Violators may also be subject to civil or criminal liability under applicable law.

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.

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College and Career Readiness

General Overview

The College and Career Readiness Division has the responsibility of administering Robeson Community College's C&CR programs which include Adult Basic Education, Adult High School, Adult Basic Education Transitions, English as a Second Language, Family Literacy, and High School Equivalency. The purpose of these programs is to identify, enroll, and guide eligible adults toward satisfying literacy needs and 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 C&CR programs are free to participating students. Textbooks and other instructional materials are supplied by RCC.

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

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, community buildings, industrial sites, Sheltered Workshop, and Mental Health. 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 High School Equivalency Diploma.

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.

Family Literacy Education (Family Lit)

The Family Literacy program provides free childcare assistance in the classroom. This unique opportunity allows parents to remain responsible caregivers yet manage their studies toward a high school diploma; advancing their career opportunities; and building the reading, writing, and communication skills that will be important tools in their role as their child's "first teacher."

Upon completing the program, students will have gained proficiency in the following areas:

- Development of Basic Math Skills
- Development of Fundamental Computer Skills
- Development of Critical Thinking Skills
- Development of Effective Communication

Prerequisites: Adults 18 years or older.

(Minors 16 and 17 years old meeting RCC criteria may be enrolled if they meet certain guidelines)

The Family Literacy program is open to a student who:

- Is a parent with a child four years of age or younger
- Does not have a high school diploma or its equivalent
- Scores 9.0 or above on both the Reading and Mathematics sections of the TABE (Test for Adult Basic Education) – Test into AHS
- Scores 8.9 or below on both the Reading and Mathematics sections of the TABE (Test for Adult Basic Education) – Test into ABE
- Has a high school diploma or High School Equivalency (HSE) and scores 8.9 or below on the TABE
- Has an approved source of picture identification, such as a valid driver's license, personal passport or official United States identification documents

Registration and books are free!

Adult Basic Education Transitions (ABET)

College and Career Readiness at Robeson Community College, Adult Basic Education Transition (ABET) program is designed for students who are 17 years of age and have a documented intellectual disability.   The ABET classes are intended to prepare students for independent living and transitional phases of life.   The suggested work experience would provide these students with real-life work applications that will assist them to transition into an independent, self -supporting life style. The work experience would provide the students with a strong work ethic, responsibility and education. The following objectives will be pursued:

1. To develop supports and a program of study for students with intellectual disabilities through secondary school, university, employer, and community partnerships.

2. To recruit 10 secondary students with intellectual disabilities through collaborative relationships with Robeson Community College's ABET program and with local education agencies and community partnerships.

3. To develop Year 1 competency related to career exploration through person-centered planning and community participation through partnerships.

4. To develop Years 2 and 3 competencies related to career preparation through academic coursework, occupational training, and community work experiences and transitions.

5. To support transition to employment and community participation through partnerships with adult services and families

The ultimate outcome of this proposed ABET work experiences will be competitive employment. This program will further be evaluated by comparing the outcomes of participating and non-participating students with intellectual disabilities.

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, 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 (HSE)

Another program for the adult who has not completed high school is the High School Equivalency program. A $80.00 fee is required prior to testing. Under this plan, individuals may take a series of tests called the HSE. Those receiving an acceptable passing score 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 HSE test covers four broad areas: Reasoning through Language Arts, Social Studies, Science, Mathematics, and is administered at the college.

Applicants must be a minimum of age 18 (minors 16 and 17 years old meeting RCC criteria may be enrolled if they meet certain guidelines).

The college, through the Campus or ComTech/Adult High School/HSE classes, offers the individual the opportunity to prepare for the HSE Test.

The Chief Testing Officer will:

1. Arrange an agreeable time for testing with the Assistant Vice President of College and Career Readiness.

2. Notify all applicants of testing time and site.

3. Administer the HSE tests.

Adult & Continuing Education

WORKFORCE DEVELOPMENT

Occupational Extension

Emergency Services Education

Customized Training Program

Community Services Education

College and Career Readiness

Human Resources Development

Small Business Center

BioAg Center

REGISTRATION CALENDAR 2014-2015

COLLEGE AND CAREER READINESS

FALL SEMESTER 2014

July 7-November 26, 2014

SPRING SEMESTER 2015

December 1-March 31, 2015

SUMMER SEMESTER 2014

April 1-June 30, 2015

COMMENCEMENT (AHS)

June 18, 2015

OCCUPATIONAL EXTENSION

FALL SEMESTER 2014

August 15-December 31, 2014

SPRING SEMESTER 2015

January 1-May 15, 2015

SUMMER SEMESTER 2015

May 16-August 14, 2015

GENERAL INFORMATION

Robeson Community College is dedicated to providing a broad range of educational opportunities through its Division of Workforce Development 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 fire fighting, 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. Registration for courses is normally completed at the first class meeting, but some require preregistration. 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. Persons 16 or 17 years of age may enroll in Continuing Education classes that are held outside of regular school hours with permission from the school system. 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 $70-$180, and Community Services Education courses range from $0-$130. 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. There is a technology fee for computer classes and a campus access fee for all classes eight (8) weeks and longer.

Tuition for Occupational Extension classes may be waived for legal residents of North Carolina who are rescue personnel, fire fighters, law enforcement officers, and lifesaving department personnel, however, the course must be required in their respective vocations. Fees are also waived 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, however, in some courses the insurance is a requirement. The insurance is offered for a nominal fee.

Campus Access/Security Fee

Continuing Education students enrolled in a class eight weeks or longer (not seminars or workshops) must pay a campus access/security 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 attendance is required to receive a certificate of completion. There are courses, seminars, and workshops that require 100 percent attendance in order to receive a certificate of completion.

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 910-272-3600.

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, NCCER Core Curriculum, Quality Control, Electronics, Fire Rescue Training, Medical Training and other courses dealing with licensing preparations and business skills. Below are some examples of the available courses offered in the Continuing Education Division. 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.

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 $70- $180 for registration fees per course. Classes meet at varying times which helps accommodate today's busy schedule.

Course locations are as varied as course length. Generally, courses are held on the RCC Campus and/or the ComTech Campus. However, many times courses are held at an individual business, industry, or service organizations. 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 barbering, medical assisting, NCCER Core Curriculum, notary public, pharmacy technician, vehicle inspection, and many others. For an entire list of the College's licensing preparation courses visit our website at: www.robeson@edu.com or call (910) 272-3630.

Automotive

Vehicle Safety Inspection:

This course covers the rules and regulations for safety inspection of automobile vehicles. It is required of all mechanics prior to licensing to inspect vehicles.

• Independent Automobile Dealers Pre-License Course

• OBD Inspections

Barber Program

Students will prepare to become licensed barbers while learning in a stand-alone program and working in an on-campus barber shop. The barber program will teach students the essentials required in providing complete hair and skin services for men. Students will be taught such barbering services as steam facials, facial massages, and foam shaves, as well as modern razor styling, hair cutting, coloring, permanent waving, and blow drying. The Barber Program is located at RCC's ComTech Campus in Pembroke, NC. Students should be able to successfully complete the program within three semesters. For additional information or to schedule a test date please call or e-mail Mr. Michael Cheek, barbering instructor, at (910) 522-1426 or mcheek@robeson.edu.

Medical Assisting

The Medical Office Assisting Program prepares students to be able to perform the vital duties of the front office. Students will learn the proper techniques for answering telephones, scheduling appointments, managing and maintaining patient charts, and creating correspondences. Students will be introduced to areas of study such as

- Office Accounting
- Customer Service
- Electronic Health Records
- Medical Coding
- Health Insurance Billing
- Collection Process

Governmental policies and procedures play a vital role in efficiently managing medical offices, with that being said students are expected to learn regulations in the areas of OSHA, HIPPA, DEA, and CLIA. The National Center for Competency Testing (NCCT) will be the certifying body for the program. National certification in a Medical Office Assisting Program is a great way for students to demonstrate their knowledge and commitment to having a successful career in this field of study. Students who successfully pass this course will be eligible to test for the National Certified Medical Office Assistant (NCMOA). This certification is accepted at our local hospitals and other hospitals throughout the state of NC and throughout the US. Obtaining this certification will open new doors of opportunities throughout a student's career.

NCCER Core Curriculum

This 100 - hour course consists of safety lecture and skill performance demonstrations relative to the craft trades.

The Core Curriculum is nationally recognized and accepted by the Department of Labor Office of Apprenticeship as time-based training.

Notary Public Education

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. Medical Transcription

Pharmacy Technician

Within the state of North Carolina, pharmacy technicians are used in a variety of ways to support the work of a supervising pharmacist. They may also assemble prescriptions in a pharmacist's absence, but the pharmacist must check the medication before it is distributed to any patient. Pharmacy technicians in North Carolina are considered a valuable part of any pharmacy's team, and the state's Board of Pharmacy and the North Carolina Association of Pharmacists is always looking for more ways to expand the pharmacy technician's role. Subject matter includes: pharmacy laws and regulations, pharmacy calculations, pharmacy terminology, proper handling and storage of medications, dispensing systems, labeling requirements, and record-keeping and documentation. As a pharmacy technician, you will assist licensed pharmacists as they provide medication and other health care products to patients. From measuring medications to maintaining patient records, your administrative and clinical knowledge will open doors in:

- Hospitals
- Community pharmacies
- Outpatient clinics
- Pharmaceutical companies
- Assisted living facilities

Food Service Sanitation

This 16-hour course includes the ServSafe Program accepted by the food industry. Special emphasis is given to sanitation, proper food handling, cooking, holding and storage temperatures and food borne illnesses. A Robeson County Health Department Food Handler's card is available at the completion of the course.

Construction and Industrial Training

- Basic Electrical Wiring
- Industrial Maintenance Tech
- National Electrical Code I
- Powered Industrial Truck
- Wastewater Operator Grades I & II
- Welding
- Workplace Welding
- National Electrical Code I
- Powered Industrial Truck
- Industrial Maintenance Tech

Where Can I Get More Information:

Director of Customized Training

Robeson Community College

Post Office Box 1420

Lumberton, North Carolina 28359

Or call (910) 272-3630 (910) 272-3632

Occupation Extension Courses:

Electronic Medical Health Records

When a patient visits any type of health facility, a record of all treatment outcomes and observations must be established. And all of this information must be represented in the form of a medical record. In a revolutionary effort to improve the way patient data is accurately maintained in a variety of health care settings, our medical industry is undergoing a historical transition from traditional paper records to digital records. All sectors of the medical industry, including doctors' offices, outpatient centers, hospitals, nursing care facilities and home health care services, will benefit from the expertise of an individual with a firm background in electronic health records. That's why early government research projects predict that approximately 212,000 jobs could be created from this movement.

Hippa Compliance (On-line)

Are you a health care professional or considering a career in the health care industry? Do you provide products or services to a health care organization? If the answer to either of these questions is yes, then it's mandatory that you understand the requirements of HIPAA compliance. This ground breaking legislation requires all health care professionals to take careful steps to protect private information.

Human Anatomy & Physiology, I or II (On-line)

Human Anatomy and Physiology focuses on the structure and function of the human body. In this course, you'll gain an understanding of basic chemistry, the human cell, and the anatomy of the body's organ systems and the jobs that they do. You'll also learn how our organ systems work together to allow us to process sensations, think, communicate, grow, move, reproduce, and stay alive.

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.

Medical Transcription (On-line)

Take your first step toward a lucrative career as a medical transcriptionist! You'll learn how to transcribe the most common medical reports used in both inpatient and outpatient settings. We'll review a lot of the grammar you might have forgotten since high school and apply it to the reports.

Director of Occupational Extension

Robeson Community College

Post Office Box 1420

Lumberton, North Carolina 28359

Or call (910) 272-3604 (910) 272-3609

COMPUTER EDUCATION

Introduction to PC's/Windows 7 & Windows 8

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.

Microsoft Excel

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.

- Security
- Introduction to PC Troubleshooting
- Intermediate Networking
- Introduction to Networking
- Wireless Networking

Accounting

- Accounting Fundamentals I & II
- Introduction to Quick Books 2012 & 2013
- Performing Payroll in Quick Books 2012 & 2013
- Introduction to Peachtree Accounting
- Quick Book for Contractors 2013 & 2014

Web Page Creation & Web Graphics

Learn how to design, create, and post your very own site on the Internet's World Wide Web. Discover low-cost web marketing strategies.

- Creating Web Pages I & II
- Introduction to Photoshop
- Introduction to Visio
- Discover Digital Photography

For an entire list of the College's on-line courses visit our website at www.robeson@edu.com or www.ed2go.com/robesoncc.

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 and Customized Industry Training Program to simultaneously prepare North Carolina's workforce with the skills essential to successful employment in emerging industries.

FAST TRACK INDUSTRIAL MAINTENANCE PROGRAM

Industrial Maintenance Technicians work with various types of equipment and machinery used in industrial settings, hospitals, hotels, military installations, schools or anywhere maintenance of equipment is needed.

Careers in Maintenance are in HIGH DEMAND across the nation for those that enjoy working with their hands, working in a team environment, and problem solving. This career offers competitive wages and opportunity for advancement.

Scholarships and funding assistance/financial aid provided for qualifying applicants.

Course Information

IM Certification will be a 5-6 month program with students obtaining an additional CRC, Forklift, and OSHA 10 certifications.

- Applied Math Pneumatics
- Basic Mechanics Hydraulics
- Welding
- OSHA 10
- Electrical/Electronic I
- Electrical/Electronic II
- PLC I
- PLC II
- Forklift Certification
- Career Readiness Certificate

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 calibrates and prepares 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.

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.

For an entire list of the College's Customized Training Programs visit our website at www.ed2go.com/robesoncc.

Where Can I Get More Information

Director of Customized Training
Robeson Community College
Post Office Box 1420
Lumberton, North Carolina 28359
Or call (910) 272-3630 (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. Courses and services offered by the Small Business Center are free.

What is a "small business?" The U.S. Small Business Administration defines it as "… a business that is independently owned 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 and Seminars

Quality programs are designed for personal development and immediate application to business activities. Seminars 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) and other individuals qualified for in-depth counseling in specific areas.

Resources Center

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 and seminars are co-sponsored with other agencies such as the Small Business Administration and Robeson County Chambers of Commerce.

Continuing Education

If you, as a small business owner or prospective owner, have specific training needs or business concerns, please contact the Small Business Center and share them with us. The center offers programs that are short, informative, and held during hours that will fit into the demanding schedule of the small business owner. Seminars 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

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.

Credit and Collections

Understanding commercial credit, credit policy, detecting bad checks and bad debts, collection policies and procedures, small claims and civil court action.

Customer Relations

Satisfying customers and keep them coming back, dealing with the angry customer, company image and developing employee appreciation for the customer.

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.

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.

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.

Money Management

Understanding the objectives of financial planning, risk management, reducing tax burdens and how to put your dollars to work to maximize profit.

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.

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.

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.

For an entire list of the College's Small Business courses visit our website at www.ed2go.com/robesoncc.

> **Director of Small Business Center**
> Robeson Community College
> Post Office Box 1420
> Lumberton, North Carolina 28359
> Or call (910) 272-3631

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 College and Career Readiness Department, 910-272-3700.

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. Cost of these classes range from $70–$180. Fees for these classes may be waived for students meeting eligibility criteria.

Basic Computer Skills

This course assesses an individual's technology literacy, develops a moderate comfort level of basic computer use skills, uses technology to implement job search strategies, researches career and occupational information, helps to compile employment related documents (resume, cover letters, applications, and electronic employment portfolios), helps individuals understand the impact of social networking on employment and emphasizing the role of technology in the workplace. Fee waiver available for individuals meeting eligibility criteria.

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.

Internet KeyTrain Lab

This employability lab is your next level in career readiness preparation. Students are provided assistance with KeyTrain, soft skills, financial literacy, career exploration, interviewing, resume writing, interest surveys and job search. This course leads students to certification with WorkKeys assessments and the NCRC. It's a powerful way to build self-esteem, provide real credentials, and simply set students up for success. Fee waiver available for individuals meeting eligibility criteria.

Pathways to Professional Administrative Assistant

In this course you'll learn about technical skills and professional qualities needed to operate as an administrative assistant in corporate settings, government agencies, non-profits, and legal offices. Students will explore techniques in planning and scheduling meetings and appointments, maintaining files and managing projects.

Child Care Provider Training

Thinking about a career in Child Care? In this class you will be given an overview of the Child Care industry. Students will explore educational and job opportunities in child care. Students will get to experience some hands-on opportunities during site visits to local child care facilities. Fee waiver available for individuals meeting eligibility criteria.

Succeeding in the Banking Industry

Ever thought about a career in banking? You will be given an overview of the many areas in the banking industry. One or more of the following topics will be covered: customer service, problem solving, communication, team work, and work ethic. Attending this class will make you more marketable for jobs in the banking industry. Students will be given the opportunity to visit an area banking facility. Fee waiver available for individuals meeting eligibility criteria.

WorkKeys

WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical to job success. These skills are valuable for any occupation-skilled or professional-and at any level of education. The WorkKeys assessment system includes nine assessment areas: applied mathematics, applied technology, business writing, listening, locating information, observation, reading for information, teamwork, and writing. Each WorkKeys assessment has a score level range which is usually 3 to 7. The scores indicate an individual's ability to perform more complex skills as the score level increases. Individuals who use WorkKeys to document their readiness for work have an edge with the growing number of employers nationwide who accept or require that job applicants have WorkKeys scores.

Where Can I Get More Information:

For an entire list of the College's HRD courses visit our website at www.ed2go.com/robesoncc

Information can be obtained by contacting:

> **Director of Human Resource Development**
> Robeson Community College
> Post Office Box 1420
> Lumberton, North Carolina 28359
> Or call (910) 272-3613 (910) 272-3604

BioAg

The BioNetwork BioAg Center hosted at Robeson Community College is part of the North Carolina Community College System BioNetwork which delivers world-class economic and workforce development support to life science industries across the North Carolina Community College System though education, outreach and laboratory programs. Utilizing industry experts, we embark daily on a stewardship-focused mission designed to empower individuals and further their personal and professional advancement. Encouraging vision, leadership, exploration, and economic progress is at the core of BioNetwork's efforts.

Community Outreach

- Inspiring K-12 students in NC to consider STEM careers
- Summer camps, festivals & activities for students

Customized Resources

- Responsive, low-cost programs tailored to your business
- Convenient access for your workforce skill instruction
- Shared curricula & research across the state

Industry Partners

- Feedback from employers on workplace developments
- Professional networking with top business leaders

Return on Investment

- Better investment with less expensive internal training
- Utilization of state resources to help educate your workforce
- Partnership with government to expand your market influence

World-Class Training

- Current pilot-scale equipment
- State-of-the-art training programs current in regulatory and production trends
- Innovative e-learning products

Director of BioAg Center

Robeson Community College

Post Office Box 1420

Lumberton, North Carolina 28359

Or call (910) 272-3691 (910) 272-3690

EMERGENCY SERVICES EDUCATION

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.

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
- Assistant I
- Basic Trauma Life Support (BTLS)
- Mobile Intensive Care Nursing (MICN)
- Stress Management
- Basic Cardiac Life Support (CPR) Instructor
- Nurses Assistant Refresher
- Pediatric Advanced Life Support (PALS)
- Phlebotomy
- Medical Responder

Nursing Assistant I or II

This program is for listing on the state registry of the North Carolina Nurse Aide Registry. North Carolina registration is required for employment in a nursing home, long term care facility, hospital, or similar facility. The program consists of classroom work, practical exercises in skill areas

and clinical work in a nursing home facility under the supervision of the instructor. This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communication, safety, patient's 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.

Director of Emergency Medical Services
Robeson Community College
Post Office Box 1420
Lumberton, North Carolina 28359
Or call (910) 272-3407 (910) 272-3408

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 included in the Firefighter I and II Certification programs:

- 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 Communication
- Fire Behavior

- Fire Department Organization
- Fire Safety
- Water Supply
- Fire Control
- Overhaul
- Response to Hazardous Materials & Terrorism
- Fire Prevention, Education & Fire Cause Determination

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 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)

For an entire list of the College's Emergency Medical Service courses visit our website at www.ed2go.com/robesoncc.

Director of Fire Training Services
Robeson Community College
Post Office Box 1420
Lumberton, North Carolina 28359
Or call (910) 738-7128

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.

Many courses are offered through our Continuing Education Department or as they are requested by various law enforcement agencies. The required mandated in-service training for law enforcement officers is offered at least 3-4 times a year. Other specialized training for certified law enforcement officers is scheduled throughout the year.

Some of the courses available are listed below; however, other law enforcement courses are available upon request.

- Accident Investigation
- Criminal Drug Interdiction
- Bomb Threats
- Hostage Negotiations
- CPR
- Interview Techniques
- Civil Liability
- Crowd Management
- Community Relations
- General Instructor Training
- Criminal Investigation
- Laws of Arrest, Search & Seizure
- Defensive Tactics
- Drivers Training
- Radar Operator School
- Fingerprinting
- Firearms Recertification
- Supervision for LEO
- Bloodborne Pathogens
- ASP Training
- Report Writing Homicide Investigations

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.

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.

COMMUNITY SERVICES EDUCATION COURSE DESCRIPTIONS

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.

Wine Making

Learn the basic theory and process of wine making using fresh fruit as well as juice concentrate. The proper technique to sweetening and stabilizing finished wines will also be discussed.

Motorcycle Rider Course-Beginning

Do you want to learn how to ride a motorcycle? Riding and street skill has at its core, 22 hours of instruction. Eight of these hours will be spent in the classroom in preparation for fourteen hours of range activities. For more information or registration call the Continuing Education Office at (910) 272-3604.

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Robin Blue

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Kathryn Carmical, Professional Development Coach; CLASS/MTP Specialist M.A.Ed., Pembroke State University; B.A. University of North Carolina at Greensboro

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

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INSTRUCTIONAL SPECIALIST

Vacant

SECRETARY

Saralene Britt

B.A., Ashford University

NOTES

2014-15 Academic Programs

ACADEMIC PROGRAMS OFFERED

UNIVERSITY/TRANSFER DEGREES
Associate in Arts Degree
Associate in Science Degree

Associate Degree in Applied Science
Associate Degree Nursing
Business Administration
Computer Information Technology
Criminal Justice Technology
Culinary Arts
Early Childhood Associate
Electrical Systems Technology
Emergency Medical Science
General Occupational Technology
Industrial Systems Technology
Medical Assisting
Medical Office Administration
Office Administration
Radiography
Respiratory Therapy

Diploma Programs
Air Conditioning, Heating, and Refrigeration Technology
Cosmetology
Electrical Systems Technology
Industrial Systems Technology
Practical Nursing
Surgical Technology
Therapeutic and Diagnostic Services:
    Emergency Medical Science
    Nursing Assistant
Welding Technology

Certificate Programs
Air Conditioning and Heating
    Air Conditioning Installation and Maintenance
    Air Conditioning Control Systems
    Heating and Refrigeration Introduction
Basic Law Enforcement Training
Criminal Justice
    Corrections Essentials
    Court Foundations
    Fundamental Principles of Law Enforcement
Electrical Systems Technology
    Electrical Installation & Maintenance
    Wire Installer I
    Wire Installer II
Industrial Systems Technology
    Machine Shop-CNC Operator
    Mechanical Procedures I
    Mechanical Procedures II
    Programmable Logic Controller
Information Technology Fundamentals
Microsoft Office
Nursing Assistant

Specialized Studies
Pre-College (Developmental)

The following programs are offered as online programs.
Associate in Arts Degree
Business Administration
Early Childhood
Criminal Justice

CAREER AND COLLEGE PROMISE PROGRAMS

College Transfer Pathways
College Transfer Pathway Leading to the Associate in Arts
College Transfer Pathway Leading to the Associate in Science

Career and Technical Education Certificate Pathways
Air Conditioning
Heating and Refrigeration
Business Administration
Computer Information Technology
Criminal Justice Technology
Culinary Arts
Early Childhood
Electrical Systems Technology
Industrial Systems Technology

Adult & Continuing Education Programs
Barbering
BioAg Education
Community Services Education
Emergency Medical Technician
Emergency Services Education
Fire Service Training
Health Related Training
Human Resources Development
Industrial Maintenance
Law Enforcement Training
New and Expanding Industry Training
Occupational Extension
Small Business Center

College & Career Readiness
Adult Basic Education
Adult High School Diploma
Compensatory Education
English as a Second Language
Family Literacy
General Educational Development

For more information, please contact:

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