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

2016-2017

Volume XLVII

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

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

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

ROBESON COMMUNITY COLLEGE
ACADEMIC CALENDAR
2016-2017

FALL SEMESTER 2016

Monday, April 11-Friday, April 22	Fall Early Registration (Returning Students)
Tuesday, August 2	Summer 2016 Commencement
Wednesday, August 10	Late Registration Drop/Add
Thursday, August 11	Convocation
Monday, August 15	Classes Begin/First Mini Semester Begins
Monday, September 5	Labor Day Holiday
Tuesday, September 6	CCP Classes Begin (13-week schedule)
Monday, September 19	Last Day to Drop a Class Without Penalty for the First Mini Semester
Tuesday, September 27	Deadline to Finish Summer Session Incompletes
Friday, October 7	Classes End, First Mini Semester
Monday, October 10 – Wednesday, October 12	Fall Break and/or Make-Up Days
Monday, October 17	Classes Begin for Second Mini Semester
Wednesday, October 26	Last Day to Drop a Class Without Penalty for Fall Semester (16 Week Classes)
Wednesday, November 3	Last Day to Drop a Class Without Penalty for 13 Week CCP Classes
Monday, November 7 - Wednesday, November 23	Academic Advising for Spring Semester 2017
Friday, November 18	Last Day to Drop a Class Without Penalty for the Second Mini Semester
Thursday, November 24-Friday, November 25	Thanksgiving Holidays (Classes end at 3:00 p.m. on November 23)
Monday, November 28	Classes Resume
Monday, November 28 - Friday, December 9	Spring Semester Registration Payment Period
Monday, December 12	Day and Evening Classes End

SPRING SEMESTER 2017

Monday, November 7 –Wednesday, November 23	Spring Semester Advising/Registration
Wednesday, January 4	Late Registration Drop/Add
Monday, January 9	Classes Begin First Mini Semester Begins
Monday, January 16	Martin Luther King, Jr. Holiday
Tuesday, January 31	CCP Classes Begin (13-week Schedule)
Monday, February 13	Last Day to Drop a Class Without Penalty for the First Mini Semester
Tuesday, February 21	Last Day to Complete Fall Semester Incompletes
Friday, March 3	Classes End, First Mini Semester
Wednesday, March 8 – Friday, March 10	Spring Break and/or Make-Up Days
Monday, March 13	Classes Begin for Second Mini Semester
Wednesday, March 22	Last Day to Drop a Class Without Penalty for Spring Semester
Wednesday, March 29	Last Day to Drop a Class Without Penalty for 13 Week CCP Classes
Monday, April 10 – Wednesday, April 26	Academic Advising for Fall and Summer Semester
Monday, April 17 – Tuesday, April 18	Easter Holidays and/or Make-Up Days
Wednesday, April 19	Last Day to Drop a Class Without Penalty for Second Mini Semester
Monday, May 1 - Wednesday, May 10	Summer Term Payment Period
Monday, May 8	Day and Evening Classes End
Tuesday, May 16	Rehearsal
Tuesday, May 16	Commencement (11:00 am A.D. Lewis Auditorium)

SUMMER SESSION 2017

Thursday, May 18	Late Registration Drop/Add
Monday, May 22	Classes Begin (Regular, First Mini, and 8-week Session Begins)
Monday, May 29	Memorial Day Holiday
Wednesday, June 7	Last Day to Drop a Class Without Penalty for the First Mini Session

Friday, June 16	First Mini Session Ends
Wednesday, June 21	Second Mini Session Begins
Monday, June 26	Last Day to Drop 8-Week Session Without Penalty
Tuesday, July 4	Independence Day Holiday
Wednesday, July 5	Last Day to Complete Spring Session Incompletes
Friday, July 7	Last Day to Drop a Class Without Penalty for the Second Mini Session
Tuesday, July 18	Second Mini Session Ends
Tuesday, July 18	Regular Session Ends
Tuesday, August 1	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 HOLIDAY SCHEDULE 2017

Monday, January 2	New Year's Day Holiday
Monday, January 16	Martin Luther King, Jr. Holiday
Monday, April 17 -Tuesday, April 18	Easter Holidays
Monday, May 29	Memorial Day Holiday
Tuesday, July 4	Independence Day Holiday Observed
Monday, September 4	Labor Day Holiday
Thursday, November 23 – Friday, November 24	Thanksgiving Holidays
Friday, December 22 – Tuesday, December 26	Christmas Holidays

College will close at 3:00 p.m. on Wednesday, November 22, 2017
College will close at 3:00 p.m. on Tuesday, December 19, 2017.

Faculty and Staff will return to work on Tuesday, January 2, 2018.
Vacation days will include December 20, 21, 27, 28, 29.

President's Welcome

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

A major aim of RCC is to be a student centered institution. Our small class size, caring faculty and staff, and low cost make us an attractive option as you pursue your education. Counselors, academic advisers, and financial aid personnel are willing to help you navigate through the process. Any of the college's employees are more than willing to help you resolve any issues you may have.

Several options are available to you. Your purpose may be to transfer to a four-year institution or go directly into the workforce. Our open door policy helps assure your success regardless of your direction. On-line courses and face-to-face classes are available. An effort is being made to maintain modern classrooms and laboratories similar to those in the workplace.

Instructional faculty are highly qualified. They hold advanced degrees as well as certifications in their discipline. Academic preparation as well as practical experiences add to the positive involvement you will have at RCC. Take advantage of the opportunities faculty will provide for you.

A vital part of the college's mission is to help provide a well-trained workforce. Working closely with business and industry, RCC attempts to ensure that students have the proper training. The Workforce Development Center is a state of the art facility which responds to numerous needs of area businesses.

RCC serves adults and high school students as well. Regardless of where you find yourself, the college strives to help you meet your educational goals.

We welcome your visit to the campus. College personnel are eager to provide you advice as you consider your educational objectives.

    Sincerely,

William C. Aiken

    William C. Aiken
    Interim President

Directory of Correspondence

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

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

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

BUILDING DIRECTORY

Building 1: Lumbee Guarantee Bank Building
Biology Lab, Welding, General Classroom

Building 2: I. J. Williams Administration Building
Administration, Business Office, Campus Security, Instruction & Support
Services, President's Office

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

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

Building 5:
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, Early College High
School Classrooms, Faculty Offices

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

Building 10:
Institutional Storage Facility

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

Building 12:
Adult Basic Education, Adult Basic Education Transitions, Advanced
Manufacturing Labs, Faculty Offices, General Classrooms, Industrial Systems
Technology, English as a Second Language

Building 13: Fred G. Williams Jr. Student Center
Admissions, Vending, Computer Services, Counseling, Disability Services,
University Transfer Center, 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, The Learning Center (TLC)

Building 15: A. D. Lewis Auditorium

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, Simulation and Cooperation Training, Nursing, Nurse Aide, Surgical Technology
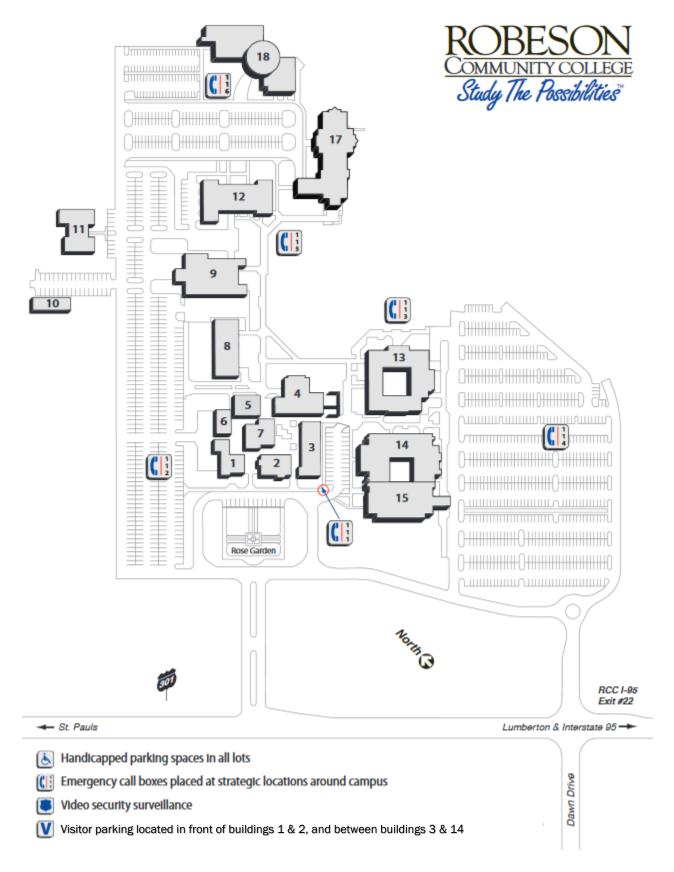
Building 18: Dr. Charles V. Chrestman Workforce Development Center

Continuing Education and Workforce Development Administration, Conference Rooms, General Classrooms, Human Resources Development, Industry Services, Occupational Extension/Community Services, Small Business Center

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

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

Campus Map

ROBESON
COMMUNITY COLLEGE
Study The Possibilities™

18
116
17
12
115
11
113
10
9
8
13
4
5
6
7
3
14
114
1
2
15
112
111
Rose Garden

North

301

RCC I-95
Exit #22

St. Pauls

Lumberton & Interstate 95

Dawn Drive

Handicapped parking spaces in all lots

Emergency call boxes placed at strategic locations around campus

Video security surveillance

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

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 Duke Energy Weatherspoon Power Plant and a satellite campus at ComTech Business Park near Pembroke. Campus facilities occupy more than 227,665 square feet in classrooms, offices, and laboratories.

Campus Visits

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

History of the College

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

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

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

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

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

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

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

Commitment of RCC to its students and the citizenry of Robeson County was seen with the excellent reports of various auditing agencies in the state. There are currently 165 carefully selected full-time RCC employees who now serve RCC, which represents a figure 27 times as many as when the College first opened its doors in 1965 with six full-time employees. Another 250 part-time personnel teach and provide services to the student body on an annual basis.

The Community College System

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

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

Accreditation

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

The Commission on Colleges of the Southern Association of Colleges and Schools is a regional accrediting agency whose mission is to: "assure the educational quality and improve the effectiveness of its member institutions". To learn more about the College's accreditation status with SACSCOC or to find out more about the accreditation process, please visit the SACSCOC website (http://www.sacscoc.org). 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.

Associate Degree Nursing Program

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

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

Barbering Program

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

North Carolina Board of Barber Examiners
5809 Departure Drive, Suite 102, Raleigh, NC 27616
www.ncbarbers.com
919-981-5210

Basic Law Enforcement Training Program

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

Criminal Justice Education and Training Standards Commission
P.O. Drawer 149, Raleigh, NC 27602
www.ncdoj.gov
919-661-5980

Cosmetology Program

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

North Carolina Board of Cosmetic Arts
1207 Front Street, Suite 110, Raleigh, NC 27609
www.nccosmeticarts.com
919-733-4117

Early Childhood Education Program

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

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

Emergency Medical Science Program

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

Commission on Accreditation of Allied Health Education Programs
1361 Park Street, Clearwater, FL 33756
www.caahep.org
717-210-2350

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

Nurse Aide Program

The Nurse Aide Program is approved by the North Carolina Department of Health and Human Services Division of Health Regulation Health Care Personnel Registry Section Center for Aide and Education (CARE).
Center for Aide Regulation and Education
2709 Mail Service Center, Raleigh, NC 27699-2709
www.ncnar.org
919-855-3969

Practical Nursing Program

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

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

Radiography Program

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

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

Respiratory Therapy Program

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

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

Surgical Technology Program

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

Commission on Accreditation of Allied Health Education Programs
1361 Park Street, Clearwater, FL 33756
www.caahep.org
717-210-2350

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

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

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

Mission Statement

Robeson Community College 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

2016 Report

The Performance Measures for Student Success Report is the North Carolina Community College System's major accountability document. This annual performance report is based on data compiled from the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. In 1993, the State Board of Community Colleges began monitoring performance data on specific measures to ensure public accountability for programs and services. In 1998, the General Assembly directed the State Board to review past performance measures and define standards to ensure programs and services offered by community colleges in North Carolina were of sufficient quality. In 2010, a Performance Measures Committee was established to develop new performance-based student success measures to go into effect in 2013. During the development of these measures, it was determined that it was important to establish a three-year review process to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success. To facilitate the first three-year review of the measures, the Performance Measures Adjustment Committee was appointed to review the current set of measures and recommend deletions, revisions, and additions. This included individuals representing college leadership and research. The Committee formally presented the following seven measures to the State Board in March 2015:

- Basic Skills Student Progress

- Student Success Rate in College-Level English Courses

- Student Success Rate in College-Level Math Courses

- First Year Progression

- Curriculum Student Completion

- Licensure and Certification Passing Rate

- College Transfer Performance

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

Baselines and Excellence Levels

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

Robeson Community College

Performance Measures & Standards

2016 Report

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

For the complete report NCCCS Performance Measures for Student Success visit:
http://www.nccommunitycolleges.edu/analytics/state-and-federal-performance-measures

Governance

State Board of Community Colleges

Member	Appointment
Mr. Scott Shook, Chair	
Ms. Janet K. Lowder, Vice Chair	
Ms. Lisa Estep	House
The Honorable Janet Cowell	State Treasure
The Honorable Dan Forest	Lt. Governor
Mr. Jimmie Ford	Region 5
Mr. Todd Johnson	At Large
Mr. Breeden Blackwell	At Large
Mr. Wade Bryan "Bobby" Irwin, Jr.	Region 2
Mr. Bill McBrayer	House
Ms. Janet K. Lowder	House
Mr. Ernest C. Pearson	Region 1
Dr. Samuel Powell	House
Mr. Edward "Lynn" Raye	Senate
Dr. Darrell Saunders	Senate
Mr. Scott Shook	Region 6
Mr. Lee Roberts	Governor
Mr. James Rose	Governor
Mrs. Yolanda Stith	Governor
Mr. Clark Twiddy	Senate
Mr. Jerry Vaughan	Region 4
Dr. Chandler Willis	Region 1
North Carolina Community College System	Dr. James C. "Jimmie" Williamson President

Robeson Community College Board of Trustees

Appointed by Robeson County Board of Commissioners	Expiration of Term
Sammy Cox, Chair	June 30, 2019
Paul D. McDowell	June 30, 2016
Noah Woods	June 30, 2017
Audrey Hunt	June 30, 2018

Appointed by Robeson County Board of Education	
Dr. Danny Stedman	June 30, 2019
Herbert Edwin "Eddie" Moore	June 30, 2016
Shirley H. Stockton, Vice Chair	June 30, 2017
George McPhaul	June 30, 2018

Appointed by Governor of North Carolina	
John W. Armstrong	June 30, 2019
Michael T. Van Etten	June 30, 2016
Linda Metzger	June 30, 2017
Kyle Chavis	June 30, 2018

Robeson Community College
Dr. William Aiken, Interim President
Secretary

SGA President

Academic Programs Offered

University Transfer Degrees [link opens in document]

Associate in Arts Degree
Associate in Science Degree

Associate in Applied Science Degrees (AAS) [links in document]

Accounting
Associate Degree Nursing
Associate in General Education
Baking and Pastry
Business Administration
Information Technology Support and Services
Information Technology Network Management
Criminal Justice Technology
Culinary Arts
Early Childhood Associate
Electrical Systems Technology
Emergency Medical Science
General Occupational Technology
Industrial Systems Technology
Medical Office Administration
Office Administration
Radiography
Respiratory Therapy

Diplomas [links in document]

Air Conditioning, Heating, and Refrigeration
       Technology
Cosmetology
Electrical Systems Technology
Industrial Systems Technology
Practical Nursing
Therapeutic and Diagnostic Services: Nurse Aide
Welding Technology

Certificates [links in document]

Air Conditioning, Heating, and Refrigeration
   Air Conditioning Installation and Maintenance
   Air Conditioning Control Systems
   Heating and Refrigeration Introduction
Business Programs
   Basic Office Administration
   Bookkeeping
   Business Foundations
   Customer Service
   Information Technology-Support and Services
   Information Technology-Network Management
   Microsoft Office
Law Enforcement
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

     Robotics Certificate
     Photovoltaic Certificate
Industrial Systems Technology
     Machine Shop-CNC Operator
     Mechanical Procedures I
     Mechanical Procedures II
     Programmable Logic Controller
Nurse Aide
Welding Technology

Specialized Studies

     Pre-College (Developmental)
The following programs are offered as online programs.
     Associate in Arts Degree
     Business Administration
     Criminal Justice
     Emergency Medical Science

Career and College Promise [links in document]

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 Pathways
     Air Conditioning Heating and Refrigeration
     Business Administration
     Criminal Justice Technology
     Early Childhood
     Electrical Systems Technology
     Industrial Systems Technology
     Nurse Aide (Diploma)

Adult & Continuing Education Programs

     Barbering
     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
     Adult Basic Education Transition
     English as a Second Language
     Family Literacy
     High School Equivalency

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 [opens in a new window].

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

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

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

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

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

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

University Transfer Programs

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

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

The Associate in Science Program concentrates heavily on the natural sciences and mathematics; it is recommended for students who will continue into a Bachelor of Science degree program. In addition to the UGETC and general education courses, students must take additional natural sciences, and mathematics transfer courses based on their

specialized interests, for a total of 60-61 semester hour credits. The program of study for both the AA and AS programs provide opportunities for students to know the philosophy, literature, and art of their own culture and other cultures; to understand math and science; to communicate with others and develop a sense of community. Also, the program of study helps students achieve competencies in the following: reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

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

The North Carolina Comprehensive Articulation Agreement

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

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

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

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

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

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

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

- Obtain acceptance at the UNC institution.

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

Associate in 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. The Associate in Arts Program concentrates heavily on the humanities and social sciences; it is recommended for students who will continue into a Bachelor of Arts or Liberal Arts degree program. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions. Students are responsible for examining the program major requirements of the four-year institution to which they plan to transfer for completion of their degree.

Admission Requirements and Special Conditions

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

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 122 College Transfer Success	1	
BIO 111 General Biology I or CHM 151 General Chemistry I	4	
ENG 111 Writing and Inquiry	3	
UGETC Social Behavioral Science Elective [ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, PSY 150 or SOC 210]	3	
MAT 143 Quantitative Literacy or MAT-171 Precalculus Algebra	3 or 4	
Total Credits	**14 or 15**	

Second Semester (Spring)

First Semester (Spring)	Credit hours	Notes
ENG 112 Writing/Research in the Disciplines	3	
PHY 110/110A Conceptual Physics/Conceptual Physics Lab or CHM 152 General Chemistry II	4	
UGETC Social Behavioral Science Elective [ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, PSY 150 or SOC 210]	3	
UGETC Humanities/Fine Arts Elective [ART 111, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215 or PHI 240]	3	
General Education Elective	3	
Total Credits	**16**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
UGETC Literature Elective [ENG 231, ENG 232, ENG 241 or ENG 242]	3	
UGETC Social Behavioral Science Elective [ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, PSY 150 or SOC 210]	3	
General Education Elective	3	
General Education Elective	3	
General Education Elective	3	
PE Elective [Active]	1	
Total Credits	**16**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
UGETC Humanities/Fine Arts Elective [ART 111 ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215 or PHI 240]	3	
General Education Elective	3	
General Education Elective	3	
General Education Elective	3	
PE Elective [Active]	1	
Total Credits	**13**	
Total Credits Needed for Graduation	**60**	

Associate in Arts A10100
(2016-2017 Catalog)

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. Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The program of study consists of Universal General Education Transfer Component (UGETC) courses and other general and premajor courses. To ensure maximum transfer ability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student's intended major and transfer institution.

GENERAL EDUCATION (45 SHC)

The general education common course pathway includes study in the area of English composition, humanities and fine arts; social and behavioral science; natural sciences and mathematics.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (UGETC)
All UGETC courses will transfer for equivalency credit.

I. 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)

II. Humanities/Fine Arts   (9 SHC)
Select three courses from the following from at least two different disciplines (Literature is a required course)

ART 111 Art Appreciation (3 SHC)   MUS 110 Music Appreciation (3 SHC)
ENG 231 American Literature I (3 SHC)   MUS 112 Introduction to Jazz (3 SHC)
ENG 232 American Literature II (3 SHC)   PHI 215 Philosophical Issues (3 SHC)
ENG 241 British Literature I (3 SHC)   PHI 240 Introduction to Ethics (3 SHC)
ENG 242 British Literature II (3 SHC)

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

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

IV. Mathematics (3-4 SHC)
Select one course from the following:
MAT 143 Quantitative Literacy (3 SHC)   MAT 171 Precalculus Algebra (4 SHC)

V. Natural Sciences (4 SHC)
Select one course from the following:
BIO 111 General Biology I (4 SHC)   CHM 151 General Chemistry (4 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (13-14 SHC)

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

Select 4 SHC from the following:
PHY 110/110A Conceptual Physics/ Conceptual Physics Lab (4 SHC)
AST 151/151A General Astronomy/General Astronomy Lab (4 SHC)
CHM 152 General Chemistry II (4 SHC)

Select 10 SHC from the following courses:
(3 SHC courses) CIS 110, COM 231, ECO 251, ECO 252, ENG 231, ENG 232, ENG 241, ENG 242, HIS 111, HIS 112, HIS 131, HIS 132, HUM 115, HUM 130, MAT 143, MUS 110, MUS 112, PHI 215, PHI 240, POL 120, PSY 150, PSY 241, REL 110, REL 221, SPA 111, SPA 112 SOC 210, SOC 213, and SOC 220;
(4 SHC courses) MAT 152 and MAT 171

Total General Education Hours Required: 45 SHC

OTHER REQUIRED HOURS (15 SHC)

The following 1 SHC course is required:
ACA 122 College Transfer Success (1 SHC)
An additional **14 SHC** of courses should be selected from courses classified as **general education courses** within the Comprehensive Articulation Agreement. *Students should select these courses based on their intended major and transfer university.*
Select 2 SHC from the following courses – one credit must be active [A].
PED 120 Walking for Fitness (1 SHC) [A]   PED 117 Weight Training I (1 SHC) [A]
PED 118 Weight Training II (1 SHC) [A]   PED 143 Volleyball – Beginning (1 SHC) [A]
PED 110 Fit and Well for Life (1 SHC)

Select 12 SHC from the following courses:

Course Prefixes	Courses
AST	AST 151/AST 151A General Astronomy/General Astronomy Lab (4 SHC)
BIO	BIO 111 General Biology I (4 SHC), BIO 112 General Biology II (4 SHC), BIO 120 Introductory Botany (4 SHC), BIO 130 General Zoology (4 SHC), BIO 168 Human Anatomy & Physiology I (4 SHC), BIO 169 Human Anatomy & Physiology II (4 SHC), BIO 275 Microbiology (4 SHC)
CIS	CIS 110 Introduction to Computers (3 SHC)
CHM	CHM 151 General Chemistry I (4 SHC), CHM 152 General Chemistry II (4 SHC)
COM	COM 231 Public Speaking (3 SHC)
ECO	ECO 251 Principles of Microeconomics(3 SHC), ECO 252 Principles of Macroeconomics (3SHC)
ENG	ENG 231 American Literature I (3 SHC), ENG 232 American Literature II (3 SHC), ENG 241 British Literature I (3 SHC), ENG 242 British Literature II (3 SHC)
HIS	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)
HUM	HUM 115 Critical Thinking (3 SHC), HUM 130 Myth in Human Culture (3 SHC)
MAT	MAT 143 Quantitative Literacy (4 SHC), MAT 152 Statistical Methods I (4 SHC), MAT 171 Pre-calculus Algebra (4 SHC), MAT 172 Pre-calculus Trigonometry (4 SHC), MAT 271 Calculus I (4 SHC), MAT 272 Calculus II (4 SHC)
MUS	MUS 110 Music Appreciation (3 SHC), MUS 112 Introduction to Jazz (3 SHC)
PHI	PHI 215 Philosophical Issues (3 SHC), PHI 240 Introduction to Ethics (3 SHC)
POL	POL 120 American Government (3 SHC)
PHY	PHY 151 College Physics I (3 SHC), PHY 152 College Physics II (3 SHC)
PSY	PSY 150 General Psychology (3 SHC), PSY 241 Developmental Psychology (3 SHC)
REL	REL 110 World Religions (3 SHC), REL 220 Religion in America (3 SHC)
SOC	SOC 210 Introduction to Sociology (3 SHC), SOC 213 Sociology of the Family (3 SHC), SOC 220 Social Problems (3 SHC)
SPA	SPA 111 Elementary Spanish I (3 SHC), SPA 112 Elementary Spanish II (3 SHC)

Total Semester Hours Credit (SHC) in Program: 60

Associate in Arts (AA) A10100RN Premajor Nursing

Purpose

The Associate in Arts degree is a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses for students interested in pursuing a four-year degree in Nursing (Baccalaureate of Science in Nursing - BSN). 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.

The degree program consists of two components: universal general education transfer component (UGETC) and general education pre-major courses in English composition, humanities/fine arts, social/behavioral sciences and natural sciences/mathematics. In addition, the degree program consists of Associate Degree Nursing (ADN) general education courses required for competitive admission into RCC's ADN program.

Courses may also transfer through bilateral agreements between institutions. Students who earn "C" or higher in UGETC courses may transfer those courses to any four-year institution in North Carolina and meet the university's lower division general education course requirements, subject to the following distribution limit: maximum of 6 hours in English composition, 9 hours in humanities/fine arts/communications, 9 hours in social/behavioral sciences, 8 hours in mathematics, and 8 hours in the natural sciences.

Admission Requirements and Special Conditions

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

Students admitted into A10100RN must have the approval of the Registrar. Approval is based upon academic performance in college level courses or high school transcript.

Additional Curriculum Notes:

1. Students interested in applying to RCC's Associate Degree Nursing program, should take Nursing program general education courses as outlined in the first fall and first spring semester. Academic performance in program general education courses are evaluated for admission.

2. A minimum GPA of 2.8 or higher is required for application into RCC's Nursing Program.

3. Associate of Arts graduates who transfer to a BSN program must maintain an overall GPA of at least 3.0 on a 4.0 scale in order to be eligible for a BSN program.

4. Admission to all RCC Health Science programs is a competitive process. A point system is followed to evaluate health science program applications. Applicants earn points based upon academic performance, references and academic degrees. Point distribution is outlined on the health science program checklist, that can be found on the program webpage.

Checklist for

ASSOCIATE IN ARTS PREMAJOR NURSING – A10100RN

2016 – 2017 Catalog
Admission to This Program Requires Registrar's Approval

First Semester (Fall)

	First Semester (Fall)	Credit hours	Notes
	ACA 122 College Transfer Success	1	
	BIO 168 Human Anatomy & Physiology I	4	
	CHM 151 General Chemistry I	4	
	ENG 111 Writing and Inquiry	3	
	MAT 143 Quantitative Literacy	3	
	or MAT 171 Precalculus Algebra	4	
	PSY 150 General Psychology	3	
	Total Credits	**18 or 19**	

Second Semester (Spring)

	Second Semester (Spring)	Credit hours	Notes
	BIO 169 Human Anatomy & Physiology II	4	
	CHM 152 General Chemistry II	4	
	ENG 112 Writing/Research in the Disciplines	3	
	PSY 241 Developmental Psychology	3	
	UGETC Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112 or PHI 240]	3	
	Total Credits	**17**	

Third Semester (Fall)

	Third Semester (Fall)	Credit hours	Notes
	ENG 231 American Literature I or ENG 232 American Literature II	3	
	MAT 152 Statistical Methods	4	
	SOC 210 General Sociology	3	
	UGETC History Elective [HIS 111, HIS 112, HIS 131 or HIS 132]	3	
	Total Credits	**13**	

Fourth Semester (Spring)

	Fourth Semester (Spring)	Credit hours	Notes
	BIO 275 Microbiology	4	
	SOC 213 Sociology of the Family or SOC 220 Social Problems	3	
	UTETC Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112 or PHI 240]	3	
	PE Elective [PED 117, PED 118, PED 120]	1	
	PE Elective [PED 110, PED 117, PED 118 or PED 120]	1	
	Total Credits	**12**	
	Total Credits Needed for Graduation	**60 - 61**	

For application to the Associate Degree Nursing program, a minimum GPA of 2.8 or higher is required.
The GPA calculation will be based on grades in the following courses: BIO 168, BIO 169, CHM 151,
ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts elective.

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

Admission Requirements and Special Conditions

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

Checklist for
ASSOCIATE IN SCIENCE – A10400

2016 – 2017 Catalog

First Semester (Fall)

	First Semester (Fall)	Credit hours	Notes
	ACA 122 College Transfer Success	1	
	BIO 111 General Biology I or CHM 151 General Chemistry I or PHY 151 College Physics I	4	
	ENG 111 Writing and Inquiry	3	
	UGETC Social/Behavioral Science Elective [ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210]	3	
	MAT-171 Precalculus Algebra	4	
	Total Credits	**15**	

Second Semester (Spring)

	Second Semester (Spring)	Credit hours	Notes
	BIO 112 General Biology II or CHM 152 General Chemistry II or PHY 152 College Physics II	4	
	ENG 112 Writing/Research in the Disciplines	3	
	MAT 172 Precalculus Trigonometry	4	
	UGETC Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215 or PHI 240]	3	
	General Education Elective	3	
	Total Credits	**17**	

Third Semester (Fall)

	Third Semester (Fall)	Credit hours	Notes
	Math/Natural Science Elective	4	
	Math/Natural Science Elective	4	
	UGETC Social/Behavioral Science Elective [ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210]	3	
	UGETC Humanities/Fine Arts Elective [ART 111, MUS-110, MUS-112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215 or PHI 240]	3	
	PE Elective [PED 117, PED 118, PED 120 or PED 143]	1	
	Total Credits	**15**	

Fourth Semester (Spring)

	Fourth Semester (Spring)	Credit hours	Notes
	Math/Natural Science Elective	4	
	Math/Natural Science Elective	4	
	Math/Natural Science Elective	4	
	PE Elective [PED 110, PED 117, PED 118, PED 120 or PED 143]	1	
	Total Credits	**13**	
Total Credits Needed for Graduation		**60**	

Associate in Science A10400 Program of Study

The Associate in Science degree shall be granted for a planned program or study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The program of study consists of Universal General Education Transfer Component (UGETC) courses and other general education and premajor courses. To ensure maximum transfer ability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student's intended major and transfer institution.

GENERAL EDUCATION (45 SHC)

The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (UGETC)

All UGETC courses will transfer for equivalency credit.

I. 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)

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

ART 111 Art Appreciation (3 SHC)   MUS 110 Music Appreciation (3 SHC)
ENG 231 American Literature I (3 SHC)   MUS 112 Introduction to Jazz (3 SHC
ENG 232 American Literature II (3 SHC)   PHI 215 Philosophical Issues (3 SHC
ENG 241 British Literature I (3 SHC)   PHI 240 Introduction to Ethics (3 SHC)
ENG 242 British Literature II (3 SHC)

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

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

IV. Mathematics   (8 SHC)
Take the following courses:

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

V. Natural Sciences   (8 SHC)
Select 8 SHC from one of the following two course sequences:

BIO 111 General Biology I (4 SHC) and BIO 112 General Biology II (4 SHC)
or
CHM 151 General Chemistry (4 SHC) and CHM 152 General Chemistry II (4 SHC)
or
PHY 151 College Physics I (4 SHC) and PHY 152 College Physics II (4 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (11 SHC)

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

Select 8 SHC from the following:

AST 151/151A General Astronomy/General Astronomy Lab (4 SHC)   BIO 111 General Biology I (4 SHC)
BIO 112 General Biology II (4 SHC)   CHM 151 General Chemistry (4 SHC)
CHM 152 General Chemistry II (4 SHC)   PHY 151 College Physics I (4 SHC)
PHY 152 College Physics II (4 SHC)   MAT 271 Calculus I (4 SHC)

Select 3 SHC from the following courses:

CIS 110, COM 231, ECO 251, ECO 252, ENG 231, ENG 232, ENG 241, ENG 242, HIS 111, HIS 112, HIS 131, HIS 132, HUM 115, HUM 130, MUS 110, MUS 112, PHI 215, PHI 240, POL 120, PSY 150, PSY 241, REL 110, REL 221, SPA 111, SPA 112 SOC 210, SOC 213, SOC 220

Total General Education Hours Required: (45 SHC)

OTHER REQUIRED HOURS (15 SHC)

The following 1 SHC course is required:

ACA 122 College Transfer Success (1 SHC)

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

Select 2 SHC from the following courses – one credit must be active [A].

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

Select 12 SHC from the following courses:

AST   AST 151/AST 151A General Astronomy/General Astronomy Lab (4 SHC)

BIO   BIO 111 General Biology I (4 SHC)**,** BIO 112 General Biology II (4 SHC)**,** BIO 120 Introductory Botany (4 SHC)**,**
       BIO 130 General Zoology (4 SHC) BIO 168 Human Anatomy & Physiology I (4 SHC)**,**
       BIO 169 Human Anatomy & Physiology II (4 SHC)**,** BIO 275 Microbiology (4 SHC)

CHM   CHM 151 General Chemistry I (4 SHC), CHM 152 General Chemistry II (4 SHC)

MAT   MAT 152 Statistical Methods I (4 SHC), MAT 271 Calculus I (4 SHC), MAT 272 Calculus II (4 SHC)

PHY   PHY 151 College Physics I (3 SHC), PHY 152 College Physics II (3 SHC)

Total Semester Hours Credit (SHC) in Program: 60

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/.

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.

Accounting (AAS) A25100

Purpose

The Accounting curriculum is designed to provide students with the skills necessary for employment and growth in the accounting profession. Using the "languages of business," accountants assemble and analyze, process, and communicate essential information about financial operations. In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communication, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, and individual may advance in the accounting profession.

Admission Requirements and Special Conditions

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

Special Accreditation Status

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

Additional Curriculum Notes:

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

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

3. Students considering transfer to a four-year institution should take the denoted general education courses.

4. Potential Certifications

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

Accounting (AAS) A25100
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success **OR** ACA 122 College Transfer Success	1	None
ACC 120 Prin of Financial Accounting	4	DRE 097
CIS 110 Intro to Computers	3	DRE 096
ENG 111 Writing & Inquiry	3	
BUS 121 Math	3	None
Total Credits	**14**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ACC 121 Prin of Managerial Accounting	4	ACC 120
ACC 131 Federal Income Taxes	3	
ACC 132 NC Business Taxes	2	
ACC 150 Accounting Software Apps	2	ACC 120
ACC 180 Practices in Bookkeeping	3	
MAT 143 Quantitative Literacy **(or)**	3	DMA-010, 020, 030, 040, 050, DRE-098
MAT 171 Pre-Calculus Algebra	4	DMA-010, 020, 030, 040, 050,060, 070, 080 or MAT 121
Total Credits	**17-18**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
ACC 152 Advanced Software Applications	2	
ACC 220 Intermediate Accounting I	4	
ECO 251 Principles of Microeconomics	3	DRE 097; DMA 050
BUS 115 Business Law I	3	DRE 097
CTS 130 Spreadsheet	3	CIS 110
_____ Humanities/Fine Arts Electives	3	DRE 097; DMA 050
Total Credits	**18**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
ACC 240 Gov & Not-for-Profit Acct	3	
ACC 140 Payroll Accounting (1st 8 weeks)	2	ACC 120
BUS 270 Prof. Development (2nd 8 weeks)	3	ENG 111
DBA 110 Database Concepts **(or)**	3	CIS110
CTS 230 Advanced Spreadsheet	3	
ECO 252 Principles of Macroeconomics (Social Science Requirement)	3	DRE 097; DMA 050
ENG 115 Oral Communications **(or)**	3	
ENG 112 Writing/Research in the Disc	3	
Total Credits	**17**	

Total Credits Needed for Graduation   66-68

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 in the program of your choice.

Special Accreditation Status

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

General Requirements

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

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

3. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, references and academic degrees.

4. Applicants must have a GPA of 2.8 or greater in the nursing general education courses by the published deadline date for submitting complete program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be review 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, CHM 151, ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts Elective*
* PHI 240 is recommended by the Nursing Department.

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

6. A point system is followed to evaluate health science program applications. Applicants earn points based upon academic performance, references and academic degrees. Point distribution is outlined on the program checklist, as well as on the program webpage.

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

8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.
9. 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
• BIO 169 Human Anatomy & Physiology II (4) credit hrs
• CHM 151 General Chemistry I (4) credit hrs
• PSY 150 General Psychology (3) credit hrs
• Certification of completion of Nurse Aide I and current listing on NC Registry without substantive findings.

2. A competitive TEAS V score will be required for consideration/acceptance into the Nursing program. Students will be notified of TEAS V testing dates. All fees associated with the TEAS V exam are the responsibility of the student.

ASSOCIATE DEGREE NURSING – A45110

2016 – 2017 Catalog

Required Program Prerequisite Courses prior to Enrollment in RCP course.		
BIO 168 Human Anatomy & Physiology I	4	
BIO 169 Human Anatomy & Physiology II	4	
CHM 151 General Chemistry	4	
PSY 150 General Psychology	3	
Certification of completion of Nurse Aide I and current listing on NC Registry without substantive findings.		
Total Credits	**15**	

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ENG 111 Writing and Inquiry	3	3	
NUR 111 Intro to Health Concepts	8	16	
NUR 117 Pharmacology	2	4	
NUR 133 Nursing Assessment	3	5	
Total Credits	**16**	**28**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Contact Hours	Notes
NUR 112 Health-Illness Concepts	5	9	
NUR 114 Holistic Health Concepts	5	9	
PSY 241 Developmental Psychology	3	3	
Total Credits	**13**	**21**	

Third Semester (Summer)

Third Semester (Summer)	Credit hours	Contact Hours	Notes
NUR 113 Family Health Concepts	5	9	
Total Credits	**5**	**9**	

Fourth Semester (Fall)

Fourth Semester (Fall)	Credit hours	Contact Hours	Notes
NUR 211 Health Care Concepts	5	9	
NUR 212 Health System Concepts	5	9	
ENG 112 Writing/Research in the Disciplines	3	3	
Total Credits	**13**	**21**	

Fifth Semester (Spring)

Fifth Semester (Spring)	Credit hours	Contact Hours	Notes
NUR 213 Complex Health Concepts	10	22	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215 or PHI 240]	3	3	
Total Credits	**13**	**25**	

Total Credits Needed for Graduation   **75**

Baking and Pastry Arts (AAS) A55130

Purpose

This curriculum is designed to provide students with the skills and knowledge required for employment in the baking/pastry industry, including restaurants, hotels, independent (bakeries)/pastry shops, wholesale/retail markets, and high-volume bakeries, and/or further academic studies.

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism.

Course work includes specialty/artisanal breads, desserts/pastries, decorative work, high-volume production and food marketing.

Graduates should qualify for entry-level positions, such as pastry/bakery assistant, area pastry chef and assistant pastry chef. American Culinary Federation certification may be available to graduates.

Admission Requirements and Special Conditions

A high school diploma or equivalent and satisfactory scores on college placement test in mathematics, English and reading. If students have deficiencies in English and or mathematics, are RCC offers Pre College courses to prepare students for the Baking and Pastry curriculum.

Additional Curriculum Notes:

1. Students are required to complete 18 credit hours in Culinary before they are eligible for Work Based Learning.
2. The Social/Behavioral elective requirements can be satisfied with the following prefixes: ECO151, HIS-111, HIS-112, HIS-131, HIS-132, PSY-150, SOC-210, SOC-213 or SOC-220.
3.The Humanities/Fine Arts and Social/Behavioral electives can be found on your program evaluation.

Baking & Pastry Arts A55130 (AAS)

2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 111 College Student Success	1	1	
ENG 110 Freshman Composition (OR)	3	3	
ENG 111 Writing and Inquiry	3	3	
CUL 110 Sanitation & Safety	2	2	
CUL 110A Sanitation & Safety Lab	1	2	
CUL 140 Culinary Skills I	5	8	
CUL 160 Baking I	3	5	
MAT 110 Measurement & Literacy	3	4	
Total Credits	**18**	**28**	

Second Semester (Spring)

Second Semester (Spring)	Credit Hours	Contact Hours	Notes
CUL 240 Culinary Skills II	5	9	
CIS 111 Basic PC Literacy	2	3	
CUL 135 Food & Beverage Service	2	2	
CUL 135A Food & Beverage Service Lab	1	2	
ENG 115 Oral Communication (OR)	3	3	
ENG 112 Writing/Research in The Disc	3	3	
CUL 260 Baking II	3	5	
Total Credits	**16**	**27**	

Summer Semester (Summer)

Summer Semester (Summer)	Credit Hours	Contact Hours	Notes
CUL 112 Nutrition for Foodservice	3	3	
CUL 112A Nutrition for Foodservice Lab	1	3	
Total Credits	**4**	**6**	

Third Semester (Fall)

Third Semester (Fall)	Credit Hours	Contact Hours	Notes
BPA 210 Cake Design & Decoration	3	5	
HRM 245 HR Mgmt-Hospitality	3	3	
WBL 111 Work Based Learning I	1	10	18 Credit Hours required in BPA
**Humanities /Fine Arts Elective	3	3	
BPA 150 Artisan & Specialty Bread	4	7	
Total Credits	**14**	**28**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit Hours	Contact Hours	Notes
BPA 250 Dessert/Bread Production	5	9	
BPA 260 Pastry & Baking Marketing	3	4	
WBL 121 Work Based Learning II	1	10	18 Credit Hours required in BPA
CUL 120 Purchasing	2	2	
CUL 273 Career Development	1	1	
** Social Science Elective	3	3	
Total Credits	**15**	**36**	

Total Credits for Graduation   **67**

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.

Additional Curriculum Notes:

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

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

3. Students considering transfer to a four-year institution should take the denoted general education courses.

4. Potential Certifications

Business Administration– A25120
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success **OR** ACA 122 College Transfer Success	1	None
ACC 120 Prin of Financial Accounting	4	DRE 097
CIS 110 Introduction to Computers	3	DRE 096
BUS 110 Intro to Business (1st 8 weeks)	3	DRE 097
CSV 110 Intro to Customer Svc (2nd 8 weeks)	3	DRE 096
BUS 121 Math	3	None
Total Credits	**17**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ACC 121 Prin of Managerial Accounting	4	ACC 120
ACC 150 Accounting Software Apps	2	ACC 120
BUS 137 Principles of Management	3	DRE 097
ENG 111 Writing and Inquiry	3	DRE 098
MKT 120 Principles of Marketing	3	None
MAT 143 Quantitative Literacy **(or)**	3	DMA 050
MAT 171 Pre-Calculus Algebra	4	
Total Credits	**18-19**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
BUS 115 Business Law I	3	DRE 097
CTS 130 Spreadsheet	3	CIS 110
ECO 251 Principles of Microeconomics	3	DRE 097; DMA 050
ENG 115 Oral Communications **(or)**	3	ENG 111
ENG 112 Writing/Research in the Disc	3	
_____ Humanities/Fine Arts Electives	3	DRE 097
Total Credits	**15**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
ACC 140 Payroll Accounting (1st 8 weeks)	2	ACC 120
BUS 270 Prof. Development (2nd 8 weeks)	3	ENG 111
BUS 153 Human Resource Management	3	
BUS 230 Small Business Management	3	None
ECO 252 Principles of Macroeconomics (Social Science Requirement)	3	DRE 097; DMA 050
DBA 110 Database Concepts	3	CIS110
Total Credits	**17**	

Total Credits Needed for Graduation   67-68

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.

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

CRIMINAL JUSTICE TECHNOLOGY (AAS) A55180
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
CJC 111 Intro to Criminal Justice	3	
CJC 112 Criminology	3	
CJC 113 Juvenile Justice	3	
CJC 131 Criminal Law	3	
CIS 110 Introduction to Computers	3	
Total Credits	**16**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
CJC 121 Law Enforcement Operations	3	
CJC 132 Court Procedure & Evidence	3	
CJC 141 Corrections	3	
PSY 150 General Psychology	3	
ENG 111 Writing and Inquiry	3	
Total Credits	**15**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
CJC 212 Ethics and Community Relations	3	
CJC 214 Victimology	3	
CJC 221 Investigative Principles	4	
ENG 112 Writing/Research in the Discipline	3	
MAT 152 Statistical Methods I	4	
Total Credits	**17**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
CJC 222 Criminalistics	3	
CJC 231 Constitutional Law	3	
CJC 232 Civil Liability	3	
CJC 233 Correctional Law	3	
_____ Humanities/Fine Arts Elective ART 111, MUS 110, ENG 231, or ENG 232	3	
SOC 210 Introduction to Sociology	3	
Total Credits	**18**	

See list of Associate of Applied Science electives in catalog.

Total Credits Needed for Graduation   **66**

NOTE: 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 Sheriff's Education and Training Standards Commission will receive credit for: CJC 131, CJC 132, CJC 221, and CJC 231.

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.

Additional Curriculum Notes:

1. Students are required to complete 18 credit hours in Culinary before they are eligible for Work Based Learning.

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

3. The Humanities/Fine Arts and Social/Behavioral electives can be found on your program evaluation.

Culinary Arts A55150 (AAS)

2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 111 College Student Success	1	1	
ENG 110 Freshman Composition (OR)	3	3	
ENG 111 Writing and Inquiry	3	3	
CUL 110 Sanitation & Safety	2	2	
CUL 110A Sanitation & Safety Lab	1	2	
CUL 140 Culinary Skills I	5	8	
CUL 160 Baking I	3	5	
MAT 110 Measurement & Literacy	3	4	
Total Credits	**18**	**28**	

Second Semester (Spring)

Second Semester (Spring)	Credit Hours	Contact Hours	Notes
CUL 240 Culinary Skills II	5	9	
CIS 111 Basic PC Literacy	2	3	
CUL 135 Food & Beverage Service	2	2	
CUL 135A Food & Beverage Service Lab	1	2	
ENG 115 Oral Communication (OR)	3	3	
ENG 112 Writing/Research in The Disc	3	3	
CUL 283 Farm-to-Table	5	8	
Total Credits	**18**	**30**	

Summer Semester (Summer)

Summer Semester (Summer)	Credit Hours	Contact Hours	Notes
CUL 112 Nutrition for Foodservice	3	3	
CUL 112A Nutrition for Foodservice Lab	1	3	
Total Credits	**4**	**6**	

Third Semester (Fall)

Third Semester (Fall)	Credit Hours	Contact Hours	Notes
CUL 230 Global Cuisines	5	9	
HRM 245 HR Management Hospitality	3	3	
WBL 111 Work Based Learning I	1	10	18 Credit Hours required in CUL
** Humanities /Fine Arts Elective	3	3	
Total Credits	**12**	**25**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit Hours	Contact Hours	Notes
CUL 170 Garde-Manger	3	5	
CUL 250 Classical Cuisine	5	9	
WBL 121 Work Based Learning II	1	10	18 Credit Hours required in CUL
CUL 260 Baking II	3	5	
CUL 120 Purchasing	2	2	
CUL 273 Career Development	1	1	
** Social Science Elective	3	3	
Total Credits	**18**	**35**	

Total Credits for Graduation   70

Early Childhood Associate A55220AD (Administration Track)

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).

<div align="center">

NAEYC
1313 L St. N.W. Suite 500
Washington DC 20005
NAYCE Website [opens in a new window]

</div>

Additional Curriculum Notes:

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. 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.

3. **Criminal Background Check:** Students entering the Early Childhood Practicum are required to undergo a criminal background check and/or drug testing prior to participation at the practicum site. Students should be aware that their progress to graduation might be limited by an inability to complete the practicum portion of the program. Additionally, students are responsible for submitting appropriate and required documentation to their practicum site director. The student is responsible for the scheduling and costs associated with completing this requirement and mandatory tests such as TB tests.

EARLY CHILDHOOD ASSOCIATE – A55220AD (Administration Track)
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
CIS 110 Introduction to Computers	3	
EDU 119 Intro to Early Childhood Ed.	4	
EDU 131 Child, Family, & Community	3	
EDU 151 Creative Activities	3	
ENG 111 Writing and Inquiry	3	
Total Credits	**17**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
EDU 153 Health, Safety, and Nutrition	3	
ENG 112 Writing/Research in the Disciplines	3	
MAT 143 Quantitative Literacy	3	
EDU 146 Child Guidance	3	
EDU 144 Child Development I	3	
EDU 145 Child Development II	**3**	
Total Credits	**18**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
EDU 271 Educational Technology	3	
EDU 261 Early Childhood Administration I	3	
_____ Humanities/Fine Arts Elective (ART 111, MUS 110, ENG 231)	3	
EDU 234 Infant, Toddlers, & Twos	3	
SOC 210 Introduction to Sociology	3	
EDU 259 Curriculum Planning	**3**	
Total Credits	**18**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
EDU 262 Early Childhood Administration II	3	
EDU 280 Language & Literacy	3	
EDU 221 Children with Exceptionalities	3	
EDU 284 Early Child Capstone Practicum	4	
Total Credits	**13**	

Total Credits Needed for Graduation   66

Early Childhood Associate A55220AR (Articulation Track)

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
NAYCE Website [opens in a new window]

Additional Curriculum Notes:

1. 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.

2. 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.

3. **Criminal Background Check:** Students entering the Early Childhood Practicum are required to undergo a criminal background check and/or drug testing prior to participation at the practicum site. Students should be aware that their progress to graduation might be limited by an inability to complete the practicum portion of the program. Additionally, students are responsible for submitting appropriate and required documentation to their practicum site director. The student is responsible for the scheduling and costs associated with completing this requirement and mandatory tests such as TB tests.

EARLY CHILDHOOD ASSOCIATE – A55220AR (Articulation Track)
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
CIS 110 Introduction to Computers	3	
EDU 119 Intro to Early Childhood Ed.	4	
EDU 131 Child, Family, & Community	3	
EDU 151 Creative Activities	3	
ENG 111 Writing and Inquiry	3	
Total Credits	**17**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
EDU 153 Health, Safety, and Nutrition	3	
ENG 112 Writing/Research in the Disciplines	3	
MAT 143 Quantitative Literacy	3	
EDU 146 Child Guidance	3	
EDU 144 Child Development I	3	
EDU 145 Child Development II	**3**	
Total Credits	**18**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
HEA 112 First Aid & CPR	2	
EDU 271 Educational Technology	3	
_____ Humanities/Fine Arts Elective (ART 111, MUS 110, ENG 231)	3	
EDU 234 Infant, Toddlers, & Twos	3	
SOC 210 Introduction to Sociology	3	
EDU 259 Curriculum Planning	**3**	
Total Credits	**17**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
SOC 213 Sociology of the Family	3	
EDU 280 Language & Literacy	3	
EDU 250 Praxis I Preparation	1	
EDU 221 Children with Exceptionalities	3	
EDU 284 Early Child Capstone Practicum	4	
Total Credits	**14**	

Total Credits Needed for Graduation   66

Electrical Systems Technology- Bridge (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.

Additional Curriculum Notes:

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, ENG-231, ENG-232, MUS-110, MUS-112, PHI-215, PHI-240.
2. The UGETC Social/Behavioral elective can be satisfied by completing one of the following: ECO-251, ECO-252, HIS-111, HIS-112, HIS-131, HIS-132, POL-120, PSY-150, SOC-210.

Electrical Systems Technology - Bridge (AAS) – A35130BR
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 122 College Transfer Success	1	
CIS 110 Introduction to Computers	3	
ELC 112 DC/AC Electricity	5	
ELC 113 Residential Wiring	4	
ELC 118 National Electrical Code	2	
MAT 171 Precalculus Algebra	4	
Total Credits	**19**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ELC 114 Commercial Wiring	4	
ELC 117 Motors and Controls	4	
ELN 229 Industrial Electronics	4	
ENG 111 Writing and Inquiry	3	
Total Credits	**15**	

Third Semester (Summer Session)

Third Semester (Summer Session)	Credit hours	Notes
DFT 119 Basic CAD	2	
ELC 128 Intro to PLC	3	
ELN 133 Digital Electronics	4	
Total Credits	**9**	

Fourth Semester (Fall)

Fourth Semester (Fall)	Credit hours	Notes
ELC 228 PLC Applications	4	
ELN 231 Industrial Controls	3	
ELN 232 Intro to Microprocessors	4	
ENG 112 Writing/Research in the Disciplines	3	
Total Credits	**19**	

Fifth Semester (Spring)

Fifth Semester (Spring)	Credit hours	Notes
ELC 220 Photovoltaic Sys Tech	3	
ELC 229 Applications Project	2	
ELN 275 Troubleshooting	2	
[UGETC] Humanities/Fine Arts Elective	3	
[UGETC] Social/Behavioral Science Elective	3	
PHY 151 College Physics I	4	
Total Credits	**17**	

Total Credits Needed for Graduation   **74**

Electrical Systems Technology – Technician (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.

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 – Technician (AAS) – A35130TE
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
MAT 110 Math Measurement & Literacy	3	
CIS 111 Basic PC Literacy	2	
ELC 118 National Electrical Code	2	
ELC 112 DC/AC Electricity	5	
ELC 113 Residential Wiring	4	
Total Credits	**17**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ENG 110 Freshman Composition	3	
ELN 229 Industrial Electronics	4	
ELC 114 Commercial Wiring	4	
ELC 117 Motors and Controls	4	
Total Credits	**15**	

Third Semester (Summer Session)

Third Semester (Summer Session)	Credit hours	Notes
ELN 133 Digital Electronics	4	
ELC 128 Intro to PLC	3	
DFT 119 Basic CAD	2	
Total Credits	**9**	

Fourth Semester (Fall)

Fourth Semester (Fall)	Credit hours	Notes
ELC 228 PLC Applications	4	
ELN 231 Industrial Controls	3	
ELN 232 Intro to Microprocessors	4	
ENG 115 Oral Communication	3	
Total Credits	**14**	

Fifth Semester (Spring)

Fifth Semester (Spring)	Credit hours	Notes
Social/Behavioral Science Elective	3	
ELN 275 Troubleshooting	2	
ELC 220 Photovoltaic Sys Tech	3	
Humanities/Fine Arts Elective	3	
ELC 229 Applications Project	2	
ATR 280 Robotic Fundamentals	4	
Total Credits	**17**	

Total Credits Needed for Graduation   72

Emergency Medical Science (AAS) A45340BR

Purpose

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

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

Admission Requirements and Special Conditions

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

Program Information Contact:

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

General Requirements

1. Detailed current information for interested applicants is located at:

www.robeson.edu/emergencymedicalscience/bridge.

2. Complete RCC Admissions application.

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

4. Possess current North Carolina driver's license.

5. Certifications and passing the National Registry or North Carolina Certification exam, will provide 42 hours of

proficiency credit toward the A.A.S. Current Paramedic credential along with the following updated certifications

(A copy of your initial paramedic education program transcript and all certifications must be on file in the EMS

Department).

        a.   Basic Cardiac Life Support
        b.   Advanced Cardiac Life Support
        c.   Basic Trauma Life Support
        d.   Pediatric Advanced Life Support

6. Document 2,000 hours or patient contact at the paramedic level as evidence by the signature of the director of the EMS agency with which the paramedic is affiliated and the medical director of the ALS system with which the paramedic is affiliated.

7. Submit two letters of recommendation on official agency letterhead:

       - One required from your Medical Director

       - One required from your affiliated agency (Director, Chief, or Training Officer)

8. Complete interview with EMS Program Director and faculty.

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

Program Curriculum

These 44 semester hours credit (SHC) represent the major area (EMS) courses required for EMT-Basic, EMT-Intermediate, and paramedic credentials that are not required as EMS Bridge Program. The courses are outlined below:

EMS 110 EMT 8 SHC
EMS 122 EMS Clinical Practicum I 1 SHC
EMS 130 Pharmacology 4 SHC
EMS 131 Advanced Airway Management 2 SHC
EMS 160 Cardiology I 2 SHC
EMS 220 Cardiology II 3 SHC
EMS 221 EMS Clinical Practicum II 2 SHC
EMS 231 EMS Clinical Practicum III 3 SHC
EMS 240 Patients with Special Challenges 2 SHC
EMS 241 EMS Clinical Practicum IV 4 SHC
EMS 250 Medical Emergencies 4 SHC
EMS 260 Trauma Emergencies 2 SHC
EMS 270 Life Span Emergencies 3 SHC
MED 120 Survey of Medical Terminology 2 SHC

Total EMS 44 SHC

EMERGENCY MEDICAL SCIENCE – A45340BR
2016 – 2017 Catalog

The 44 semester hours of credit (SHC) represent the major area (EMS) courses required for EMT-Basic, EMT-Intermediate, and paramedic credentials that are not required for the EMS Bridge Program. The courses are outlined below:

Course	Credit Hours
EMS 110 EMT	8
EMS 122 EMS Clinical Practicum I	1
EMS 130 Pharmacology	4
EMS 131 Advanced Airway Management	2
EMS 160 Cardiology I	2
EMS 220 Cardiology II	3
EMS 221 EMS Clinical Practicum II	2
EMS 231 EMS Clinical Practicum III	3
EMS 240 Patients with Special Challenges	2
EMS 241 EMS Clinical Practicum IV	4
EMS 250 Medical Emergencies	4
EMS 260 Trauma Emergencies	2
EMS 270 Life Span Emergencies	3
MED 120 Survey of Medical Terminology	2
EMS 285 EMS Capstone	2
Total Credits	44

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 111 College Student Success	1	1	
BIO 163 Basic Anatomy & Physiology or BIO 168 Human Anatomy & Physiology I	5 4	6 6	
ENG 111 Writing and Inquiry	3	3	
MAT 110 Math Measurement and Literacy	3	4	
EMS 235 EMS Management	2	2	
Total Credits	**13 or 14**	**16**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Contact Hours	Notes
[BIO 169 Human Anatomy & Physiology II]	4	6	
CIS 111 Basic PC Literacy	2	3	
ENG 115 Oral Communication	3	3	
PSY 150 General Psychology	3	3	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215 or PHI 240]	3	3	
EMS 280 Bridging Course	3	4	
Total Credits	**14 or 18**	**16 or 20**	

Total Credits for Graduation   71 - 76

This program is designed to allow currently non-degree paramedics to earn an Associate in Applied Science (AAS) degree in Emergency Medical Science.

Emergency Medical Science (AAS) A45340CU

Purpose

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

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

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

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

Admission Requirements and Special Conditions

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

Special Certifications

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

General Requirements

1. Detailed current information for interested applicants is located at www.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 an Emergency Medical Science Information Session.
4. Complete a college application in the Admissions Office.
5. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
6. Applicants must have met all admission requirements and submitted program specific application to be considered for admission into the Emergency Medical Science program. The program accepts 24 applicants a year and they are accepted on a first come, first served basis once all general and program specific application requirements have been approved by the Admissions Office and EMS Program.
7. Applicants must be 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.

EMERGENCY MEDICAL SCIENCE – A45340CU

2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 111 College Student Success	1	1	
BIO 163 Basic Anatomy & Physiology	5	6	
MED 120 Survey of Medical Terminology	2	2	
CIS 111 Basic PC Literacy	2	3	
EMS 110 EMT	8	12	
Total Credits	**18**	**24**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Contact Hours	Notes
ENG 111 Writing and Inquiry	3	3	
MAT 110 Math Measurement and Literacy	3	4	
EMS 122 EMS Clinical I	1	3	
EMS 130 Pharmacology	4	6	
EMS 131 Advance Airway Management	2	3	
PSY 150 General Psychology	3	3	
Total Credits	**16**	**22**	

Third Semester (Summer)

Third Semester (Summer)	Credit hours	Contact Hours	Notes
EMS 160 Cardiology I	2	4	
EMS 221 EMS Clinical II	2	6	
Total Credits	**4**	**10**	

Fourth Semester (Fall)

Fourth Semester (Fall)	Credit hours	Contact Hours	Notes
EMS 220 Cardiology II	3	**5**	
ENG 115 Oral Communication	3	3	
EMS 231 EMS Clinical III	3	9	
EMS 250 Medical Emergencies	4	6	
EMS 260 Trauma Emergencies	2	4	
Total Credits	**15**	**27**	

Fifth Semester (Spring)

Fifth Semester (Spring)	Credit hours	Contact Hours	Notes
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215 or PHI 240]	3	3	
EMS 240 Patients w/Special Challenges	2	3	
EMS 241 EMS Clinical Practice IV	4	12	
EMS 270 Life Span Emergencies	3	5	
EMS 285 EMS Capstone	2	4	
Total Credits	**14**	**27**	

Total Credits Needed for Graduation   67

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

Emergency Medical Science (AAS) A45340TR

Purpose

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

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

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

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

Admission Requirements and Special Conditions

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

Special Certifications

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

General Requirements

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

EMERGENCY MEDICAL SCIENCE – A45340TR

2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 122 College Transfer Success	1	1	
BIO 168 Human Anatomy & Physiology I	4	6	
MED 120 Survey of Medical Terminology	2	2	
CIS 110 Introduction to Computers	3	4	
EMS 110 EMT	8	12	
Total Credits	**18**	**25**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Contact Hours	Notes
BIO 169 Human Anatomy & Physiology II	4	6	
ENG 111 Writing and Inquiry	3	3	
MAT 143 Quantitative Literacy	3	4	
or MAT 171 Precalculus Algebra	4	5	
EMS 122 EMS Clinical I	1	3	
EMS 130 Pharmacology	4	6	
EMS 131 Advance Airway Management	2	3	
PSY 150 General Psychology	3	3	
Total Credits	**20 or 21**	**27 or 28**	

Third Semester (Summer)

Third Semester (Summer)	Credit hours	Contact Hours	Notes
EMS 160 Cardiology I	2	4	
EMS 221 EMS Clinical II	2	6	
Total Credits	**4**	**10**	

Fourth Semester (Fall)

Fourth Semester (Fall)	Credit hours	Contact Hours	Notes
ENG 112 Writing/Research in the Disciplines	3	3	
EMS 220 Cardiology II	3	3	
EMS 231 EMS Clinical III	3	9	
EMS 250 Medical Emergencies	4	6	
EMS 260 Trauma Emergencies	2	4	
Total Credits	**15**	**27**	

Fifth Semester (Spring)

Fifth Semester (Spring)	Credit hours	Contact Hours	Notes
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215 or PHI 240]	3	3	
EMS 240 Patients w/Special Challenges	2	3	
EMS 241 EMS Clinical Practice IV	4	12	
EMS 270 Life Span Emergencies	3	5	
EMS 285 EMS Capstone	2	4	
Total Credits	**14**	27	

Total Credits Needed for Graduation   **71 - 72**

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

Industrial Systems Technology - Bridge (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.

Additional Curriculum Notes:

1. The Humanities/Fine Arts elective can be satisfied by completing one of the following: ART-111, ENG-231, ENG-232, MUS-110, MUS-112, PHI-215, PHI-240.
2. The UGETC Social/Behavioral elective can be satisfied by completing one of the following: ECO-251, ECO-252, HIS-111, HIS-112, HIS-131, HIS-132, POL-120, PSY-150, SOC-210.

Industrial Systems Technology - Bridge (AAS) - A50240BR

2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 122 College Transfer Success	1	
WLD 112 Basic Welding Processes	2	
ELC 112 DC/AC Electricity	5	
MAT 171 Precalculus Algebra	4	
CIS 110 Introduction to Computers	3	
BPR 111 Print Reading	2	
MNT 110 Intro to Maint Procedures	2	
Total Credits	**19**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
HYD 110 Hydraulics/Pneumatics	3	
ENG 111 Writing and Inquiry	3	
ELN 229 Industrial Electronics	4	
ELC 117 Motors and Controls	4	
Total Credits	**14**	

Third Semester (Summer Session)

Third Semester (Summer Session)	Credit hours	Notes
MEC 110 Intro to CAD/CAM	2	
MEC 111 Machine Processes I	3	
ELC 128 Intro to PLC	3	
ISC 110 Workplace Safety	1	
Total Credits	**9**	

Fourth Semester (Fall)

Fourth Semester (Fall)	Credit hours	Notes
BPR 115 ELC/Fluid Power Diagrams	2	
ENG 112 Writing/Research in the Disciplines	3	
ELC 228 PLC Applications	4	
AHR 120 HVACR Maintenance	2	
WLD 212 Inert Gas Welding	2	
(UGETC) Social/Behavioral Science Elect	3	
Total Credits	**16**	

Fifth Semester (Spring)

Fifth Semester (Spring)	Credit hours	Notes
PLU 111 Intro to Basic Plumbing	2	
MNT 263 Electro-Pneu Components	4	
MEC 276 Capstone Design Project	1	
(UGETC) Humanities/Fine Arts Elective	3	
PHY 151 College Physics I	4	
ATR 280 Robotic Fundamentals	4	
Total Credits	**18**	

Total Credits Needed for Graduation   76

Industrial Systems Technology - Technician (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.

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 - Technician (AAS) - A50240TE
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
WLD 112 Basic Welding Processes	2	
ELC 112 DC/AC Electricity	5	
MAT 110 Math Measurement & Literacy	3	
CIS 111 Basic PC Literacy	2	
BPR 111 Print Reading	2	
MNT 110 Intro to Maintenance Procedures	2	
Total Credits	**17**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
HYD 110 Hydraulics/Pneumatics	3	
ENG 110 Freshman Composition	3	
ELN 229 Industrial Electronics	4	
ELC 117 Motors and Controls	4	
Total Credits	**14**	

Third Semester (Summer Session)

Third Semester (Summer Session)	Credit hours	Notes
MEC 110 Intro to CAD/CAM	2	
MEC 111 Machine Processes I	3	
ELC 128 Intro to PLC	3	
ISC 110 Workplace Safety	1	
Total Credits	**9**	

Fourth Semester (Fall)

Fourth Semester (Fall)	Credit hours	Notes
BPR 115 ELC/Fluid Power Diagrams	2	
ENG 115 Oral Communication	3	
ELC 228 PLC Applications	4	
AHR 120 HVACR Maintenance	2	
WLD 212 Inert Gas Welding	2	
Total Credits	**13**	

Fifth Semester (Spring)

Fifth Semester (Spring)	Credit hours	Notes
Social/Behavioral Science Elective	3	
PLU 111 Intro To Basic Plumbing	2	
MNT 263 Electro-Pneu Components	4	
MEC 276 Capstone Design Project	1	
Humanities/Fine Arts Elective	3	
ATR 280 Robotic Fundamentals	4	
Total Credits	**17**	

Total Credits Needed for Graduation   **70**

Information Technology Network Management (AAS) – A25590NM

Purpose

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

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

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

Admission Requirements and Special Conditions

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

Special Certifications

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

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, PHI-215, PHI-240, REL-110, REL-211, REL- 212 or REL-221.
3. Potential Certifications

Upon Completion of Course	Eligible for Certification Test
NET 110	Microsoft Technology Associate (MTA) Networking Fundamentals; CompTIA Network+
NOS 130	MTA Windows OS Fundamentals
SEC 110	MTA Security Fundamentals; CompTIA Security+
CTS 130, CTS 230 & DBA 110	Microsoft Office Specialist (MOS) – Excel, Excel Expert 1, Access
CTS 220	CompTIA A+ - 801, A+ - 802

Robeson Community College | P.O. Box 1420 | Lumberton NC 28359
Department Chairperson (910) 272-3457
Checklist for

INFORMATION TECHNOLOGY/Network Management – A25590NM
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ENG 111 Writing and Inquiry	3	DRE 098
CTS 115 Info Systems Business Concepts	3	DRE 097
CIS 110 Introduction to Computers	3	DRE 096
ACA 111 College Student Success	1	
_____ Humanities Elective (Choose one: ART-111, REL-110, MUS-110)	3	DRE 097, DMA 050
MAT 143 Quantitative Literacy	3	DMA 010, DMS 050, DRE-098
Total Credits	**16**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
NOS 110 Operating Systems Concepts	3	
ENG 115 Oral Communications	3	DRE 097
CTI 110 Web, Pgm & DB Foundation	3	
CTI 120 Network & Security Foundation	3	
CIS 130 Spreadsheet	3	CIS 110
Social Science Elective (Choose One: ECO 151, ECO 251, ECO 252	3	DRE 097 (DMA 050 for ECO 252)
Total Credits	**18**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
NET 125 Introduction to Networks	3	
NET 126 Routing Basics	3	NET 125
DBA 110 Database Concepts	3	
NOS 130 Windows Single User	3	NOS 110
CTS 120 Hardware/Software Support	3	CIS 110
SEC 110 Security Concepts	3	
Total Credits	**18**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
CTS 289 System Support Project.	3	CTI 110, CTI 120, CTS 115
CTI 140 Virtualization Concepts	3	NOS 110
NET 225 Routing & Switching I	3	NET 126
NET 226 Routing & Switching II	3	NET 225
NOS 230 Windows Administration I	3	NOS 130
NOS 120 Linux/Unix Single User	3	NOS 110
Total Credits	**18**	

Total Credits Needed for Graduation   70

Information Technology Support & Services (AAS) – A25590SS

Purpose

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

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

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

Admission Requirements and Special Conditions

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

Special Certifications

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

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, PHI-215, PHI-240, REL-110, REL-211, REL- 212 or REL-221.
3. Potential Certifications

Upon Completion of Course	Eligible for Certification Test
NET 110	Microsoft Technology Associate (MTA) Networking Fundamentals; CompTIA Network+
NOS 130	MTA Windows OS Fundamentals
SEC 110	MTA Security Fundamentals; CompTIA Security+
CTS 130, CTS 230 & DBA 110	Microsoft Office Specialist (MOS) – Excel, Excel Expert 1, Access
CTS 220	CompTIA A+ - 801, A+ - 802

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Department Chairperson (910) 272-3457
Checklist for

INFORMATION TECHNOLOGY/Support & Services – A25590SS
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ENG 111 Writing and Inquiry	3	DRE 098
CTS 115 Info Systems Business Concepts	3	DRE 097
CIS 110 Introduction to Computers	3	DRE 096
ACA 111 College Student Success	1	
_____ Humanities Elective (Choose one: ART-111, REL-110, MUS-110)	3	DRE 097, DMA 050
MAT 143 Quantitative Literacy	3	DMA 010, DMS 050, DRE-098
Total Credits	**16**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
NOS 110 Operating Systems Concepts	3	
ENG 115 Oral Communications	3	DRE 097
CTI 110 Web, Pgm & DB Foundation	3	
CTI 120 Network & Security Foundation	3	
CIS 130 Spreadsheet	3	CIS 110
Social Science Elective (Choose One: ECO 151, ECO 251, ECO 252	3	DRE 097 (DMA 050 for ECO 252)
Total Credits	**18**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
NET 125 Introduction to Networks	3	
NET 126 Routing Basics	3	NET 125
DBA 110 Database Concepts	3	
NOS 130 Windows Single User	3	NOS 110
CTS 120 Hardware/Software Support	3	CIS 110
SEC 110 Security Concepts	3	
Total Credits	**18**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
CTS 289 System Support Project.	3	CTI 110, CTI 120, CTS 115
CTI 140 Virtualization Concepts	3	NOS 110
CTS 155 Tech Support Functions	3	
CTS 220 Adv. Hard/Software Support	3	CTS 120
NOS 230 Windows Administration I	3	NOS 130
NOS 120 Linux/Unix Single User	3	NOS 110
Total Credits	**18**	

Total Credits Needed for Graduation   70

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 Medical Office Administration curriculum.

Special Certifications

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

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, PHI-215, PHI-240, 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
OST 136, CTS 130 & DBA 110	Microsoft Office Specialist (MOS) – *Word, Excel, Access*

Medical Office Administration– A25310

2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
ENG 111 Writing and Inquiry	3	DRE 098
CIS 110 Introduction to Computers	3	DRE 096
OST 131 Keyboarding	2	
OST 141 Medical Terminology I	3	
OST 149 Medical Legal Issues	3	
Total Credits	**15**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ENG 115 Oral Communications	3	ENG 111
MAT 110 Math Measurement & Literacy	3	DMA 030
_____ Humanities/Fine Arts Electives**	3	DRE 097
DBA 110 Database Concepts	3	CIS110
OST 134 Text Entry & Formatting	3	OST 131
OST 142 Medical Terminology II	3	OST 141
Total Credits	**18**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
ACC 120 Principles of Financial Accounting	4	DRE 097
OST 148 Medical Coding, Billing & Insurance	3	
OST 164 Text Editing & Applications	3	
OST 184 Records Management	3	
CTS 130 Spreadsheet	3	CIS 110
OST 136 Word Processing	3	
Total Credits	**19**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
ACC 150 Accounting Software & Application	2	ACC 120
BUS 270 Professional Development	3	ENG 111
BIO 163 Anatomy and Physiology	5	DRE 097
ECO 151 Survey of Economics	3	DRE 097
OST 289 Admin. Office Management	3	(OST 134 & OST 164) or (OST 136 & OST 164)
OST 243 Medical Office Simulation	3	OST 148
Total Credits	**19**	

Total Credits Needed for Graduation   71

**See list of Associate of Applied Science electives in catalog.
The following courses will not be counted towards graduation requirements if they are over five years old: CTS-130 and DBA-110

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

Special Certifications

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

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, PHI-215, PHI-240, 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: DBA-110 and CTS-230.
3. Potential Certifications

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

Office Administration– A25370

2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
OST 131 Keyboarding	2	
CIS 110 Introduction to Computers	3	DRE 096
BUS 110 Intro to Business	3	DRE 097
BUS 121 Business Math	3	
ACC 120 Prin. of Financial Acct	4	DRE 097
Total Credits	**16**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ENG 111 Writing & Inquiry	3	DRE 098
MAT 110 Math Measurement & Literacy	3	DMA 010-030
ACC 150 Acct. Software Appl.	2	ACC 120
OST 134 Text Entry & Formatting	3	OST 131
DBA 110 Database Concepts & Applications	3	CIS 110
_____ Humanities/Fine Arts Elective	3	DRE 097
Total Credits	**17**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
OST 136 Word Processing	3	
CTS 130 Spreadsheet	3	CIS 110
OST 164 Text Editing Applications	3	
ENG 115 Oral Communications	3	ENG 111
OST 184 Records Management	3	
Total Credits	**15**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
BUS 270 Professional Development	3	
OST 223 Admin Office Transcription I	3	
ECO 151 Survey of Economics	3	
OST 289 Office Administrative Management	3	
CTS 230 Advanced Spreadsheet	3	
OST 135 Adv. Text Editing	4	
Total Credits	**19**	

Total Credits Needed for Graduation   **67**

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 (3.0) or higher is required in the general education/related courses.

Special Accreditation Status

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

JRCERT
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 704-5300
Email JRCERT [opens in email]

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 Radiography Information Session.

4. Applicants must have a GPA of (3.0) or greater in the Radiography general education courses by the published deadline date for submitting completed program checklists to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission. For Radiography, the GPA calculation will be based upon grades earned in the following courses: BIO 168, BIO 169, ENG 111, ENG 112, MAT 143, PSY 150, and Humanities/ Fine Arts Elective

5. Once an applicant has successfully satisfied required English, reading and mathematics entrance competencies, applicants are eligible to submit an application packet. The program checklist, located on the program webpage, outlines the number of strategies applicants may follow to meet the required competencies.

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

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

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

9. It is the student's responsibility to review all program materials, including the Radiography web site at www.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 or PHI 240.

Radiography- A45700

2016 – 2017 Catalog

Program Prerequisites	Credit hours	Contact hours	Notes
BIO 168 Human Anatomy & Physiology I	4	6	
BIO 169 Human Anatomy & Physiology II	4	6	
Total Credits	**8**		

First Semester (Fall)

First Semester (Fall)	Credit hours	Contact hours	Notes
ENG 111 Writing and Inquiry	3	3	
MAT 143 Quantitative Literacy	3	4	
RAD 110 RAD Intro & Patient Care	3	5	
RAD 111 RAD Procedures I	4	6	
RAD 151 RAD Clinical Education I	2	6	
Total Credits	**15**		

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Contact hours	Notes
ENG 112 Writing/ Research in the Disciplines	3	3	
RAD 112 RAD Procedures II	4	6	
RAD 121 Radiographic Imaging I	3	5	
RAD 161 RAD Clinical Education II	5	15	
Total Credits	**15**		

Summer Session

Summer Session	Credit hours	Contact hours	Notes
RAD 122 Radiographic Imaging II	2	4	
RAD 131 Radiographic Physics I	2	4	
RAD 171 RAD Clinical Education III	4	12	
Total Credits	**8**		

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Contact hours	Notes
PSY 150 General Psychology	3	3	
RAD 211 RAD Procedures III	3	5	
RAD 231 Radiographic Physics II	2	4	
RAD 241 Radiobiology/ Protection	2	2	
RAD 251 RAD Clinical Education IV	7	21	
Total Credits	**17**		

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Contact hours	Notes
RAD 245 Image Analysis	2	4	
RAD 261 RAD Clinical Education V	7	21	
RAD 271 Radiography Capstone	1	3	
Humanities/ Fine Arts Elective	3	3	
Total Credits	**13**		

Total Credits Needed for Graduation   **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).

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CoARC
1248 Harwood Road
Bedford, TX 76021-4244
CoARC website [opens in a new window]

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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, ENG 111, ENG 112, MAT 143, PSY 150 AND BIO 275
5. Once an applicant has successfully satisfied required English, reading and mathematics entrance competencies, applicants are eligible to submit an application packet. The program checklist located on the program webpage outlines the number of strategies applicants may follow to meet the required competencies.
6. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
7. Provisionally accepted students must submit to a criminal background check, drug screening, national sex offender index, and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen, national sex offender index, and medical review will be the responsibility of the student.
8. Provisionally accepted students previously enrolled in any other Respiratory Therapy programs must submit a letter from the Respiratory Therapy Program Director of that program.
9. 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, ENG 232, ENG 241, ENG 242, MUS-110, MUS-112, PHI-215

Respiratory Therapy– A45720

2016 – 2017 Catalog

Program Prerequisites

Required Program Prerequisite Courses prior to Enrollment in RCP course.		
BIO 168 Human Anatomy & Physiology I	4	
BIO 169 Human Anatomy & Physiology II	4	
ENG 111 Writing and Inquiry	3	
MAT 143 Quantitative Literacy	3	
Total Credits	**14**	

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
BIO 275 Microbiology	4	
ENG 112 Writing/Research in the Disciplines	3	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215 or PHI 240]	3	
RCP 110 Introduction to Respiratory Care	4	
Total Credits	**14**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
PSY 150 General Psychology	3	
RCP 111 Therapeutics/Diagnostics	5	
RCP 114 Cardiopulmonary & Physiology	3	
RCP 133 RCP Clinical Practice I	3	
Total Credits	**14**	

Third Semester (Summer)

Third Semester (Summer)	Credit hours	Notes
RCP 115 Cardiopulmonary Pathophysiology	2	
RCP 122 Special Practice Lab	1	
RCP 142 RCP Clinical Practice II	2	
RCP 210 Critical Care Concepts	4	
Total Credits	**9**	

Fourth Semester (Fall)

Fourth Semester (Fall)	Credit hours	Notes
RCP 158 RCP Clinical Practice III	8	
RCP 211 Advanced Monitoring/Procedures	4	
RCP 214 Neonatal/Ped's Respiratory Care	2	
Total Credits	**14**	

Fifth Semester (Spring)

Fifth Semester (Spring)	Credit hours	Notes
RCP 215 Career Prep – Advanced Level	1	
RCP 238 RCP Clinical Practice IV	8	
Total Credits	**9**	

Total Credits Needed for Graduation   **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 of NAI, Medication Aid and NAII result in certification credentials for employment.

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

Admission Requirements and Special Conditions

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

PREHEALTH ASSOCIATE DEGREE NURSING (AAS) A10300RN
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 111 College Student Success	1	1	
or ACA 122 College Transfer Success		2	
BIO 168 Human Anatomy & Physiology I	4	6	
ENG 111 Writing and Inquiry	3	3	
HSC 110 Orientation to Health Careers	1	1	
MED 120 Survey of Medical Terminology	2	2	
PSY 150 General Psychology	3	3	
NAS 101 Nurse Aide	6	7	
Total Credits	**20**	**23 or 24**	

Second Semester (Spring)

Second Semester (Spring)	Credit Hours	Contact Hours	Notes
BIO 169 Human Anatomy & Physiology II	4	6	
CHM 151 General Chemistry I	4	6	
ENG 112 Writing/Research in the Disciplines	3	3	
MAT 143 Quantitative Literacy	3	4	
or MAT 152 Statistical Methods	4	5	
or MAT 171 Precalculus Algebra	4	5	
PSY 241 Developmental Psychology	3	3	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	3	
Total Credits	**20 - 21**	**25 or 26**	

Third Semester (Fall)

Third Semester (Fall)	Credit Hours	Contact Hours	Notes
CIS 111 Basic PC Literacy	2	3	
or CIS 110 Introduction to Computers	3	4	
NAS 102 Nurse Aide II	6	8	
NAS 107 Medication Aide	1	2	
Total Credits	**9 or 10**	**13 or 14**	

TOTAL CREDITS   **48 – 50**

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

TOTAL PROGRAM HOURS REQUIRED   64 – 65

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

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) certification. Also, the pathway outlined below is designed for competitive admission into the Emergency Medical Science program

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

Admission Requirements and Special Conditions

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

PREHEALTH EMERGENCY MEDICAL SCIENCE (AAS) A10300EM
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 111 College Student Success	1	1	
or ACA 122 College Transfer Success		2	
BIO 163 Basic Anatomy & Physiology	4	6	
or BIO 168 Human Anatomy & Physiology			
ENG 111 Writing and Inquiry	3	3	
HSC 110 Orientation to Health Careers	1	1	
MED 120 Survey of Medical Terminology	2	2	
PSY 150 General Psychology	3	3	
NAS 101 Nurse Aide	6	7	
Total Credits	**20**	**23 or 24**	

Second Semester (Spring)

Second Semester (Spring)	Credit Hours	Contact Hours	Notes
BIO 169 Human Anatomy & Physiology II	4	6	
ENG 112 Writing/Research in the Disciplines	3	3	
or ENG 115 Oral Communications			
MAT 110 Math Measurment & Literacy	3	4	
or MAT 143 Quantitative Literacy	3	5	
or MAT 171 Precalculus Algebra	4	5	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	3	
Total Credits	**13 or 14**	**18 - 19**	

Third Semester (Fall)

Third Semester (Fall)	Credit Hours	Contact Hours	Notes
CIS 111 Basic PC Literacy	2	3	
or CIS 110 Introduction to Computers	3	4	
NAS 102 Nurse Aide II	6	8	
NAS 107 Medication Aide	1	2	
Total Credits	**9 or 10**	**13 or 14**	

TOTAL CREDITS 42 - 44

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

TOTAL PROGRAM HOURS REQUIRED 64 – 65

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

PREHEALTH– Practical Nursing Preparation A10300PN
Purpose
The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education with an emphasis on personal interest, growth and development. Also, students will complete general education courses that provide a foundation for success in health science programs. Courses provide foundational knowledge needed in the pursuit of diploma or associate of applied science degrees and successful completion of results in NAI, Medication Aid and NAII result in certification credentials for employment.

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

Admission Requirements and Special Conditions
A high school diploma (or equivalent), satisfactory scores on college placement tests (or equivalent) and a minimum GPA in English and mathematics are required. If students have deficiencies in English and/or mathematics, RCC offers pre-college courses to prepare students for a prehealth pathway. Admission into the Practical Nursing program is a competitive process. A minimum grade point average of 2.8 or higher is required in the general education courses.

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

PREHEALTH PRACTICAL NURSING (AAS) A10300PN
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 111 College Student Success	1	1	
or ACA 122 College Transfer Success		2	
BIO 168 Human Anatomy & Physiology I	4	6	
ENG 111 Writing and Inquiry	3	3	
HSC 110 Orientation to Health Careers	1	1	
MED 120 Survey of Medical Terminology	2	2	
NAS 101 Nurse Aide	6	7	
Total Credits	**17**	**21**	

Second Semester (Spring)

Second Semester (Spring)	Credit Hours	Contact Hours	Notes
BIO 169 Human Anatomy & Physiology II	4	6	
ENG 112 Writing/Research in the Disciplines	3	3	
MAT 143 Quantitative Literacy	3	4	
or MAT 152 Statistical Methods	3	5	
or MAT 171 Precalculus Algebra	4	5	
PSY 150 General Psychology	3	3	
Total Credits	**13 - 14**	**16 - 17**	

Third Semester (Fall)

Third Semester (Fall)	Credit Hours	Contact Hours	Notes
CIS 111 Basic PC Literacy	2	3	
or CIS 110 Introduction to Computers	3	4	
NAS 102 Nurse Aide II	6	8	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	3	
NAS 107 Medication Aide	1	2	
Total Credits	**12 or 13**	**19 or 20**	

TOTAL CREDITS   **42 – 44**

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

TOTAL PROGRAM HOURS REQUIRED   64 – 65

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

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 of NAI, Medication Aid and NAII certification result in certification credentials for employment

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

Admission Requirements and Special Conditions

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

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

Special Certifications

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

Other Major Hours (23 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 (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.

Robeson Community College | P.O. Box 1420 | Lumberton NC 28359
Radiography Program Director (910) 272-3409
Checklist for

PREHEALTH Radiography Preparation- A10300RA
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Contact hours	Notes
ACA 111 College Student Success	1	1	
or ACA 122 College Transfer Success		2	
CIS 111 Basic PC Literacy	2	4	
BIO 168 Human Anatomy & Physiology I	4	6	
ENG 111 Writing and Inquiry	3	3	
HSC 110 Orientation to Health Careers	1	1	
MED 120 Survey of Medical Terminology	2	2	
NAS 101 Nurse Aide I	6	10	
Total Credits	**19**	**27 or 28**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Contact hours	Notes
BIO 169 Human Anatomy & Physiology II	4	6	
ENG 112 Writing/ Research in the Disciplines	3	3	
PSY 150 General Psychology	3	3	
NAS 102 Nurse Aide II	6	11	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, PHI 215 or PHI 240]	3	3	
Total Credits	**19**	**26**	

Summer Session

Summer Session	Credit hours	Contact hours	Notes
NAS 107 Medication Aide	1	2	
MAT 143 Quantitative Literacy	3	4	
Total Credits	**4**	**6**	

TOTAL CREDITS   **42 shc**

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

TOTAL PROGRAM HOURS REQUIRED   64 – 65 shc

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

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. This curriculum is also designed to prepare students for careers in the Health Sciences. Students will complete general education courses required for competitive admission into the Respiratory Therapy program. Courses provide foundational knowledge needed in the pursuit of diploma and associate of applied science degrees and successful completion of EMT 110 result in certification credentials for employment in health science degrees or programs.

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

Admission Requirements and Special Conditions

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

Special Certifications

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

PREHEALTH RESPIRATORY THERAPY (AAS) A10300RT
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 111 College Student Success	1	1	
or ACA 122 College Transfer Success		2	
BIO 168 Human Anatomy & Physiology I	4	6	
ENG 111 Writing and Inquiry	3	3	
HSC 110 Orientation to Health Careers	1	1	
MED 120 Survey of Medical Terminology	2	2	
CHM 151 General Chemistry I	4	6	
Total Credits	**15**	**19 or 20**	

Second Semester (Spring)

Second Semester (Spring)	Credit Hours	Contact Hours	Notes
BIO 169 Human Anatomy & Physiology II	4	6	
ENG 112 Writing/Research in the Disciplines	3	3	
MAT 143 Quantitative Literacy	3	4	
PSY 150 General Psychology	3	3	
Total Credits	**13**	**16**	

Third Semester (Fall)

Third Semester (Fall)	Credit Hours	Contact Hours	Notes
CIS 110 Introduction to Computers	2	3	
BIO 275 Microbiology	4	6	
EMS 110 EMT	8	12	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	3	
Total Credits	**17**	**24**	

TOTAL CREDITS   **45**

Other Major Hours (18 – 19) – These hours must be approved by the Director of Records and Registration prior to enrolling in courses other than those listed above. Students not realizing progress toward a health science credential will be assisted by an academic advisor in exploring other degree options.
TOTAL PROGRAM HOURS REQUIRED   **64 – 65**

For the Respiratory Therapy program, a GPA of 2.8 or higher is required and calculation will be based upon grades earned in the following courses: BIO 168, BIO 169, BIO 275, ENG 111, ENG 112, MAT 143, PSY 150, and Humanities/Fine Arts Elective.

PREHEALTH – Surgical Technology Preparation A10300ST

Purpose

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

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

Admission Requirements and Special Conditions

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

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

Special Certifications

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

PREHEALTH SURGICAL TECHNOLOGY (AAS) A10300ST
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit Hours	Contact Hours	Notes
ACA 111 College Student Success	1	1	
or ACA 122 College Transfer Success		2	
BIO 168 Human Anatomy & Physiology I	4	6	
ENG 111 Writing and Inquiry	3	3	
HSC 110 Orientation to Health Careers	1	1	
MED 120 Survey of Medical Terminology	2	2	
PSY 150 General Psychology	3	3	
NAS 101 Nurse Aide	6	7	
Total Credits	**20**	**23 or 24**	

Second Semester (Spring)

Second Semester (Spring)	Credit Hours	Contact Hours	Notes
BIO 169 Human Anatomy & Physiology II	4	6	
ENG 112 Writing/Research in the Disciplines	3	3	
MAT 143 Quantitative Literacy	3	4	
or MAT 152 Statistical Methods	3	5	
or MAT 171 Precalculus Algebra	4	5	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	3	
Total Credits	**13 - 14**	**16 - 17**	

Third Semester (Fall)

Third Semester (Fall)	Credit Hours	Contact Hours	Notes
CIS 111 Basic PC Literacy	2	3	
or CIS 110 Introduction to Computers	3	4	
NAS 102 Nurse Aide II	6	8	
NAS 107 Medication Aide	1	2	
Total Credits	**9 or 10**	**13 or 14**	

TOTAL CREDITS   **42 – 44**

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

TOTAL PROGRAM HOURS REQUIRED   64 – 65

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

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.

Diplomas

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

Additional Curriculum Notes: None

Robeson Community College | P.O. Box 1420 | Lumberton NC 28359
Department Chairperson/Program Director (910) 272-3472
Checklist for

Air Conditioning, Heating, And Refrigeration Technology (Diploma) – D35100
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
ENG 110 Freshman Composition	3	
CIS 111 Basic PC Literacy	2	
AHR 111 HVACR Electricity	3	
AHR 112 Heating Technology	4	
BPR 130 Print Reading - Construction	3	
AHR 110 Intro to Refrigeration	5	
Total Credits	**21**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
MAT 110 Math Measurement & Literacy	3	
AHR 113 Comfort Cooling	4	
AHR 133 HVAC Servicing	4	
PSY 118 Interpersonal Psychology	3	
AHR 151 HVAC Duct Systems I	2	
Total Credits	**16**	

Third Semester (Summer Session)

Third Semester (Summer Session)	Credit hours	Notes
AHR 130 HVAC Controls	3	
AHR 140 All Weather Systems	2	
AHR 114 Heat Pump Technology	4	
Total Credits	**9**	
Total Credits Needed for Graduation	**46**	

Cosmetology (Diploma) 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.

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.

Robeson Community College | P.O. Box 1420 | Lumberton NC 28359
Department Chairperson/Program Director (910) 272-3341
Checklist for

Cosmetology (Diploma) D55140
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit/Contact hours	Notes
ACA-111 College Student Success	1/1	
COS-111 Cosmetology Concepts I	4/4	
COS-112 Salon I	8/24	
ENG-102 Applied Communications II	3/3	
Total Credits	**16/31**	

Second Semester (Spring)

Second Semester (Spring)	Credit/Contact hours	Notes
COS-113 Cosmetology Concepts II	4/4	
COS-114 Salon II	8/24	
PSY-118 Interpersonal Psychology	3/3	
Total Credits	**15/31**	

Third Semester (Summer Session)

Third Semester (Summer Session)	Credit/Contact hours	Notes
COS-115 Cosmetology Concepts III	4/4(x2=8)	
COS-116 Salon III	4/12(x12=24)	
Total Credits	**8/16**	

Fourth Semester (Fall)

Fourth Semester (Fall)	Credit/Contact hours	Notes
COS-117 Cosmetology Concepts IV	2/2	
COS-118 Salon IV	7/21	
Total Credits	**9/23**	
Total Credits Needed for Graduation	**48**	

Electrical Systems Technology (Diploma) 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.

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.

Robeson Community College | P.O. Box 1420 | Lumberton NC 28359
Department Chairperson/Program Director (910) 272-3472
Checklist for

Electrical System Technology (Diploma) – D35130
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
MAT 110 Math Measurement & Literacy	3	
CIS 111 Basic PC Literacy	2	
ELC 118 National Electrical Code	2	
ELC 112 DC/AC Electricity	5	
ELC 113 Residential Wiring	4	
Total Credits	**17**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ENG 110 Freshman Composition	3	
ELN 229 Industrial Electronics	4	
ELC 114 Commercial Wiring	4	
ELC 117 Motors and Controls	4	
Total Credits	**15**	

Summer Session

Summer Session	Credit hours	Notes
ELC 128 Intro to PLC	3	
DFT 119 Basic CAD	2	
ELN 133 Digital Electronics	4	
Total Credits	**9**	
Total Credits Needed for Graduation	**41**	

Industrial Systems Technology (Diploma) 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.

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.

Robeson Community College | P.O. Box 1420 | Lumberton NC 28359
Department Chairperson/Program Director (910) 272-3472
Checklist for

Industrial System Technology (Diploma) – D50240
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
WLD 112 Basic Welding Processes	2	
ELC 112 DC/AC Electricity	5	
MAT 110 Math Measurement & Literacy	3	
CIS 111 Basic PC Literacy	2	
BPR 111 Print Reading	2	
MNT 110 Intro to Maint Procedures	2	
Total Credits	**17**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
HYD 110 Hydraulics/Pneumatics	3	
ENG 110 Freshman Composition	3	
ELN 229 Industrial Electronics	4	
ELC 117 Motors and Controls	4	
Total Credits	**14**	

Third Semester (Summer Session)

Third Semester (Summer Session)	Credit hours	Notes
MEC 110 Intro to CAD/CAM	2	
MEC 111 Machine Processes I	3	
ELC 128 Intro to PLC	3	
ISC 110 Workplace Safety	1	
Total Credits	**9**	
Total Credits Needed for Graduation	**40**	

Practical Nursing (Diploma) D45660

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

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

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment
opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

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

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

General Requirements
1. Detailed current information for interested applicants is located at www. robeson.edu/practical
2. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.
3. Students must be able to fulfill all essential functions as outlined in the health sciences admission policy.
4. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon the following factors: Academic performance, references and academic degrees.
5. Applicants must ~~be~~ 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 review 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
6. Once an applicant has successfully satisfied required English/reading and mathematics entrance competencies, applicants are eligible to submit an application packet. The program checklist outlines the number of strategies applicants may follow to meet the required competencies.
7. A point system is followed to evaluate health science program applications. Applicants earn points based upon academic performance, TEAS V score, references and academic degrees. Point distribution is outlined on the program checklist, as well as on the program webpage.
8. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
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. 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 as a Nurse Aide I without substantiated findings.
2. A competitive TEAS V score will be required for consideration/acceptance into
the Nursing program. Students will be notified of TEAS V testing dates. All fees associated with the TEAS V exam is the responsibility of the student.

PRACTICAL NURSING (Diploma) – D45660
2016 – 2017 Catalog

Program Prerequisites

Required Program Prerequisite Courses prior to Enrollment in NUR course.		
	Credit hours	**Notes**
BIO 168 Human Anatomy & Physiology I	4	
Certification of completion of Nurse Aide I and current listing on NC Registry without substantive findings.		
Total Credits	**4**	

First Semester (Fall)

First Semester (Fall)	**Credit Hours**	**Contact Hours**	**Notes**
BIO 169 Human Anatomy & Physiology II	4	6	
ENG 111 Writing and Inquiry	3	3	
NUR 101 Practical Nursing I	11	19	
Total Credits	**18**	28	

Second Semester (Spring)

Second Semester (Spring)	**Credit Hours**	**Contact Hours**	**Notes**
PSY 150 General Psychology	3	3	
NUR 102 Practical Nursing II	10	16	
Total Credits	**13**	19	

Third Semester (Summer)

Third Semester (Summer)	**Credit Hours**	**Contact Hours**	**Notes**
NUR 103 Practical Nursing III	9	19	
Total Credits	**9**	19	
Total Credits Needed for Graduation	**44**		

Surgical Technology (Diploma) D45740
(Program suspended for 2016 – 2017 academic year.)

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).

ARC ST/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 and PSY 150
5. Once an applicant has successfully satisfied required English, reading and mathematics entrance competencies, applicants are eligible to submit an application packet. The program checklist outlines the number of strategies
applicants may follow to meet the required competencies.
6. A competitive point system is used to evaluate health science program applications. Applicants earn points based upon academic performance, professional/academic references and academic degrees.
7. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
8. Provisionally accepted students must submit to a criminal background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with the criminal background check, drug screen and medical review will be the responsibility of the student.
9. Provisionally accepted students previously enrolled in any other Surgical Technology programs must submit a letter from the Surgical Technology Program Director of the program.
10. It is the student's responsibility to review all program materials, including the surgical technology web site at www.robeson.edu/surgical 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 (Diploma)– D45740

2016 – 2017 Catalog

Program Prerequisites

Required Program Prerequisite Courses prior to Enrollment in SUR course.		
BIO 168 Human Anatomy & Physiology I	4	
Total Credits	**4**	

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
BIO 169 Human Anatomy & Physiology II	4	
ENG 111 Writing and Inquiry	3	
SUR 110 Intro to Surgical Technology	3	
SUR 111 Perioperative Patient Care	7	
Total Credits	**17**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
SUR 122 Surgical Procedures I	6	
SUR 123 Surgical Clinical Practice I	7	
PSY 150 General Psychology	3	
Total Credits	**16**	

Third Semester (Summer)

Third Semester (Summer)	Credit hours	Notes
SUR 134 Surgical Procedures II	5	
SUR 135 Surgical Clinical Practice II	4	
SUR 137 Prof Success Prep	1	
Total Credits	**10**	
Total Credits Needed for Graduation	**47**	

Therapeutic and Diagnostic Services: Nurse Aide (Diploma) D45970

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. Courses may also provide foundational knowledge needed in the pursuit of advanced health science degrees or programs.

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

Admission Requirements and Special Conditions

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

Robeson Community College | P.O. Box 1420 | Lumberton NC 28359
Program Director (910) 272-3397
Checklist for

NURSE AIDE (Diploma) – D45970
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
BIO 168 Human Anatomy & Physiology I	4	
ENG 111 Writing and Inquiry	3	
HSC 110 Orientation to Health Careers	1	
MED 120 Survey of Medical Terminology	2	
NAS 101 Nurse Aide I	6	
Total Credits	**17**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
BIO 169 Human Anatomy & Physiology II	4	
ENG 112 Writing/Research in the Disciplines or ENG 115 Oral Communication	3	
PSY 150 General Psychology	3	
NAS 102 Nurse Aide II	6	
Total Credits	**17**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
MAT 110 Math Measurement and Literacy	3	
NAS 107 Medication Aide	1	
Humanities/Fine Arts Elective [ART 110, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	
Total Credits	**7**	
Total Credits Required	**40**	

Welding Technology (Diploma) 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.

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 completion.

Robeson Community College | P.O. Box 1420 | Lumberton NC 28359
Department Chairperson/Program Director (910) 272-3472
Checklist for
Welding Technology (Diploma) – D50420
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ACA 111 College Student Success	1	
WLD 110 Cutting Processes	2	
WLD 115 SMAW (Stick) Plate	5	
WLD 131 GTAW (TIG) Plate	4	
MAT 110 Math Measurement & Literacy	3	
Total Credits	**15**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ENG 110 Freshman Composition	3	
WLD 141 Symbols & Specifications	3	
WLD 116 SMAW (STICK) Plate/Pipe	4	
WLD 132 GTAW (TIG) Plate/Pipe	3	
WLD 121 GMAW (MIG) FCAW/Plate	4	
Total Credits	**17**	

Third Semester (Summer Session)

Third Semester (Summer Session)	Credit hours	Notes
WLD 231 GTAW (TIG) Pipe	3	
WLD 261 Certification Practices	2	
CIS 111 Basic PC Literacy	2	
Total Credits	**7**	
Total Credits Needed for Graduation	**39**	

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.

First Semester (Fall)	Credit hours	Notes
AHR 110 Intro to Refrigeration	5	
AHR 111 HVACR Electricity	3	
AHR 112 Heating Technology	4	
Total Credits	**12**	
Total Credits Needed for Completion	**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.

First Semester (Fall)	Credit hours	Notes
AHR 110 Intro to Refrigeration	5	
AHR 111 HVACR Electricity	3	
BPR 130 Print Reading - Construction	3	
Total Credits	**11**	

Second Semester (Spring)	Credit hours	Notes
AHR 151 HVAC Duct Systems I	2	
Total Credits	**2**	
Total Credits Needed for Completion	**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.

First Semester (Fall)	Credit hours	Notes
AHR 111 HVACR Electricity	3	
Total Credits	**3**	

Second Semester (Spring)	Credit hours	Notes
AHR 113 Comfort Cooling	4	
AHR 133 HVAC Servicing	4	
Total Credits	**8**	

Third Semester (Summer Session)	Credit hours	Notes
AHR 130 HVAC Controls	3	
Total Credits	**3**	
Total Credits Needed for Completion	**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 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.

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.

Basic Office Administration Certificate C25370

Purpose

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

(Fall)	Credit hours	Notes
OST 131 Keyboarding	3	
CIS 110 Intro to Computers	3	
Total Credits	**6**	

(Spring)	Credit hours	Notes
OST 134 Text Editing	3	
OST 136 Word Processing	3	
OST 164 Text Editing Applications	3	
Total Credits	**9**	
Total Credits Needed for Completion	**17**	

Bookkeeping Certificate C25100

Purpose

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

(Fall)	Credit hours	Notes
ACC 120 Prin of Financial Accounting	4	
CIS 110 Intro to Computers	3	
Total Credits	**7**	

(Spring)	Credit hours	Notes
ACC 140 Payroll Accounting	2	
ACC 150 Accounting Software Apps	2	
ACC 180 Practices in Bookkeeping	3	
Total Credits	**7**	
Total Credits Needed for Completion	**14**	

Business Foundations Certificate C25120 BF

Purpose

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

(Fall)	Credit hours	Notes
BUS 110 Intro to Business (1st 8 weeks)	3	
BUS 115 Business Law	3	
Total Credits	**6**	

(Spring)	Credit hours	Notes
BUS 137 Prin of Management	3	
ECO 251 Prin of Microeconomics **or**		
ECO 252 Prin of Macroeconomics	3	
MKT 120 Marketing	3	
Total Credits	**9**	
Total Credits Needed for Completion	**15**	

Cisco Networking Academy (Certificate) C25590NM

Purpose

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

	Credit hours	Notes
NET 125 Introduction to Networks	3	
NET 126 Routing Basics	3	
NET 225 Routing & Switching	3	
NET 226 Routing & Switching II	3	
Total Credits	**12**	
Total Credits Needed for Completion	**12**	

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.

(Fall)	Credit hours	Notes
CJC 111 Introduction to Criminal Justice	3	
CJC 112 Criminology	3	
Total Credits	**6**	

(Spring)	Credit hours	Notes
CJC 141 Corrections	3	
CJC 233 Correctional Law	3	
Total Credits	**6**	
Total Credits Needed for Completion	**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.

(Fall)	Credit hours	Notes
CJC 111 Introduction to Criminal Justice	3	
CJC 113 Juvenile Justice	3	
CJC 131 Criminal Law	3	
CJC 214 Victimology	3	
Total Credits	**12**	

(Spring)	Credit hours	Notes
CJC 132 Court Procedure and Evidence	3	
Total Credits	**3**	
Total Credits Needed for Completion	**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.

(Fall)	Credit hours	Notes
CJC 131 Criminal Law	3	
CJC 212 Ethics and Community Relations	3	
CJC 221 Investigative Principles	4	
Total Credits	**10**	

(Spring)	Credit hours	Notes
CJC 121 Law Enforcement Operations	3	
CJC 232 Civil Liability	3	
Total Credits	**6**	
Total Credits Needed for Completion	**16**	

Customer Service Certificate C25120CS

Purpose

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

(Fall)	Credit hours	Notes
CIS 110 Intro to Computers	3	
CSV 110 Intro to Customer Service (2nd 8 Weeks)	3	
Total Credits	**6**	

(Spring)	Credit hours	Notes
BUS 270 Prof. Development (2nd 8 Weeks)	3	
MKT 120 Marketing	3	
Total Credits	**6**	
Total Credits Needed for Completion	**12**	

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.

First Semester (Fall)	Credit hours	Notes
ELC 112 DC/AC Electricity	5	
ELC 113 Residential Wiring	4	
ELC 118 National Electrical Code	2	
Total Credits	**11**	

Second Semester (Spring)	Credit hours	Notes
ELC 114 Commercial Wiring	4	
Total Credits	4	
Total Credits Needed for Completion	**15**	

Electrical Systems Technology (Certificate) C35130PV

Photovoltaic Systems
Purpose
This certificate program is designed to provide individuals with entry-level competencies in basic Photovoltaic Systems, DC/AC electrical electronics theory, and residential Wiring.

(Fall)	Credit hours	Notes
ELC 112 DC/AC Electricity	5	
ELC 113 Residential Wiring	4	
Total Credits	**9**	

First (Spring)	Credit hours	Notes
ELN 229 Industrial Electronics	4	
Total Credits	**4**	

Second (Spring)	Credit hours	Notes
ELC 220 Photovoltaic Sys Tech	3	
Total Credits	**3**	
Total Credits Needed for Completion	**16**	

Electrical Systems Technology (Certificate) C35130RO

Robotics
Purpose
This certificate program is designed to provide individuals with entry-level competencies in basic robotic fundamentals, electrical theory, motor controls, and programmable logical controllers.

First Semester (Fall)	Credit hours	Notes
ELC 112 DC/AC Electricity	5	
Total Credits	**5**	

Second Semester (Spring)	Credit hours	Notes
ELC 117 Motors & Controls	4	
Total Credits	**4**	

Third Semester (Summer Session)	Credit hours	Notes
ELC 128 Introduction to PLC	3	
Total Credits	**3**	

Fourth Semester (Fall)	Credit hours	Notes
None		
Total Credits	**0**	

Fifth Semester (Spring)	Credit hours	Notes
ATR 280 Robotic Fundamentals	4	
Total Credits	**4**	
Total Credits Needed for Completion	**16**	

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.

(Fall)	Credit hours	Notes
CIS 111 Basic PC Literacy	2	
ELC 112 DC/AC Electricity	5	
ELC 113 Residential Wiring	4	
ELC 118 National Electrical Code	2	
Total Credits	**13**	
Total Credits Needed for Completion	**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.

(Spring)	Credit hours	Notes
ELC 114 Commercial Wiring	4	
ELC 117 Motor and Controls	4	
ELN 229 Industrial Electronics	4	
Total Credits	12	
Total Credits Needed for Completion	**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.

First Semester (Fall)	Credit hours	Notes
ELC 112 DC/AC Electricity	5	
Total Credits	**5**	

Second Semester (Spring)	Credit hours	Notes
ELC 117 Motors and Controls	4	
Total Credits	**4**	

Third Semester (Summer Session)	Credit hours	Notes
ELC 128 Intro to PLC	3	
Total Credits	**3**	

Fourth Semester (Fall)	Credit hours	Notes
ELC 228 PLC Applications	4	
Total Credits	4	
Total Credits Needed for Completion	**16**	

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.

(Fall)	Credit hours	Notes
BPR 111 Print Reading	2	
MNT 110 Intro to Maintenance Procedures	2	
BPR 115 ELC/Fluid Power Diagrams	2	
Total Credits	**6**	

(Summer Session)	Credit hours	Notes
MEC 110 Intro to CAD/CAM	2	
MEC 111 Machine Processes I	3	
ISC 110 Workplace Safety	1	
Total Credits	**6**	
Total Credits Needed for Completion	**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.

(Fall)	Credit hours	Notes
ELC 112 DC/AC Electricity	5	
MNT 110 Intro to Maint Procedures	2	
Total Credits	**7**	

(Spring)	Credit hours	Notes
ELC 117 Motors and Controls	4	
Total Credits	**4**	

(Summer Session)	Credit hours	Notes
ISC 110 Workplace Safety	1	
Total Credits	**1**	
Total Credits Needed for Completion	**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.

First Semester (Fall)	Credit hours	Notes
BPR 115 ELC/Fluid Power Diagrams	2	
Total Credits	**2**	

Second Semester (Spring)	Credit hours	Notes
HYD 110 Hydraulics/Pneumatics	3	
Total Credits	**3**	

Third Semester (Summer Session)	Credit hours	Notes
ELC 128 Intro to PLC	3	
Total Credits	**3**	

Fourth Semester (Fall)	Credit hours	Notes
None		
Total Credits	**0**	

Fifth Semester (Spring)	Credit hours	Notes
MNT 263 Electro-Pneu Components	4	
Total Credits	**4**	
Total Credits Needed for Completion	**12**	

Information Technology-Support & Services (Certificate) C25590SS

Support & Services Certificate
Purpose

This certificate program is designed to provide individuals with a basic understanding of information technology support and services. Holders of this certificate would be better able to provide trouble shooting and help desk services for residential and business computers and other network components.

	Credit hours	Notes
CIS 110 Intro to Computers	3	
CTI 110 Web, Pgm & DB Foundations	3	
NOS 110 Survey of Operating Systems	3	
CTI 120 Network & Sec Foundation	3	
CTS 120 Hardware/Software Support	3	
CTS 155 Tech Support Functions	3	
Total Credits	**18**	
Total Credits Needed for Completion	**18**	

Medical Office Administration (Certificate) C25310

Purpose

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

(Fall)	Credit hours	Notes
OST 131 Keyboarding	2	
OST 141 Med Terms I -Med Office	3	
OST 149 Med Legal Issues	3	
Total Credits	**8**	

(Spring)	Credit hours	Notes
OST 136 Word Processing	3	
OST 142 Med Terms II - Med Office	3	
OST 148 Medical Coding & Billing	3	
Total Credits	**9**	
Total Credits Needed for Completion	**17**	

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.

	Credit hours	Notes
CIS 110 Intro to Computers	3	
OST 136 Word Processing	3	
CTS 130 Spreadsheet	3	
DBA 110 Database Concepts	3	
Total Credits	**12**	
Total Credits Needed for Completion	**12**	

Nurse Aide Certificate C45840

Purpose

The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

(Fall)	Credit hours	Notes
NAS 101 Nurse Aide I	6	
NAS 102 Nurse Aide II	6	
NAS 107 Medication Aide	1	
Total Credits	**13**	
Total Credit Required	**13**	

Welding Technology (Certificate) C50420SP

Structural/Pipe Welding

Purpose

This certificate purpose is designed to provide individuals with entry-level competencies in oxy-fuel, cutting systems, shielding metal arc (stick) welding process, and gas tungsten arc (TIG) welding process.

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
WLD 110 Cutting Processes	2	
WLD 115 SMAW (STICK) Plate	5	
WLD 131 GTAW (TIG) Plate	4	
Total Credits	**11**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
WLD 116 SMAW (STICK) Plate/Pipe	4	
WLD 132 GTAW (TIG) Plate/Pipe	3	
Total Credits	**7**	
Total Credits Needed for Completion	**18**	

Career and College Promise

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.

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 three pathways that offer students an opportunity to earn credit:

1. College Transfer Pathway

College Transfer Pathways lead 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 Diploma

Career and Technical Education Pathways that lead to a Diploma

- Nurse Aide

3. Career and Technical Education Certificate

Career and Technical Education Pathways that lead to a certificate

- Air Conditioning, Heating and Refrigeration
- Business Administration
- Computer Information Technology
- Criminal Justice Technology
- Culinary Arts
- Early Childhood
- Electrical Systems Technology
- Industrial Systems Technology

College Transfer Pathway

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

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

    a. Be a high school junior or senior;
    b. Have a weighted GPA of 3.0 on high school courses; and

      c. Demonstrate college readiness on an assessment or placement test.
A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a College Transfer Pathway.

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

      a. Have a weighted GPA of 3.5;
      b. Have completed two years of high school English with a grade of 'C' or higher;
      c. Have completed high school Algebra II (or a higher level math class) with a grade of 'C' 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

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	Critical 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.

Nurse Aid Career Technical Education Pathway D45970D (Diploma)

Purpose
The NC Career and College Promise Career and Technical Education (CTE) Pathways are
designed for accelerated high school juniors and seniors who are ready to get a head start on career and technical courses that will lead to a job credential, certificate or diploma in a technical career.
The Nurse Aide Pathway prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages. It also allows for coursework for competitive admission into health science programs.
Admissions Criteria

To be eligible for enrollment, you must meet the following criteria:
• Be a high school junior or senior;
• Be enrolled in a High School Career Cluster/Concentration that is aligned with the Nurse Aide diploma;
• Have a weighted GPA on 3.0 on high school course or approval of your high school principal or designee;
• Meet all program prerequisites.

If you meet these qualifications, submit your Career and College Promise application, official high school transcripts, and any applicable test scores (official, unopened original copies) to RCC. See your school counselor for more information. If you have questions about the Nurse Aide pathway, please see the website for more information: website: http://robeson.edu/academicprograms/Nurse Aide or contact Sheila Smith – Program Director Nurse Aide at 910.272.3397 or ssmith@robeson.edu

Registration Process
Students will register for classes at RCC during a special registration period. Once the registration period begins, you will be registered on a first come, first-served basis. Please see your high school counselor for more information.

Articulated Courses

High School	Community College
HN 43 Nursing Fundamentals	NAS 101 Nurse Aide I
HU 10 Health Team Relations	(NC Nurse Aide 1 Registry required)
HU 40 Health Science 1 and	MED 120 Survey of Medical Terminology
HU 42 Health Science 11	

Certification exam and eligible for National Registry listing and employment.
Premajor courses part of the Comprehensive Articulation Agreement (CAA) and Independent Comprehensive Agreement (ICAA) and will transfer to four year institutions in the state of North Carolina.
*Universal General Education Transfer Component [UGETC], courses transfer to any four year institution as a lower general education elective.

Class Locations
All courses are offered on the RCC campus. To find a specific course offering, search for sections online by selecting the "Class Schedules" option on the RCC website: www.robeson.edu

Robeson Community College | P.O. Box 1420 | Lumberton NC 28359
Program Director (910) 272-3397

Checklist for
NURSE AIDE CAREER TECHNICAL EDUCATION PATHWAY – D45970D
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ENG 111 Writing and Inquiry	3	
HSC 110 Orientation to Health Careers	1	
MED 120 Survey of Medical Terminology	2	
NAS 101 Nurse Aide I	6	
Total Credits	**12**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ENG 112 Writing/Research in the Disciplines	3	
MAT 171 Precalculus Algebra	4	
PSY 150 General Psychology	3	
Total Credits	**10**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
BIO 168 Human Anatomy & Physiology I	4	
PHI 240 Introduction to Ethics	3	
Total Credits	**7**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
BIO 169 Human Anatomy & Physiology II	4	
NAS 102 Nurse Aide II	6	
Total Credits	**10**	
Total Credits Required	**39**	

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

Purpose

The Air Conditioning, Heating and Refrigeration Pathway is designed to provide students with entry-level competencies in mechanical refrigeration, heating and cooling theory, electricity, controls and safety.
Upon completion of the pathway, students will be awarded a Certificate in Air Conditioning, Heating and Refrigeration from RCC.

(Fall)	Credit hours	Notes
AHR 110 Intro to Refrigeration	5	
AHR 111 HVACR Electricity	3	
Total Credits	**8**	

(Spring)	Credit hours	Notes
AHR 113 Comfort Cooling	4	
Total Credits	**4**	
Total Credits Needed for Completion	**12**	

Business Administration Career Technical Pathway (Certificate) C25120BA

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.

First Semester (Fall)	Credit hours	Notes
CIS 110 Introduction to Computers	3	
Total Credits	**3**	

Second Semester (Spring)	Credit hours	Notes
MKT 120 Principles of Marketing	3	
Total Credits	**3**	

Third Semester (Fall)	Credit hours	Notes
BUS 137 Principles of Management	3	
ACC 120 Principles of Accounting	4	
Total Credits	**7**	

Fourth Semester (Spring)	Credit hours	Notes
BUS 115 Business Law	3	
Total Credits	**3**	
Total Credits Needed for Completion	**16**	

Career & College Promise College Transfer Pathway

P1012C Leading to Associate in Arts
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 111 and ENG 111
Second Semester (Spring)
ENG 112, SOC 210 and MAT 143 or MAT 171
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)

ENG 231 American Literature I (3 SHC)
ENG 232 American Literature II (3 SHC)
ENG 241 British Literature I (3SHC)
ENG 242 British Literature II (3SHC)
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)

Math...*(3-4 SHC)*
Select one 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 one course (4 SHC) from the following course(s):
BIO 110 Principles of Biology (4 SHC)
BIO 111 General Biology I (4 SHC)
CHM 151 General Chemistry I (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 AND COLLEGE PROMISE PATHWAY
LEADING TO THE ASSOCIATE IN ARTS – P1012C
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ENG 111 Writing and Inquiry	3	
BIO 111 General Biology I or CHM 151 General Chemistry I or PHY 110 Conceptual Physics, PHY 110A Conceptual Physics Lab	4	
ACA 122 College Transfer Success	1	
Total Credits	**8**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ENG 112 Writing/Research in the Disciplines	3	
MAT 171 Precalculus Algebra or MAT 143 Quantitative Literacy	3 / 4	
Social/Behavioral Science Elective [ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210]	3	
Total Credits	**9 or 10**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	
Social Science Elective [ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210]	**3**	
Total Credits	**9**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
Humanities/Fine Arts Elective [ART 111, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	
Social Science Elective [ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210]	**3**	
Total Credits	**6**	
Total Credits Required	**32-33**	

Career & College Promise College Transfer Pathway

P1042C Leading to Associate in Science
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 111 or CHM 151 and ART 111 or MUS 110
Fourth Semester (Spring)
PSY 150 and BIO 112 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 <u>two</u> English composition courses are required:
ENG 111 Writing and Inquiry (3 SHC)
ENG 112 Writing/Research in the Disciplines (3 SHC)

Select <u>two</u> 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)
ENG 231 American Literature I (3 SHC)
ENG 232 American Literature II (3 SHC)
ENG 241 British Literature I (3 SHC)
ENG 242 British 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)

Math...(8 SHC)
Select two courses (8 SHC) from the following:

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

Natural Sciences..(8 SHC)

Select two courses (8 SHC) from the following course(s):
BIO 111 General Biology I (4 SHC) and BIO 112 General Biology II (4 SHC)
or
CHM 151 General Chemistry I (4 SHC) and CHM 152 General Chemistry II (4 SHC)
or
PHY 151 College Physics I (4 SHC) and PHY 152 College 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)

CAREER AND COLLEGE PROMISE PATHWAY
LEADING TO THE ASSOCIATE IN SCIENCE – P1042C
2016 – 2017 Catalog

First Semester (Fall)

First Semester (Fall)	Credit hours	Notes
ENG 111 Writing and Inquiry	3	
HIS 131 American History I	3	
MAT 171 Precalculus Algebra	4	
Total Credits	**10**	

Second Semester (Spring)

Second Semester (Spring)	Credit hours	Notes
ENG 112 Writing/Research in the Disciplines	3	
MAT 172 Precalculus Trigonometry	4	
HIS 132 American History II	3	
Total Credits	**10**	

Third Semester (Fall)

Third Semester (Fall)	Credit hours	Notes
BIO 111 General Biology I or CHM 151 General Chemistry I or PHY 151 College Physics I	4	
Humanities/Fine Arts Elective [ART 110, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	
Total Credits	**7**	

Fourth Semester (Spring)

Fourth Semester (Spring)	Credit hours	Notes
ACA 122 College Transfer Success	1	
BIO 112 General Biology I or CHM 152 General Chemistry I or PHY 152 College Physics II	4	
Humanities/Fine Arts Elective [ART 110, MUS 110, MUS 112, ENG 231, ENG 232, ENG 241, ENG 242, PHI 215, or PHI 240]	3	
Total Credits	**8**	
Total Credits Required	**35**	

Criminal Justice Technology Career Technical Pathway (Certificate) C55180CJ

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.

(Fall)	Credit hours	Notes
CJC 111 Introduction to Criminal Justice	3	
CJC 112 Criminology	3	
CJC 113 Juvenile Justice	3	
CJC 131 Criminal Law	3	
CJC 221 Investigative Principles	4	
Total	**16**	

Early Childhood Associate Career Technical Pathway (Certificate) C55220EC

Purpose

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

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

First Semester (Fall)	Credit hours	Notes
EDU 119 Intro to Childhood Education	4	
Total Credits	**4**	

Second Semester (Spring)	Credit hours	Notes
EDU 144 Child Development I	3	
EDU 145 Child Development II	3	
Total Credits	**6**	

Third Semester (Fall)	Credit hours	Notes
EDU 131 Child, Family and Community	3	
Total Credits	**3**	

Fourth Semester (Spring)	Credit hours	Notes
EDU 146 Child Guidance	3	
Total Credits	**3**	
Total Credits Required	**16**	

Electrical Systems Technology (Certificate) C35130ES

Career Technical Pathway
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.

First Semester (Fall)	Credit hours	Notes
ELC 112 DC/AC Electricity	5	
ELC 113 Residential Wiring	4	
Total Credits	**9**	

Second Semester (Spring)	Credit hours	Notes
ELC 117 Motors and Controls	4	
Total Credits	**4**	
Total Credits Needed for Completion	**13**	

Industrial Systems Technology (Certificate) C50240IS

Career Technical Pathway
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.

First Semester (Fall)	Credit hours	Notes
BPR 111 Print Reading	2	
MNT 110 Intro to Maintenance Procedures	2	
Total Credits	**4**	

Second Semester (Spring)	Credit hours	Notes
HYD 110 Hydraulics/Pneumatics	3	
ISC 110 Workplace Safety	1	
Total Credits	**4**	

Third Semester (Fall)	Credit hours	Notes
ELC 112 DC/AC Electricity	5	
Total Credits	**5**	
Total Credits Needed for Completion	**13**	

PreCollege (Developmental Education) Course Descriptions

The precollege (Developmental Education) 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 precollege 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 Hrs.	Lab Hrs.	Clinical Hrs.	Work Exp.	Credit Hrs.
DRE 096	Integrated Reading and Writing	2.5	1	0	0	3

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.

PreCollege (Developmental Education) Program

The PreCollege 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 precollege 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 precollege and regular curriculum courses during the same term. Precollege courses are offered every term, both day and evening.

Placement

Students are placed in precollege 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 precollege courses. Students who do not meet minimum placement scores are referred to College and Career Readiness.

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

Exit Criteria for All Precollege (Developmental Education) Courses

A student taking required precollege courses must earn a grade of "P" in order to progress to the curriculum course or to the next precollege 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 precollege course will not earn traditional letter grades (A, B, C, D or F). Grades for all precollege 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 precollege 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 precollege course. The "R" grade is considered a non-punitive grade and is not included in the computation of the GPA. However, for financial aid purposes, a grade of "R" means that a student has not made satisfactory academic progress. Financial aid will be affected by a grade of "R".

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

Grade Per Credit Hour	Explanation	Grade Points
P	Pass	2.5
R	Re-enroll	0 (Satisfactory 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 precollege 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 precollege course is outlined below:

Precollege Courses (Developmental Education)

Course Prefix and Number	Course Title	Contact Hours	Credit Hours	15%
CHM-090	Chemistry Concepts	64	4	9.6
DRE-096	Integrated Reading and Writing	56	3	8.4
DRE-097	Integrated Reading and Writing II	56	3	8.4
DRE-098	Integrated Reading and Writing III	56	3	8.4
DMS-003	Developmental Math Shell	60	3	9
DMS-002	Developmental Math Shell	40	2	6
DMS-001	Developmental Math Shell	20	1	3
DMA-065	Algebra for Precalculus	60	2	6
MAT-050	Basic Math Skills	80	4	12

Precollege Courses (Developmental Education) Breakdown

Course Prefix and Number	Course Title	Class Hrs.	Lab Hrs.	Clinical Hrs.	Work Exp.	Credit Hrs.
CHM-090	Chemistry Concepts	4	0	0	0	4
DRE-096	Integrated Reading and Writing	2.5	1	0	0	3
DRE-097	Integrated Reading and Writing II	2.5	1	0	0	3
DRE-098	Integrated Reading and Writing III	2.5	1	0	0	3
DMS-003	Developmental Math Shell	2.5	1.5	0	0	3
DMS-002	Developmental Math Shell	1.5	1	0	0	2
DMS-001	Developmental Math Shell	0.75	0.5	0	0	1
DMA-065	Algebra for Precalculus	1.5	1	0	0	2
MAT-050	Basic Math Skills	3	2	0	0	4

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 assignments in the learning management system (Moodle) and publisher's learning platform (MyLabsPlus). It is strongly suggested that students have their own laptop/computer with Internet access in order to be successful. Upon successful completion of DRE 096, 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 and DMS-002 are offered in 16 week sessions. DMS-001 is offered in 8 sessions. Students are scheduled to meet face-to-face

and complete required online activities using MyLabsPlus. Precollege mathematics utilizes 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:

Course Prefix and Number	Credit Hrs.	Scheduled	Purpose
DMS-001	1	8 Weeks	Holds any one DMA
DMS-002	2	16 Weeks	Holds any Two DMAs
DMS-003	3	16 Weeks	Holds any Three DMAs

MAT-050 Basic Math Skills

In some cases, students may not meet the minimum NC DAP scores to place into the DMA modules. If a student scores 0 or 1 on the NC DAP for DMA 010 and does not score 7 or higher on any other module, the student is required to register and successfully complete MAT-050 prior to enrolling into a Developmental Math Shell course. In order to successfully pass MAT-050, a student must earn a grade of "80" or higher and score "2" or higher on their retest of DMA 010 on the NC DAP.

DMA-065 Algebra for Precalculus

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

Precollege Chemistry Course

CHM-090 Chemistry Concepts is the prerequisite for students who do not have credit for high school chemistry. Students may be required to complete activities using the learning management system Moodle and the textbook publisher's learning platform (MyLabsPlus).

CHM-090 Chemistry Concepts   4 0 0 0 4
Minimum State Prerequisites: None
Minimum State Corequisites: None

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

DMS 001 Developmental   .75 .50 0 0 1
Math 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   1.5 1 0 0 2
Math 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   2.25 1.5 0 0 3
Math Shell 3
Minimum State Prerequisites: None
Minimum State Requisites: 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.
College Transfer: N/A

DMA-020 Fractions and   0.75 0.50 0 0 1
Decimals
Minimum State Prerequisites: Take DMA-010
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.
*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.
College Transfer: N/A

DMA-040 Expressions/   0.75 0.50 0 0 1
Linear 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.
College Transfer: N/A

DMA-050 Graphs/   0.75 0.50 0 0 1
Equations of 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.

College Transfer: N/A

DMA-065 Algebra for   1.50 1.00 0 0 2
Precalculus
Minimum State Prerequisites Take All: DMA-010 DMA020 DMA- 030 DMA-040and DMA-050
LocalPrerequisites: None
Minium 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

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

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

Curriculum Course Descriptions

Course Descriptions

A course description a short, succinct statement that informs a student about the subject matter content.

Course Numbers

Course numbers appear before the course titles. Courses numbered with a zero (0) as the first digit are precollege (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 Hrs.	Lab Hrs.	Clinical Hrs.	Work Exp.	Credit Hrs.
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 commercial 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 commercial electrical installations.

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 Accounting   3 2 0 0 4
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 Accounting 3 2 0 0 4
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 external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems.
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.
This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

ACC-131 Federal Income Taxes   2 2 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the uses of technology for the preparation of individual and business tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.
College Transfer: N/A

ACC-132 NC Business Taxes   2 0 0 0 2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
This course introduces the relevant laws governing North Carolina taxes as they apply to business. Topics include sales taxes, income taxes for business entities, payroll taxes, unemployment taxes, and other taxes pertaining to the State of North Carolina. Upon completion, students should be able to maintain a company's records to comply with the laws governing North Carolina business taxes.
College Transfer: N/A

ACC-140 Payroll Accounting   1 2 0 0 2
Minimum State Prerequisites: Take ACC-120
Minimum State Corequisites: None
Local Prerequisites: None
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/ posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare account entries using appropriate technology.
College Transfer: N/A

ACC-150 Accounting Software Apps   1 2 0 0 2
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 Apps   1 2 0 0 2
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

ACC-180 Practices in Bookkeeping   3 0 0 0 3
Minimum State Prerequisites: Take ACC-120
Minimum State Corequisites: None
Local Prerequisites: None
This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on Mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small business.
College Transfer: N/A

ACC-220 Intermediate Accounting   3 2 0 0 4
Minimum State Prerequisites: Take ACC-120
Minimum State Corequisites: None
Local Prerequisites: None
This course is a continuation of the study of accounting principles with in-depth coverate of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the applicaiton of financial standards.
College Transfer: N/A

ACC-240 Gov & Not-For-Profit Acctng   3 0 0 0 3
Minimum State Prerequisites: Take ACC-120
Minimum State Corequisites: None

Local Prerequisites: None
This course introduces principles and procedures to governmental and not-for-profit organizations. Emphasis is places on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display and analytical problem-solving ability for the topics covered.
College Transfer: N/A

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
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 analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.
College Transfer: N/A

AHR-133 HVAC Servicing   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.

ATR-280 Robotic Fundamentals   3 2 0 0 4
State Prerequisites: None
State Corequisites: None
Local Prerequisites: ELC-117 and ELC-128
Local Corequisite: None
This course covers application, programming, and maintenance fundamentals for robotic devices. Emphasis is placed on terminology, problem solving, robotic systems controls, and hands-on projects. Upon completion, students should be able to apply basic concepts in application, programming, and robotic control systems. *College Transfer: N/A*

AST-151 General Astronomy I   3 0 0 0 3
State Prerequisites: None
State Corequisites: None
Local Prerequisites: DRE 097
Local Corequisite: Take 151A
This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system.
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.
This is a Universal General Education Transfer Component (UGETC) course.

AST-151A General Astronomy I Lab   0 2 0 0 1
State Prerequisites: None
State Corequisites: Take AST 151
Local Prerequisites: None
Local Corequisite: None
The course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system.
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.
This is a Universal General Education Transfer Component (UGETC) course.

BIO-111 General Biology I   3 3 0 0 4
State Prerequisites: None
State Corequisites: None
Local Prerequisites: DRE 097
Local Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.
This is a Universal General Education Transfer Component (UGETC) course.

BIO-112 General Biology II   3 3 0 0 4
State Prerequisites: Take BIO 111
State Corequisites: None
Local Prerequisites: None
Local Corequisite: 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 ICAA 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 & Physiology   4 2 0 0 5
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 Physiology I   3 3 0 0 4
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 Physiology II   3 3 0 0 4
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 metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.
This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BIO-275 Microbiology   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.

BPA-150 Artisan and Specialty Breads   1 6 0 0 4
State Prerequisites: Take All: CUL-110 and CUL-160
State Corequisites: None
Local Prerequisites: None
This course provides an advanced study in the art and craft of bread making. Topics include pertinent formulas and techniques associated with naturally leavened loaves, hearth breads, focaccia, flat breads, and other breads utilizing a variety of grains. Upon completion, students should be able to prepare artisan and specialty breads that meet or exceed the expectations of restaurant and retail publics.
College Transfer: N/A

BPA-210 Cake Design & Decorating   1 4 0 0 3
State Prerequisites: Take All: CUL-110 and CUL-160
State Corequisites: None
Local Prerequisites: None
This course covers advanced concepts in the design and decoration of wedding cakes and other specialty cakes. Topics include baking, filling, and assembling cakes; cake design; finishing techniques utilizing gum paste, fondant, and royal icing; and advanced piping skills. Upon completion, students should be able to design, create, finish and evaluate the quality of wedding and specialty cakes.
College Transfer: N/A

BPA-250 Dessert/Bread Production   1 8 0 0 5
State Prerequisites: Take BPA-150
State Corequisites: None
Local Prerequisites: None
This course is designed to merge artistry and innovation with the practical baking and pastry techniques utilized in a production setting. Emphasis is placed on quantity bread and roll-in dough production, plated and platter presentations, seasonal/theme product utilization and cost effectiveness. Upon completion, students should be able to plan, prepare and evaluate breads and desserts within a commercial environment and determine production costs and selling prices.
College Transfer: N/A

BPA-260 Pastry & Baking Marketing   2 2 0 0 3
State Prerequisites: Take All: BPA-150 and BPA-210
State Corequisites: Take BPA-250
Local Prerequisites: None
This course is designed to cover the marketing concepts and merchandising trends utilized in bakery and pastry operations. Emphasis is placed on menu planning, pricing products/ strategies, resale and wholesale distribution methods, legal implications, and advertising techniques. Upon completion, students should be able to create a marketing plan that will serve as a basis for a capstone experience.
College Transfer: N/A

BPR-111 Print Reading   1 2 0 0 2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.
College Transfer: N/A

BPR-115 ELC/Fluid Power Diagrams   1 2 0 0 2
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-Construction   3 0 0 0 3
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.
Competencies- Student Learning Outcomes
1. Identify various forms of business organizations.
2. Define business vocabulary.
3. Describe the basics of business ethics.
4. Explain basic management principles. College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.
This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BUS-115 Business Law I   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. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are explained.
(Continued on next page.)

BUS-115(continued)

Upon completion, students should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

Competencies - Student Learning Outcomes
1. Identify the elements of a contract
2. Describe the structure of the U.S. court system
3. Identify laws, conditions and regulations in national and international work environments.

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BUS-121 Business Math   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 Management   3 0 0 0 3

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.

Competencies - Student Learning Outcomes
1. Explain strategic management in business operations
2. Define management, quality management, and project management
3. Identify relevant issues in human resource management

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

BUS-153 Human Resource Management 3 0 0 0 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.
College Transfer: N/A

BUS-230 Small Business Management   3 0 0 0 3

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: BUS 110

This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.
College Transfer: N/A

BUS-270 Professional Development   3 0 0 0 3

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 or high school Chemistry less than 5yrs old, grade of "B" or higher, 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.

This is a Universal General Education Transfer Component (UGETC) course.

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. This is a Universal General Education Transfer Component (UGETC) course.

CIS-110 Introduction to Computers 2 2 0 0 3
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.
Competencies- Student Learning Outcomes
1. Identify the basic elements required in a computer system.
2. Produce electronic documents using various software applications.
3. Illustrate the role of the computer for personal and professional uses.
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-121
Set 3: MAT-171
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 Tng 9 30 0 0 19
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.
(Continued on next page.)

CJC-111 (continued)
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 Operations   3 0 0 0 3
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 & Evidence   3 0 0 0 3
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
(Continued on next page.)

CJC-212 (continued)
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 English Composition.
This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts (Substitute).
This is a Universal General Education Transfer Component (UGETC) course.

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

CSV-110 Intro to Customer Service   3 0 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None

This course introduces the fundamentals of customer service technolgy. Topics include retail sales,order entry, credit, collection, authorization services, and fraud **(Continued on next page.)**

CSV-110 (continued)
control. Upon completion, students should be able to exhibit and extensive vocabulary of customer servce terminology and be prepared for advanced study in customer service technology.
College Transfer: N/A

CTS-115 Info Sys Business Concepts   3 0 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: 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 Support   2 3 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Take One: CIS-110 or CIS-111
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: None
Minimum State Corequisites: None
Local Prerequisites: Take One: CIS-110 or CIS-111
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 Support   2 3 0 0 3
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 & Design   3 0 0 0 3
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 Corequisites: CUL-110A
This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam.
College Transfer: N/A

CUL-110A Sanitation & Safety Lab   **0 2 0 0 1**
State Prerequisites None
State Corequisites Take CUL-110
This course provides a laboratory experience for enhancing student skills in the basic principles of sanitation and safety. Emphasis is placed on personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry.
College Transfer N/A

CUL-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 Corequisites: CUL-110A
This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/ service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages.
College Transfer: N/A

CUL-135A Food & Beverage Serv Lab 0 2 0 0 1
State Prerequisites None
State Corequisites Take CUL-135
This course provides a laboratory experience for enhancing student skills in effective food and beverage service. Emphasis is placed on practical experiences including greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate practical applications of human relations and the skills required in the service of foods and beverages.
College Transfer N/A

CUL-140 Culinary Skills I   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-273 Career Development   1 0 0 0 1
Minimum State Prerequisites: None
Minimum State Corequisites: None

Local Prerequisites: None
This course introduces students to career planning/ management practices that serve as a foundation for success in the hospitality industry. Emphasis is placed on self-assessment, goal/career pathway development and employment strategies such as résumé preparation, interviewing techniques, and developing/utilizing the portfolio as a credential. Upon completion, students should be able to develop a career path leading to an effective job search.
College Transfer: N/A

CUL-283 Farm-to-Table   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 Education   4 0 0 0 4
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: None
This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/ professional development plan, appropriate environments, schedules, and activity plans.
College Transfer: N/A

EDU-131 Child, Family, & Community   3 0 0 0 3
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
(Continued on next page.)

EDU-131 (continued)
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 Exceptionalities   3 0 0 0 3
Minimum State Prerequisites: Take one set:
Set 1: EDU-144 and EDU-145
Set 2: PSY-244 and PSY-245
Minimum State Corequisites: DRE-098
Local 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.

EDU-221 (continued)
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 Admin I   3 0 0 0 3
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 Admin II   3 0 0 0 3
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 **(Continued on next page.)**

EDU-280 (continued)
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 print 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 residential 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: ELC-112
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 **(Continued on next page.)**

ELC-128 (continued)
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 understand basic PLC systems 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
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, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (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 construct 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: None
Minimum State Corequisites: None
Local Prerequisites: ELN 229 and ELC 117
This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific **(Continued on next page.)**

ELN-275 (continued)
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 Prerequisites: 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-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 Management 1 2 0 0 2
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 Practicum 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-235 EMS Management   2 0 0 0 2
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Program Director Approval for the EMS Bridge [A45430BR]
This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.
College Transfer: N/A

EMS-240 Patients W/ Special Challenges 1 2 0 0 2
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*

EMS-280 EMS Bridging Course   2 2 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None

Local Prerequisites: Program Director Approval for the EMS Bridge [A45430BR]
Local Corequisites: None
This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis, thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients.
College Transfer: N/A

EMS-285 EMS Capstone   2 3 0 0 3
Minimum State Prerequisites: Take All: EMS-220, EMS-250 and EMS-260
Minimum State Corequisites: None
Local Prerequisites: None
This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency simulations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.
College Transfer: N/A

ENG-102 Applied Communications II   3 0 0 0 3
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
(Continued on next page.)

ENG-231 (continued)
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-241 British Literature I   3 0 0 0 3
State Prerequisites: Take ENG-112, ENG-113, or ENG-114
State Corequisites: None
Local Prerequisites: None
Local Corequisite: None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

This is a Universal General Education Transfer Component (UGETC) course.

ENG-242 British Literature II   3 0 0 0 3

State Prerequisites: Take ENG-112, ENG-113, or ENG-114
State Corequisites: None
Local Prerequisites: None
Local Corequisite: None

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

This is a Universal General Education Transfer Component (UGETC) course.

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 Careers   1 0 0 0 1
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

HUM-115 Critical Thinking   3 0 0 0 3
State Prerequisites: Take DRE 098
State Corequisites: None
Local Prerequisites: None
Local Corequisite: None
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts.
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

HUM-130 Myth in Human Culture   3 0 0 0 3

State Prerequisites: None
State Corequisites: None
Local Prerequisites: DRE 097
Local Corequisite: None
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture.
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

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 **(Continued on next page.)**

HYD-110 (continued)

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 & Literacy 2 2 0 0 3

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. **(Continued on next page.)**

MAT-152 (continued)
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
DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-065
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.
This is a Universal General Education Transfer Component (UGETC) Component course (Math/Associate in Science)

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 Project   0 3 0 0 1
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: Take All; BPR-111, ELC-117, ELC-228, ELN-229, HYD-110, MEC-110, MEC-111 MNT-110, and WLD-112
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 Term `   2 0 0 0 2
State Prerequisites: None
State Corequisites: None
This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.
College Transfer: N/A

MKT-120 Principles of Marketing   3 0 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097
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.

MNT-110 Intro to Maintenance Procedures   1 3 0 0 2
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 Components   2 4 0 0 4
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.

MUS-112 Introduction to Jazz   3 0 0 0 3
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097
Local Corequisites: None
This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon

completion, students should be able to demonstrate skills **(Continued on next page.)**

MUS-112 (continued)
in listening and understanding this form of American music.
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.
This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

NAS-101 Nurse Aide I   3 4 3 0 6
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097
This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/ rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry. *College Transfer: N/A*

NAS-102 Nurse Aide II   3 2 6 0 6
Minimum State Prerequisites: NAS 101
Minimum State Corequisites: None
Local Prerequisites: None
This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry. *College Transfer: N/A*

NAS-107 Medication Aide Class   0 2 0 0 1
Minimum State Prerequistes: None
Minimum State Corequisites: None
Local Prerequisites: DRE-097
This course will cover the six rights of medication administration for non-licensed personnel. Topics will include medication administration via the oral, topical and installation routes, medical asepsis, hand hygiene, terminology, and legal implications. Upon completion, students should be able to demonstrate skills necessary to

qualify as a Medication Aide with the North Carolina Medication Aide Registry.
College Transfer: N/A

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 Concepts   2 3 0 0 3
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: None
Minimum State Corequisites: None
Local Prerequisites: NOS-130
This course covers the installation and configuration of a Windows Server operating system. Empasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system. *College Transfer: N/A*

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 the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon
 completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.
College Transfer: N/A

NUR-102 Practical Nursing II   7 0 9 0 10
Minimum State Prerequisites: NUR 101
Minimum State Corequisites: None
Local Prerequisites: NUR-101
Local Corequisites: PSY-150
This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.
College Transfer: N/A

NUR-103 Practical Nursing III   6 0 9 0 9
Minimum State Prerequisites: NUR 101
Minimum State Corequisites: None
Local Prerequisites: NUR-102

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.
College Transfer: N/A

NUR-111 Intro to Health Concepts   4 6 6 0 8
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: CNA-I, BIO-168, BIO 169, CHM 151, and PSY 150
Local Corequisites: ENG-111
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
College Transfer: N/A

NUR-112 Health-Illness Concepts   3 0 6 0 5
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-111
Local Corequisites: NUR-114 and PSY 241
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
College Transfer: N/A

NUR-113 Family Health Concepts   3 0 6 0 5
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-112 and NUR-114
Local Corequisites: None
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion,

students should be able to provide safe nursing care incorporating the concepts identified in this course.
College Transfer: N/A

NUR-114 Holistic Health Concepts 3 0 6 0 5

Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites:
Local Prerequisites: NUR-111
Local Corequisites: NUR-112 and PSY 241
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
College Transfer: N/A

NUR-117 Pharmacology 1 3 0 0 2

Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Prerequisites: CNA-I, BIO-168, BIO 169, CHM 151, and PSY 150
Local Corequisites: ENG-111
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, 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, BIO-168, BIO 169, CHM 151, and PSY 150
Local Corequisites: ENG-111
This course provides theory and application experience for performing nursing assessment of individuals. Emphasis is placed on interviewing and physical assessment techniques and documentation of findings appropriate for nursing. Upon completion, students should be able to complete a health history and perform a non-invasive physical assessment.
College Transfer: N/A

NUR-211 Health Care Concepts 3 0 6 0 5

Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-113
Local Corequisites: NUR-212 and ENG 112
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility,

comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
College Transfer: N/A

NUR-212 Health System Concepts   3 0 6 0 5
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None
Local Prerequisites: NUR-113
Local Corequisites: NUR-212 and ENG 112
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of 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: None
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.
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 & Format 3 2 0 0 4
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 Office   3 0 0 0 3
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 Office   3 0 0 0 3
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 Applications   3 0 0 0 3
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 Transcript I   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 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.
(Continued on next page.)

PED-120 (continued)
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

Local Corequisites: PHY-110A
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.
This is a Universal General Education Transfer Component (UGETC) course.

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
(Continued on next page.)

PHY-152 (continued)
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.
This is a Universal General Education Transfer Component (UGETC) course.

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.

PSY-241 Developmental Psychology   3 0 0 0 3
Minimum State Prerequisites: PSY-150
Minimum State Corequisites: None
Local Prerequisites: None
Local Corequisites: None
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.
This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

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 and BIO-168 and BIO-169
(Continued on next page.)

RAD-110 (continued)
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: None
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-121 and 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 Education 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 (**Continued on next page.)**

RAD-171 (continued)
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
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 demonstrate 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: None
This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.
College Transfer: N/A

RCP-115 C-P Pathophysiology   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: RCP-110, RCP-110, RCP-114, and RCP-133
Local Corerequisites: RCP-115, RCP-122, and RCP-142
This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation,

underlying pathophysiology, and introduction of critical **(Continued on next page.)**

RCP-210 (continued)
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: RCP-110, RCP-111, RCP-114, RCP-115, RCP-122, RCP-133, RCP-142, RCP-158, RCP-210, RCP-211, and RCP-214
Local Corequisites: RCP-238
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
Local Corequisites: RCP-238

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-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 Technology   3 0 0 0 3
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 Practice I   0 0 21 0 7
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 Fundamentals   2 2 0 0 3
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 **(Continued on next page.)**

WEB-110 (continued)
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-132 GTAW (TIG) Plate/Pipe   1 6 0 0 3
Minimum State Prerequisites: WLD-131
Minimum State Corequisites: None
Local Prerequisites: None
This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perfom GTAW welds with prescribed electrodes and filler materials on varous joing geometry.
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-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
(Continued on next page.)

WLD-210 (continued)
methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.
College Transfer: N/A

WLD-231 GTAW (TIG) Pipe   1 6 0 0 3
Minimum State Prerequisites: WLD-132
Minimum State Corequisites: None
Local Prerequisites: None
This course covers gas tungsten arc welding on pipe. Topics include joint preparation and fit up with emphasis placed on safety, GTAW welding technique, bead application, and joint geometry. Upon completion students should be able to perform GTAW welds to applicable codes on pipe with prescribed electrodes and filler materials on various pipe 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

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 who 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. Applicants who 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 exam 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.

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

Placement Assessment Waiver

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

Test of Essential Academic Skills (TEAS)

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

Transferring Assessment Scores from Other Colleges

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

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

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

Admission of Undocumented Immigrants

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

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

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

RCC Retest Policy: ACCUPLACER Placement Test

1. Students who complete the college's placement test are allowed only one retest session on the Reading & English assessment, WritePlacer essay assessment or NC DAP math assessment per year within 30 days of the initial test. Test scores are valid for 5 years.

2. Students will be placed according to the most recent test score or highest score obtained.

3. Students who elect to retest will be charged a $5 fee per unit.

>   a. The Reading and English assessment is considered one unit; the WritePlacer essay is considered two units. Math is considered one unit.

>   b. Students must obtain a Retest Form and pay the cashier prior to re-testing. The receipt will be stapled to the Retest Form; both must be presented to the testing administrator.

4. Prior to retesting, it is recommended that students complete a review class (online or face-to-face). Information regarding the schedule is available in the Testing office.

5. Students may not retest while enrolled in a pre-college course (DMS or DRE) or after an unsuccessful completion of the course. Once students begin the pre-college sequence, they must complete it as outlined on their educational plan, prior to enrolling in the gateway English or math course.

Other RCC Test Policies

Career and College Readiness Math 050

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

Early College

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

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

Career and College Promise

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

Health Sciences Admission Policy

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

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

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

1. Meet all general admissions requirements as outlined in the current Robeson Community College Catalog/Student Handbook.

2. Complete any developmental course work with a "C" or higher before making application to a health science program.

3. Have cumulative grade point average of 2.8 or higher in related and general education course work for the health science program of interest.

4. Adhere to the submission timelines specified in the Health Science admissions procedure.
Provisional approval may be offered to applicants based on fulfillment of all admission requirements and criteria by the specified deadline. Final approval for admission will be made by the appropriate Health Science Program Director.

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

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

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

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

2. Ethical behavior: Health Science students will provide services with respect for human dignity and uniqueness of the client unrestricted by consideration of social or economic status, personal attribute, or the nature of health problems.
> Example: Students will care for clients assigned regardless of race, religion, or diagnosis.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Multiple Measures for Placement)

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

The Multiple Measures for Placement Policy

This policy establishes a hierarchy of measures that colleges will use to determine students' readiness for college-level courses:

(1) A recent high school graduate who meets the specified GPA and 4th math benchmark will be exempt from diagnostic placement testing and will be considered "college-ready" for gateway math and English courses.

(2) If a recent high school graduate does not meet the GPA and 4th math benchmark, the college will use specified ACT or SAT subject area test scores to determine placement.

(3) If a recent high school graduate does not meet the GPA and 4th math threshold or have college-ready ACT or SAT scores, the college will administer the diagnostic placement test to determine placement.

(4) If an applicant does not have a recent high school transcript or ACT or SAT scores, the college will administer the diagnostic placement test to determine placement.

Multiple Measures Matrix

Unweighted GPA = or >2.6 Fourth High School Math Course*	Student is college ready for any gateway math course and any course that has a DMA prerequisite. Colleges may require students to take a supplemental math lab as a co-requisite, based on college policies.
Unweighted GPA = or > 2.6 And Fourth High School Math Course*	Student is college ready for any English course up to and including English 111 and any course that has a DRE prerequisite. Colleges may require students to take a supplemental English composition lab as a 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 (If taken prior to March 2016) SAT Evidence Based Reading 480 (Beginning March 2016) Math: ACT Math 22 SAT Math 500 (If taken prior to March 2016) SAT Math 530(Beginning March 2016)
Unweighted GPA <2.6 and subject-area score(s) below college ready	Student will take subject-area State Board-approved assessment(s) to determine placement.
Students without a recent transcript GPA or without ACT or SAT scores	Student will take subject-area State Board-approved assessment(s) to determine placement

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

2. For students who apply for admission before they graduate from high school, colleges will consider a student's cumulative GPA/4th math at the end of 1stsemester of 12th grade or ACT/SAT test scores in determining placement.

3. Colleges will establish local policies regarding using GPA/4th math for placement for students with

transcripts from private and out-of-state high schools.

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.

8. This policy does not apply to Career and College Promise (CCP).

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

Eligible 4th High School Math Courses for Multiple Measures Placement
High School 4th Math Courses:
For current and prior years:
> Advanced Functions and Modeling
> AP Calculus
> AP Statistics
> Discrete Mathematics
> Essentials for College Math (SREB – Math Ready)
> Integrated Mathematics IV
> International Baccalaureate Mathematics
> International Baccalaureate Computer Science
> Mindset
> Pre-Calculus

For years including and prior to 2014-2015:
> Probability & Statistics

For years including and prior to 2013-2014:
> Analytical Geometry
> Calculus
> Trigonometry

Community College 4th Math Courses (Taken in Career & College Promise Pathways):
> MAT 143 (Quantitative Literacy)
> MAT 151 (Statistics I)
> MAT 152 (Statistical Methods I)
> MAT 155 (Statistical Analysis)
> MAT 161 (College Algebra)
> MAT 162 (College Trigonometry)
> MAT 165 (Finite Mathematics)
> MAT 167 (Discrete Mathematics)
> MAT 171 (Pre-Calculus Algebra)
> MAT 172 (Pre-Calculus Trigonometry)
> MAT 175 (Pre-Calculus)
> MAT 200 or above

Chemistry CHM-151 Placement

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

Foreign Student Admissions and Transfer Credit

Foreign students must meet the same admission requirements as other students. Included with the application should be a transcript from an authorized school or university. In addition, an English translation of the transcript must be provided by a reputable credential evaluation service. All applicants from countries whose native language is not English must demonstrate proficiency in the English language by scoring no less than 550 on the Test of English as a Foreign Language (TOEFL) or present other acceptable proof of the ability to speak, write, and understand the English language.
Robeson Community College does not issue the I-20 necessary to obtain an F-1 visa. Student with other visa types will be considered on an individual basis. For additional information concerning international student admissions, contact the Director of Admissions.

Special Credit Students

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

Notification of Acceptance

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

Credit by Examination

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

Credit by Transfer

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

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

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

General Readmission Policies

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

Health Sciences Readmission Policy

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

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

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

Student Right-To-Know

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

STUDENT FINANCES

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

Residency Requirements

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

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

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

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

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

6. Each enrolled student is responsible for knowing the administrative statement of policy on this subject. Copies of the manual are available on residency. This information is available for review on the college's website at www.robeson.edu/policy.

TUITION Fall, Spring and Summer Semester

Full-Time (12 or more credit hours)
In-State

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

Out-of-State

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

Part-Time (less than 12 credit hours)
In-State...$76.00 per credit hour
Out-of-State...$268.00 per credit hour

Tuition rates are subject to change without notice.

Personnel in the Armed Services

Any active duty member of the armed services or a military dependent who does not qualify as a North Carolina resident for tuition purposes may be eligible to pay a reduced tuition rate if eligibility requirements for the Military Tuition Benefit (N.C. General 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.

Breakage Fee

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

Graduation

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

Institutional Indebtedness

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

Science Laboratory Fees

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

Student Activity Fee

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

For all full-time and part-time curriculum students, a portion of the activity fee will go towards accident insurance. This accident policy covers only bodily injuries caused by school related accidents while attending school during the hours and on days when school is in session. The remainder of the student activity fee is to be used by the Student Government Association for such items as entertainment, athletic equipment, ID cards, conventions, and other appropriate activities.

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

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

Campus Access and Security Fee

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

Technology Fee

A technology fee of $24.00 is charged fall and spring semesters to support technology services provided by the College. The fee is charged to all enrolled students and is due at the time that tuition is paid each semester. The fee is non-refundable.

Transcript Service Fee

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

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

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 $400 for diploma programs and $825 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. All non-tuition based fees, such as; activity, lab, technology, etc. are non-refundable.

Tuition Refunds

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

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

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

    c. A student is not officially withdrawn from a course until a completed Drop Form has been submitted and processed by the Records Office. The effective date of withdrawal is the day the Records Office receives the completed form.

    Examples of refund when dropping and adding classes:

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

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

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

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

    d. 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 tuition 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. The college will refund 100% of tuition paid if the student officially withdraws from the class prior to the first day of the term.

2. The college will refund 100% of tuition paid for any classes cancelled by the college.

3. No refund will be given for a self-supporting course on or after the first day of the term. This includes students who withdraw after the first day of the term or never attend.

Military Tuition Refund

Upon request of the student, each college shall:

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

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

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.

Unofficial Withdrawal

An unofficial withdrawal is defined as a student who does not successfully complete any of their courses (receives all F grades or WF's), stopped attending classes, and/or did not complete any course work as of the 60% point of the semester or summer term without officially withdrawing from the College, as required. An unofficial withdrawal may be required to repay up to 50% of the financial aid received for the term.

Students who never attended any of their classes and did not complete any course work are required to repay 100% of the financial aid received for the semester or summer term.

Students who stop attending all of their classes are required to officially withdraw from the College.

Return of Title IV Policy
Return of Title IV

Return of Title IV (R2T4) is a federal regulation that defines the treatment of Federal Student Aid (Title IV) funds when a recipient of those funds cease to be enrolled prior to the end of a payment period or period of enrollment. R2T4 regulations require Robeson Community College to determine the earned and unearned Title IV aid a student has earned as of the date the student ceased attendance (withdrawal date). If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned to the Department of Education (Dept. of Ed.). Monies returned to the Dept. of Ed. may result in a balance owed at Robeson Community College.
What This Means for Students
Balances owed to Robeson Community College must be repaid in order to receive a degree, diploma and/or certificates as well as on official academic transcript. In addition, students with outstanding balances are not eligible to register for classes or to receive further Federal Student Aid funds until their accounts have been resolved. Furthermore, delinquent unpaid balances may be turned over to the NC Department of Revenue and/or a collection agency pursuant to State Law (G.S. 143-553).

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

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

To complete a FAFSA, applicants must complete the online FAFSA application at www.fafsa.ed.gov.

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 20 hours weekly while attending class full-time. Eligibility is determined by enrollment and financial need. For more information, contact the Financial Aid Office.

SCHOLARSHIPS

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

Scholarships are provided by the following:

Provider	Provided
Wells Fargo	Two scholarships @ $500 each
Sprint Telephone	Two scholarships @ $500 each
Community College Grant Scholarships	Awards and amount vary each semester
Duke Energy	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 scholarships."

Criteria for awarding scholarships are specified by the donor in conjunction with Foundation staff. Foundation scholarships are awarded for the Fall and Spring semesters, subject to the availability of funds. Scholarships are subject to change without notice. Students should contact the Robeson Community College Foundation Office for more information.

Earl and Joyce Antone Endowed Scholarship

Established in 2003 through a gift of real estate by former RCC Foundation Board member Earl Antone and his late wife Joyce, a retired educator, this scholarship supports second year Robeson County students in any curriculum program.

I. Murchison Biggs Family Endowed Scholarship

Established in 2006 by the I. Murchison Biggs Family, the Murchison Biggs Family Endowed Scholarship honors the memory of former College attorney "Murk" Biggs and supports students who are Robeson County residents.

BB&T Endowed Scholarship

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

BB&T Finance Professionals Endowed Scholarship

This scholarship was established in November 2008 by BB&T to support students pursuing a career in the field of finance upon graduation. This merit based scholarship will be awarded to students who have completed a minimum of 24 credit hours and who are enrolled in College Transfer or Business Curriculum programs.

Sarah M. Britt Endowed Scholarship

Established in 2007 by Mrs. Sarah Britt, who was a Business instructor at the college from 1966-1994, this scholarship will be awarded to qualifying students enrolled in the Business Administration program.

Henry M. & Helen W. Callis Endowed Book Fund

Established in December 2001 by RCC's 2001 Teacher of the Year, Mary Ash, and her husband, Andrew, along with her siblings, Kenneth and Ruth Ann Butler; Ralph and Donna Callis; Marshall and Alvetta Callis; Reed and Minde Callis; Martha Callis; and Robert Reed and Susie Callis in honor of their parents, Henry M. and Helen W. Callis. This scholarship supports the cost of books for students in curriculum programs.

Campbell Soup Supply Company Endowed Scholarship

The Campbell Soup Supply Company Endowed Scholarship was established by the company in 2010 to support students enrolled in the Electrical/Electronics, and Industrial Systems Technology programs.

The Charles V. Chrestman Spring RCCAEOP Scholarship

This scholarship was established by members of Robeson Community College Association of Educational Office Professionals. Student must have declared a course of study in a RCC business related curriculum program (Business Administration, Information Technology, Medical Office Administration or Office Administration) and currently enrolled at least half-time (6 hours) for the current semester. The student must be a Robeson County Resident, have an overall 3.0 or higher GPA in an area of study, be active in RCC student activities, and have completed 24 credit hours in a business related curriculum.

James A. Comstock Memorial Scholarship

The James A. Comstock Memorial Charitable Trust has helped expand an interest in the Electrical Installation and Maintenance, Industrial Electrical Systems Technology, and Industrial Systems Technology programs in our community and supports scholarships in these programs if funding is available.

Lanadika Nicole Cooper Endowed Scholarship

Established in August 2014 by Shelly and Delorean Jacobs in memory of their daughter, Lanadika Nicole Cooper, that lost her life at the age of 10 from the flu. Their goal is to help kids financially attend college with the same dreams Lanadika had. This scholarship is to be awarded to someone enrolled in the Criminal Justice Technology Program.

David and Michelle Cox Endowed Nursing Scholarship

Established in 2009 by David and Michelle Cox, this annual scholarship supports students enrolled in the Associate Degree Nursing program.

Sammy and Onita Cox Endowed Nursing Scholarship

RCC Trustee and Foundation Board member Sammy Cox established this scholarship in May 1998 to honor his wife Onita Cox. Mrs. Cox is a graduate of Robeson Community College's Associate Degree Nursing program. This endowment funds annual scholarships in support of students enrolled in the Associate Degree Nursing program.

Ray Garrett Deese Endowed Scholarship

Shunda Deese and Betty Todd established this scholarship in 2011 in memory of Ray Garrett Deese. This scholarship supports students pursuing a culinary degree and give preference to students who are Veterans or active duty military.

The Early Childhood M.A.L.E. (Men Achieving Leadership Excellence) Scholarship

The Early Childhood M.A.L.E. (Men Achieving Leadership Excellence) Scholarship was established in 2014 by the Faculty & Staff of the Early Childhood Department. This scholarship was established to assist males enrolled in the Early Childhood Program, and recipients of this scholarship must maintain a 2.5 GPA.

Charles F. and Betty C. Edens Endowed Scholarship

This scholarship was established in 2003 by longtime friends of the College, Betty C. Edens, and her late husband, Charles F. Edens and supports Robeson County students with a minimum of 30 credit hours in a curriculum program.

Four Winds Heritage Group Golf Tournament Scholarship

The Four Winds Heritage group independently and throughout the year sponsors events and programs to enhance the Saddletree community. During the spring the heritage group hosts its annual golf tournament. The proceeds from the tournament are earmarked specifically for scholarships. The heritage group made the decision to partner with the RCC Foundation and award their scholarship to a deserving RCC student. The club truly believes that education is the key to success. The scholarship is tailored for any student who presents a financial need and who is a St. Pauls or Lumberton High School graduate.

Gail O. Gane Respiratory Therapy Endowed Scholarship

Established in 2012 in memory of Gail O. Gane by her family, friends, and co-workers; this endowment supports students who are pursuing a degree in Respiratory Therapy and have a minimum GPA of 3.0.

Dwight & Gail O. Gane/Kiwanis of Robeson-Lumberton Annual Scholarship

Established in 2013 in memory of Gail O. Gane, this scholarship was established by the Kiwanis of Robeson-Lumberton to help the educational needs of Lumberton/Robeson County residents who attend Robeson Community College. It assists students who are enrolled in the Respiratory Therapy program.

GoldenLivingCenters-Lumberton Nursing Scholarship

This scholarship was established by the GoldenLivingCenters-Lumberton Lumberton for students pursuing a degree in nursing who present a financial need.

Erich Von Hackney Basic Law Enforcement Training Incentive Annual Scholarship

Established in 2006 by City Councilman Erich Von Hackney, this scholarship is awarded to students enrolled in the Basic Law Enforcement Training program.

Eula Mae Harrell Endowed Scholarship

Established in March 2001 by Lavendar Locklear in memory of Eula Mae Harrell, the earnings from this endowment are used to fund students who are enrolled in the Office Systems Technology or Business Administration curriculums with exceptional academic merit.

Marilyn Suggs Humphrey Annual Scholarship

Established in 2008 by Dr. J.C. Humphrey, former Public Schools of Robeson County Administrator, in memory of his wife, the late Marilyn Suggs Humphrey, this scholarship provides support to students enrolled in the Business Administration Program who have completed a minimum of 30 semester hours.

Edna Trinity Mazell Hunt Memorial Scholarship

Established in 2015 by Clifton Oxendine, a faculty member at Robeson Community College, in honor of his niece Edna Trinity Mazell Hunt for students in the Early Childhood program who are single parents and present a financial need.

James B. & Evelyn Johnson Kirkland Early Childhood Endowed Scholarship

Mrs. James B. Kirkland established this endowment to honor his wife Evelyn Kirkland for her contribution to early childhood education.

Kiwanis of Robeson-Lumberton/J. Luckey Welsh, Jr. Health Science Annual Scholarship

This scholarship was established by the Kiwanis of Robeson to help the educational needs of Lumberton/Robeson County residents who attend Robeson Community College. In 2005 the scholarship was renamed in honor of Kiwanis' Charter Member J. Luckey Welsh, Jr. It assists students enrolled in Health Science programs.

Emma Lee Locklear Scholarship

This scholarship was established by RCC Trustee Emma Lee Locklear in 2011 to help the educational needs of Robeson Community College students.

Vicki L. Locklear Scholarship

This scholarship was established by Robeson County Register of Deeds, Vicki L. Locklear, in 2010. This scholarship was created to assist with student scholarships and/or RCC Foundation needs.

Lumbee Guaranty Bank Endowed Scholarship

Established in 2008, the Lumbee Guaranty Bank Endowed Scholarship supports eligible students studying Business Administration, Office Administration Technology, or Computer Technology.

Lumbee River Electric Membership Corporation Endowed Scholarship

Established in 1999 by Lumbee River Electric Membership Corporation General Manager Ronnie Hunt, who was also a former RCC Foundation Board Member, this scholarship is awarded to a student in the Electrical Systems Technology curriculum program.

Lumberton Rotary Club Memorial Annual Scholarship

Established by the Lumberton Rotary Club to help the educational needs of Robeson Community College students, this scholarship assists graduates of Lumberton High School enrolled in a health related program that will lead to an associate degree.

Lumberton Tourism Development Authority DBA Lumberton Visitor's Bureau Annual Scholarship

This scholarship was established to support students enrolled in the Office Systems Technology or Business Administration Curriculum who are Lumberton residents and who plan to work in Lumberton after graduation.

M&M Annual Scholarship

Lisa O. Hunt and Brenda K. Jacobs, former Robeson Community College employees, established this scholarship in 2012 in memory of their mothers, Mary Jane Locklear Scott and Margie J. Oxendine.

Minority Male Achievement Program Annual Scholarship

Established in 2015 by the MMAP for members of the MMAP who maintain a 2.5 GPA with financial need.

Henry A. & Martha B. McKinnon Endowed Scholarship

The Henry A. & Martha B. McKinnon Endowed Scholarship was established in January 2012 by an estate gift. Students must have a minimum of 15 semester hours in a curriculum program, be enrolled in 9 or more credit hours in the current semester, have a 2.5 or higher GPA, have financial need and must be a legal resident of Robeson County.

John Luther & Isabelle Gray McLean Endowed Scholarship

Established in January 1997 by the McLean family, this scholarship supports students with a minimum of 30 credit hours in a curriculum program.

John "Taylor" McMillan Endowed Scholarship

The John "Taylor" McMillan Endowed Scholarship was established in 2013 by the administrators of Parkton Presbyterian Church and Parkton Methodist Church. To qualify for this scholarship, students must be Robeson County residents, have a financial need, be a full-time student and have a 2.5 or higher GPA.

Pat "Tickie" McNeill Art Endowed Scholarship

Family and friends of longtime RCC art instructor Pat "Tickie" McNeill established this scholarship in her memory in 2004. The scholarship will provide assistance for students who have an appreciation for art.

Metzger Early Childhood Education Endowed Scholarship

This scholarship was established in 2007 by Donald E. Metzger and his wife Linda in order to support Early Childhood Education students who do not receive federal Pell Grant support.

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

Established through a gift of stock by former RCC Foundation Board Member, Anne Moss-Biggs, in June 2001 in memory of her husband, Dr. J. Irvin Biggs, this scholarship supports Robeson County students with a minimum of 30 credit hours in a curriculum program.

Dr. J. Irvin & Anne Moss-Biggs Culinary Endowed Scholarship

Established in 2005 by former RCC Foundation Board Member, Anne Moss-Biggs, in 2005 in memory of her husband, Dr. J. Irvin Biggs, this scholarship provides support to students who are enrolled in the Culinary Program.

Raymond & Shirley Pennington Endowed Scholarship

Established in February 2008 by Ray & Shirley Pennington, this scholarship supports students pursuing an Associate's Degree in Early Childhood Education.

PIKA Boys-Chapel Hill Annual Scholarship

The PIKA Boys Scholarship was established through the generous donation of the PIKA Boys-Chapel Hill during the Foundation's 29th Annual Clifford Bullard Memorial Golf Tournament.

Julian T. Pierce Memorial Fund Endowed Scholarship

This scholarship was established in 2013 through the partial proceeds of the 1st Annual Julian T. Pierce Memorial Art Dinner in honor of Julian T. Pierce. Pierce was a civil rights activist and founder of Lumbee River Legal Services in Pembroke, which is now the North Carolina Legal Aid. The Pierce Scholarship goes to an outstanding student from Robeson County with a financial need.

Bullard Restaurant Group-Drew & Clif Bullard Endowed Scholarship

This scholarship was created through the generous donation of the Bullard family. Student must be enrolled in the Culinary Arts program or Business Administration program, be enrolled in 12 credit hours or more, and have a 2.5 or higher GPA.

Dr. J. Graham Pittman Endowed Scholarship

Dr. Hal Pittman and his wife, Dr. Timona Pittman, established this endowment in 2000 in memory of their brother and brother-in-law, Dr. J. Graham Pittman of Fairmont, NC. Preference is given to students who are enrolled in the College Transfer curriculum.

Gary N. Powers Endowed Scholarship

This scholarship was established in 2007 in memory of Mr. Gary N. Powers by his family and is designed to assist curriculum program students who are residents of Robeson County.

Evelyn M. Price Endowed Scholarship

Established in December 2005 by Robeson Community College Foundation Board member and retired Fashion Bar owner, Evelyn Price, this scholarship supports students who are enrolled in 9 or more credit hours.

Lillie "Marcella" Rachels Endowed Scholarship

Established in 2008 by Ms. Rachel's daughter, Mary Proctor, and the Rachels family, this scholarship supports students enrolled in a Nursing/Health Science curriculum or Nurse Aide program. Students must maintain a minimum 2.5 grade point average to receive this scholarship.

Ray V. and Ann Revels Endowed Scholarship

This scholarship was established in 1999 by former faculty and RCC Trustee Board member, Ann Revels, in memory of her husband. Mr. Revels was a charter member of the RCC Foundation Board of Directors. Mrs. Revels was the first faculty member hired to teach at Robeson Community College. This scholarship supports students with a minimum of 30 credit hours in a curriculum program.

Robeson Community College Association of Educational Office Professionals Student Scholarship

Established by members of the Robeson Community College Association of Educational Office Professionals Chapter. This scholarship is designated to second year business students who have declared a course of study in a RCC business technology related curriculum program, is enrolled at least half-time, and has an overall 3.0 or higher GPA .

Robeson Community College Foundation High School Scholarship

Provided there are adequate funds, the RCC Foundation Board of Directors awards scholarships to a graduating senior from each high school in Robeson County including the adult high school on our campus. Students apply at their respective high schools, are selected by their principal or committee and awards are provided upon successful enrollment at the College.

John & Vista Robertson Endowed Scholarship

Established in 2015 by Johnny Robertson, Foundation Board Member, and his brother Jeff to honor the life and contributions of their parents. The scholarship is for students in a health related field with a career interest in palliative care.

Robeson County Home Builders Association Endowed Scholarship

Established in 2011 by the Robeson County Homebuilders Association and its members, this scholarship will be awarded to qualifying students enrolled in Business Technology, Industrial Technology, or a College Transfer program.

Dr. & Mrs. A.J. Robinson Nursing Scholarship

This scholarship honors the memory of Dr. Arthur J. Robinson and was established by the medical community in Lumberton in 1999 for students enrolled in the Associate Degree Nursing Program. Dr. Robinson earned a Bachelor of Science degree in Chemistry and Biology from Lincoln University in Pennsylvania and his medical degree at Howard University Medical School. After his internship he moved his family to Lumberton where he established his medical practice, treated prisoners, served as medical director for recreation and education programs, served as director of the Cancer Institute and was a member of the medical staff at Southeastern Regional Medical Center.

Florence G. Rogers Charitable Trust Annual Scholarship

Established in February 2000 by administrators of the Florence Rogers Charitable Trust, this scholarship provides assistance to Health Science students who demonstrate financial need with first preference to students from Cumberland County.

Florence G. Rogers Charitable Trust Book Fund Annual Scholarship

Established in April, 2005 by administrators of the Florence Rogers Charitable Trust, this scholarship provides textbook assistance to Health Science Students who demonstrate financial need with first preference to students from Cumberland County.

Clyde and Charlotte Sessoms Endowed Scholarship

A general scholarship for first or second year students, this scholarship was established in 1996 by former RCC Foundation Board member Clyde Sessoms and his wife.

Lee Sessoms Endowed Scholarship

This scholarship was established in 2012 by the friends and family of Mr. Lee Sessoms who was a long-time employee of Robeson Community College. This scholarship supports Lumberton High School graduates who are in financial need and have a minimum GPA of 3.0.

Tupac Amaru Shakur Foundation's Rosa Belle Williams Endowed Scholarship

Established in 2003 by Ms. Afeni Shakur-Davis, CEO and President of the Tupac Amaru Shakur Foundation, this scholarship was endowed in memory of Ms. Shakur- Davis' mother, and her late son's grandmother, Ms. Rosa Belle Williams. Ms. Williams was born in Lumberton, NC. This scholarship supports Lumberton resident students in curriculum programs.

Lucy B. Simmons Business Administration Endowed Scholarship

This scholarship was established in 2009 in honor of Mrs. Lucy B. Simmons, a former English instructor at Robeson Community College and former educator for Lumberton City Schools and the Public Schools of Robeson County.

Smithfield Learners to Leaders Endowed Scholarship

Established in 2008 by the Smithfield Foods Learners to Leaders Program, this endowment provides scholarships to students who have participated in the high school Learners to Leaders Program and enroll at Robeson Community College. Each student will receive a scholarship for tuition, fees and expenses along with an allowance for books.

St. Albans Masonic Lodge #114 Endowed Scholarship

This scholarship was established in 2006 by members of St. Albans Masonic Lodge number 114 in Lumberton and supports Robeson County students who are enrolled in the College Transfer curriculum.

The Staffing Alliance Workforce Development Scholarship

The Staffing Alliance Workforce Development Scholarship is designated to assist students taking continuing education courses through the Workforce Development Center. This scholarship was created through the generous donation of The Staffing Alliance during the Foundation's 28th Annual Clifford Bullard Memorial Golf Tournament.

Commissioner Jerry L. Stephens, Sr. EMS Endowed Scholarship

Established in 2009 by County Commissioner District I, Jerry L. Stephens in honor of Jerry L. Stephens Sr., this scholarship supports students studying Emergency Medical Services.

Trinity Episcopal Church Women's Allied Health Annual Scholarship

Established in August 2006 by Trinity Episcopal Church Women's Group, this scholarship is designated to assist students in the Health Science field.

Bill & Mayme Tubbs Presidential Endowed Scholarship

Established in 2010 by Bill & Mayme Tubbs, this scholarship supports students pursuing an Associate's Degree. Criteria for this scholarship is chosen by the College president.

James Turner BLET Annual Scholarship

The James Turner BLET annual scholarship was established by the Red Springs Rotary club scholarship board. The scholarship was created to honor Mr. James Turner who was an avid police department volunteer.

Lumberton Lions Club Workforce Development Scholarship

The Lumberton Lions Club Workforce Development scholarship was established by the Lumberton Lions Club in 2016. The scholarship supports students in the Workforce Development programs, and the student must be a Robeson County resident.

RCC Alumni Annual Scholarship

The RCC Alumni annual scholarship was established by the RCC Alumni Executive Committee. Funding is acquired through fundraising efforts and Alumni membership dues. First preference is given to Active RCC Alumni who wish to further their education.

Ronald "Ron" G. Turbeville Nursing Endowed Scholarship

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

Two Hawk Employment Services Annual Scholarship

This scholarship was created through the generous donation of Two Hawk Employment Services during the Foundation's Annual Clifford Bullard Memorial Golf Tournament. This scholarship is designated to assist students taking continuing education courses through the Workforce Development Center.

Rendal and Mary Lynn Walters Endowed Scholarship

This scholarship was established in 1997 by former RCC Foundation Board member and Vice president of 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 former Foundation Board Member and former RCC Board of Trustees Member Tommy Wellington and his wife, Joyce, this scholarship is designated to first or second year students who are pursuing a degree in Mathematics Education.

Bill & Sue Wester Endowed Scholarship

Established in May 2006 by RCC Board of Trustees Member, Sue Wester and her husband Bill, this scholarship supports students in Diploma Programs.

Bruce Williams Endowed Scholarship

This scholarship was established in 1990 by Southern National Bank employees in honor of Bruce Williams, President and Chief Operations Officer of Southern National Bank of North Carolina, and former RCC Foundation Board Member. This scholarship supports students in a curriculum program.

Eliza and Fred G. Williams, Jr. Endowed Scholarship

Established by RCC's second president, Fred Williams, and his wife Eliza Williams, in 1999 to reflect their belief the value of the institution to our community, this scholarship supports educational needs identified through the College and approved by the Foundation Board of Directors. It also helps to support the President's Academic Scholarships each semester as funding permits.

Millie Ann Wooten-Powers/Rosa P. McLellan-Thomas Endowed Scholarship

Established in 2009 by Dr. Gust D. Davis, Jr. in honor of his wife Afeni Shakur-Davis, grandmother and 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.

William M. Espey Memorial Annual Scholarship

This scholarship was established in 2014 by Thomas and Annie Espey in memory of their son, William M. Espey.

Jeremiah M. Goodson Jr. Memorial BLET Scholarship

This scholarship was established in 2016 by Lumberton City Councilman, Burnis Wilkins, in memory of Jeremiah M. Goodson, Jr. This scholarship supports students in the Basic Law Enforcement Training program.

Dr. Mark O. Kinlaw Endowed Scholarship

This scholarship was established by faculty and staff at Robeson Community College to honor long-time employee, Dr. Mark O. Kinlaw.

Robeson Technical Works Endowed Scholarship

This scholarship was established in 2016 to assist students enrolled in the Electrical Systems Technology program and the Industrial Systems Technology program. Robeson Technical Works is a partnership comprised of area industrial employers, business leaders, Southeastern Human Resources Association members, educators and several other groups and individuals.

Drs. Joseph & Annette Burke Endowed Scholarship

The Drs. Joseph & Annette Burke Endowed Scholarship was established in 2015 by Dr. Joseph Burke and Dr. Annette Burke.

BlueScope Annual Scholarship

The BlueScope Annual Scholarship was established by BlueScope Steel in 2014 to assist pursuing degrees in Industrial Systems Technology or certificates in the Welding program.

Business-Accounting Faculty Annual Scholarship

The Business-Accounting Faculty Annual Scholarship was established by the RCC Business & Accounting faculty to assist students in the Accounting and Business Programs.

Patricia M. Terrell Book 'Em NC Scholarship

This scholarship was established in honor of Patricia M. Terrell. Recipients of this scholarship are required to complete community service by working with the Book 'Em NC event that is held on the campus of RCC.

Marilyn H. Threewitts Endowed Scholarship

Al Threewitts established this scholarship in memory of his wife, Marilyn H. Threewitts.

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 of 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 at ncdva.scholarships@doa.nc.gov.

Veterans Educational Benefits

There are several educational programs for those service men and women once they leave the military and enter civilian life: New G.I. BILL (CHP. 33), REAP (CHP. 30), NEW SELECTED RESERVE (CHP. 1606), ACTIVE DUTY EDUCATIONAL ASSISTANCE PROGRAM, DEPENDENT'S EDUCATIONAL ASSISTANCE (CHP. 35).

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

Vocational Rehabilitation for Disabled Veterans

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

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

Periods of eligibility is up to twelve (12) years after date of notification of entitlement to VA compensation. Up to 48 months of rehabilitation and assistance may be authorized. Contact Veterans Affairs at http://www.va.gov/vaforms/search_action.asp?FormNo=28-1900&tkey=&Action=Search for an application.

Vocational Rehabilitation

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

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

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

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

Lumbee Regional Development Association (LRDA)

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

Telamon Corporation

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

Workforce Investment Act (WIA)

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

VETERAN SERVICES

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

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

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

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

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

Certification of Attendance

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

Certification Categories for Veterans

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

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

Change of Program

There are occasions when a veteran/dependent may complete a curriculum and enroll into another curriculum during the school year. When this happens, the veteran/dependent should report to the Veteran Affairs Office and complete VA form 22-1995 or 22-5495. Also, if he/she transfers to another school, the school to which he/she is transferring will assist in the completion of this form.

Satisfactory Academic Progress

Satisfactory academic progress is the same for veterans/dependents and non-veterans. All students must maintain satisfactory academic progress as set by the policy of RCC. All students on warning and/or academic probation are reported to the VA Office each semester. Veterans Affairs tutorial assistance is available if you are receiving VA educational assistance at the half-time or greater rate and have a deficiency in a subject making tutoring necessary, REAP cannot use these services. Apply at http://www.vba.va.gov/pubs/forms/BA-22-1990t-ARE/pdf.

Records of Progress

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

Student Status

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

Termination

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

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

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

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

Campus Security

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

COUNSELING AND CAREER SERVICES

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

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

Career Services

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

Career services involves more than just choosing an occupation. It also includes knowing your interests, values, and capabilities (self-assessment), becoming aware of the work world opportunities, learning the necessary employability skills to obtain and keep a job, and knowing how to develop, 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 the Admissions Office. Testing does not determine whether or not students can attend College. The purpose of Placement Testing is to match the academic readiness of the student with the academic requirements of the curriculum. Persons applying for admission into all diploma or degree programs are required to test. Placement Test scores are used in conjunction with previous transcripts in determining whether students are academically ready to enter a particular curriculum. Testing is administered in the following areas: Writing, Reading Comprehension, and Mathematical skills. Testing is scheduled after applicants have submitted an application to the College. There is no charge for taking the test.

Drug and Alcohol Abuse Awareness Prevention Program

Robeson Community College operates a drug abuse awareness prevention program for all students and employees. Counseling, information, and referral services are provided by professionally trained counselors. Counselors are available to talk with anyone concerning drug/alcohol use. Counselors may be contacted directly or indirectly. Persons requesting anonymity may telephone the Counseling and Career Center for information without disclosing their names (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:
1. Crime stoppers (910) 738-1133 (do not have to give name)
2. Eastpointe (910) 738-5261
3. Southeastern Recovery (910) 272-3030
4. Drug Rehab Fayetteville (910) 216-0745
5. Palmer Drug Abuse Program (Free Services) (910) 522-0421

800 Numbers:
1. Southeastern Recovery Hotline 1-800-913-6109
2. National Institute on Drug Abuse (NIDA) 1-800-346-0380
3. NIDA Hotline (Directs callers to local drug abuse centers. Free materials on drug abuse may also be requested. All information and referrals confidential.)
4. Eastpointe 1-800-913-6109
5. Fetal Alcohol Syndrome (FAS) Hotline - 1-800-532-6302

Drug and Alcohol Policy

See General Campus Policies in this catalog/handbook. This information is also available for review on the college's website at www.robeson.edu/policy.

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-CDC-INFO offers 24-hour service seven days a week to respond to any questions about HIV infection and AIDS. The number for the Robeson County Health Department is 671-3200.

Health Services

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

Housing

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

DISABILITY SERVICES

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

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

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

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

1. Disability Services Application

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

2. Documentation Guidelines

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

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

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

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

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

3. Verification of Eligibility

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

4. Typical Accommodations

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

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

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

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

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

5. Late Request for Accommodations

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

Division of Learning Resource Services

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

The RCC Anne Moss-Biggs Library's print collection includes over 19,000 monographs, as well as a host of periodicals and newspapers which have been selected to support the degree, diploma, and enrichment programs offered by the College. Anyone interested in using the Library may acquire borrowing privileges by simply filling out a registration slip at the library. Note that photo identification and/or proof of class registration are required. The Library issues all patrons photo identification cards, which allow them borrowing privileges. These cards also serve as RCC College I.D.'s for current RCC students. Books, periodicals, and records are loaned for three weeks. Renewals may be obtained in person or by telephone. To encourage prompt return or renewal of materials, a fine is charged on overdue materials. Lost or badly damaged materials must be paid at the replacement cost, plus a $5.00 administrative fee. Failure to return materials or pay charges will result in the loss of borrowing privileges. Students who have not returned materials or paid fines will be obligated to do so before re-registering or graduating.

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

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

New Student Orientation

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

1. Acquaint students with 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 – College Student Success

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

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational goals.

ACA 122 - College Transfer Success

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

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

Student Services

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

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

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

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

Tutorial Services (The Learning Center)

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

The Learning Center (TLC) assists students who are having difficulty in their classes, who are falling behind, and who need specific assistance with particular concepts in their areas of study. Students seeking to enhance their academic skills may also attend workshops. The Center 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 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.

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.

Academic Policies and Procedures

Academic Freedom and Responsibility Policy

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

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

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

Patent and Copyright Policy

It is the policy of Robeson Community College to comply with all applicable laws regarding copyright use and ownership. As an institution devoted to the creation, discovery, and dissemination of knowledge, RCC shall support responsible, good faith exercise of full fair use rights as codified in 17 U.S.C. Section 107, by faculty, librarians, and staff in 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 occur, it is the student's responsibility to make up missed class work or assignments, if makeup work is allowed by the instructor.

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

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

7. An Administrative Withdrawal shall occur when a student fails to adhere to the criteria outlined in course syllabi and/or program student handbooks.

> • An instructor may execute an Administrative Withdrawal if class attendance as described in the instructor's course syllabus or attendance records indicate there is a lack of participation by the students.

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

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

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

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

10. **Curriculum Classes:** Students attending Robeson Community College must attend 75% of the required contact hours for the class in order to receive credit for the class. If the student misses hours in excess of 25%, the student will be dropped from the course by the instructor. In no case will a student receive credit for a course if he/she misses in excess of 25% of the required contact hours. Should the student so desire, he/she may continue to audit the course after being dropped, but the grade will remain the same. Absences begin with the first session a class is scheduled to meet even though the student may register late.

11. **Developmental Classes:** 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 or his or her designated representative.

Tardies

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

Tardy shall be defined as a student entering class after the roll is checked or after instruction has begun, and it shall also be defined as a student leaving class early regardless 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.

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 Prefix and Number	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 procedure will serve as guidelines in making application for all proficiency examinations:

1. The following persons will not be permitted to take proficiency examinations.

   a. Persons who have taken the proficiency examination previously.

   b. Persons who have either enrolled in and/or dropped from the course.

   c. Persons who were enrolled in and failed the course.

   d. Persons who have a cumulative grade point average less than 2.5.

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

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

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

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

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

7. Credit earned by proficiency examination will be entered on the student's transcript as credit hours passed. No grade or quality point value will be assigned. Credit earned by proficiency examination will not be used in determining grade point average (GPA) or verification of enrollment.

8. Applicants must be in a program of study. All prerequisites must be met where applicable.

9. Proficiencies are not approved for Summer Term.

For credit by examination, full-time students enrolled in sixteen credit hours or more are exempt from additional tuition charges. However, students enrolled in less than 16 credit hours must pay the Business Office the tuition required by the state for each semester hour credit; this fee is not refundable. A registration form must be completed in the Records and Registration Office after approval has been obtained to take a proficiency examination. Fees will be paid in the Business Office. Any exceptions to the above procedures and requirements must be approved by the Assistant Vice President of Student Services. Exceptions will be made only under rare circumstances.

Credit by Transfer
New Students

Robeson Community College may accept credits earned from technical institutes, colleges, universities, and any other educational institutions accredited by The Southern Association of College and Schools Commission on Colleges (SACSCOC), other regional accrediting associations recognized by the U.S. Department of Education, and/or other associations accredited by the American Council on Education.

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

Applicants seeking transfer credit from institutions outside the United States will be asked to submit translated documents to WES (World Education Services) and request that course-by-course evaluations and course descriptions be forwarded to Robeson Community College. WES's website is www.wes.org.

Only course grades of "C" or higher will be accepted and such courses must parallel the content of RCC courses. Pre-College English (DRE) and mathematics (DMA) courses from a North Carolina community college will be considered for transfer if the course reflects a grade of "P" for passing. A grade of "TC" is awarded for all transfer credits. Transfer credits do not factor into a student's grade point average. In some cases, courses over five (5) years old will not be considered. For a complete listing of these courses, please review section titled "Program Completion Requirements".

The Registrar, in consultation with appropriate faculty, will determine the transfer credits allowable. In order for transfer credit to be awarded, the course must parallel the content, level, quality and credit hours of a RCC course. This evaluation will be made at the time of acceptance and the student will be notified in writing accordingly. Transfer credits will be posted to the student's permanent record. In addition, transferring students must complete a minimum of twenty-five percent of the total number of credit hours required for a certificate, diploma, or degree program in residence at Robeson Community College.

Non-Traditional and Prior Learning Credits

CLEP/AP Credit

Students may request credit for subjects taken under the College Level Examination Program (CLEP) or Advanced Placement (AP) Program. CLEP or AP credit may be evaluated for general or subject area examinations. Official test score reports from College Board must be submitted to the registrar for consideration of CLEP or AP credit. Test scores must meet the current score recommendations from the American Council on Education (ACE) in order to receive college credit. For College Level Examination Program (CLEP) and Advanced Placement Program (AP) information and transcripts, see www.collegeboard.com.

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 solely upon community service education.

Military Credits

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

American Council on Education and the Joint Services Transcript Portal

http://www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx

Continuing Education to Curriculum Non-Course Credits

Students successfully completing a Basic Law Enforcement Training course (since 1985) accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission may receive credit for a number of courses in the Criminal Justice Technology AAS program. See Basic Law Enforcement Training Certificate in this catalog.

Certification Credits

Students who have a current listing of Nurse Aide I with the North Carolina Nurse Aide Registry are eligible to receive non-course credit for Nurse Aide I (NAS-101).

Students who have successfully met the North Carolina Office of Emergency Medical Services (NCOEMS) standards for EMT-Basic credential are eligible to receive non-course credit for EMS 110; students who have successfully met the North Carolina Office of Emergency Medical Services (NCOEMS) standards for EMT-Intermediate credential are eligible to receive non-course credit for EMT 110, EMS 122, EMS 130, EMS 131, EMS 160 and EMS 221; and, students who have completed the EMT-Paramedic credential are eligible to receive non-course credit for EMS 110, EMS 122, EMS 130, EMS 131, EMS 160, EMS 220, EMS 221, EMS 231, EMS 240, EMS 241, EMS 250, EMS 260, EMS 270 and MED 120.

Students holding industry certifications (no more than 3 years old) may be eligible for non-course credit as follows: IC3 GSE or GS4 (CIS-110 or CIS-111); MOS MS Word 2013-Specialist (OST-136); MOS MS Access 2013-Specialist (DBA-110); MOS MS Excel 2013-Specialist (CTS-130); MOS MS Excel 2013-Expert (CTS-230); Intuit Quickbooks Certified User (ACC-150 and ACC-152); COMP TIA A+ (CTS-120 and CTS-220); AAPC CPC (OST-148); Certified Public Accountant (ACC-120 and ACC-121); MTA Networking Fundamentals or CompTIA Network+ (NET-110); MTA Security Fundamentals or CompTIA Security+ (SEC-110); MAT Windows OS

Fundamentals or MCSA Windows 7 or 8 (NOS-130); MTA Windows Server Admin Fundamentals or MCSA Windows Server 2012 (NOS-230).

Other health field and industry non-credit courses or training resulting in the successful completion of nationally recognized or state (North Carolina) examinations for certification or licensure may also be considered for credit on a case-by-case basis.

Prior Learning Assessment

RCC awards applicable credits earned for nontraditional prior learning, however, credit is not awarded simply for experience but for measurable college-level learning which includes knowledge, skills, and competencies students have obtained as a result of their prior learning experiences. College credit may be granted on a case-by-case basis for prior learning only when it can be documented and falls within RCC regular credit course offerings.

Application for credit for prior learning must be approved prior to course enrollment regardless of method or type of prior learning. All mandatory institutional requirements for certificates and degree programs must be met and individuals are only eligible for prior learning credit once officially accepted as an RCC student.
Credit granted through one of the PLA options may be used to fulfill RCC program requirements; however, transferability to other institutions is at the discretion of the receiving institution and is not guaranteed to transfer to other institutions.

Auditing Courses

Students who wish to audit a course must register through the regular registration procedures. Tuition and fees for auditing are the same as the cost of courses taken for credit. Audits are reported on transcripts as "AU" and do not affect earned credits or influence the grade point average for the semester. However, audited courses do not count as successful completions for financial aid purposes. Therefore, students who receive financial aid should consult the financial aid office before electing to audit a course. To audit a course, a student should state his/her intent to audit no later than the first week of the course. An "AU" will be entered as the student's grade for that course. Audits are not allowed in distance education courses. In Health Science Programs, students must receive appropriate Program Director and Assistant Vice President approval in order to audit a Health Science course.

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

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

How It Works
Online Courses

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

Attendance is determined weekly by students completing weekly assignments, submitting quizzes/tests 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).

Distance Learning Grading System

The grading system of the College will be used. The final letter grade of the course, issued by the College, will be posted to the student transcript.

Proctor Policy

In some distance learning courses, instructors may require students to either visit campus at specified times and locations to take one or more 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 a 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

Procedure

A student may appeal a grade derived from a singular course event as outlined below:

1. Any student who has an issue with a grade resulting from an individual course event (i.e. test, quiz, term paper, homework 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.

2. In the event the matter cannot be resolved, the student may appeal the grade following the outline below:

a. The student shall present the appeal, to include rationale for appeal, in writing to the Department Chair/Program Director/Program Coordinator of the area in which the contested grade was awarded within three working days of the faculty member's response.

b. The Department Chair/Program Director/Program Coordinator shall confer with the student and the faculty member to seek a resolution of the appeal within three working days of receipt of the appeal. If the faculty member 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.

c. Should the Department Chair/Program Director/Program Coordinator and student fail to reach a satisfactory resolution; the Department Chair/Program Director/Program Coordinator shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course within three working days.

d. The decision of the Assistant Vice President providing administrative supervision for the course shall be made within five working days and the decision shall be considered final.

Final Course Grade

Procedure

Students may appeal a final course grade as outlined below:

1. Any student who has an issue with the final course grade should attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be made within three working days from the on-line posting of the final grade.

2. A student cannot appeal a final course grade based upon a previously appealed individual course assignment.

3. In the event the matter cannot be resolved, the student may appeal the grade following the procedure outlined below:

a. The student shall present the grade appeal, to include rationale for appeal, in writing to the Department Chair/Program Director/Program Coordinator 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.

b. The Department Chair/Program Director/Program Coordinator shall confer with the student and faculty member to seek a resolution of the appeal within three working days of the receipt of the appeal. If the faculty member 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.

c. Should the Department Chair/Program Director/Program Coordinator and student fail to reach a satisfactory resolution; the Department Chair/Program Director/Program Coordinator shall forward the appeal to the appropriate Assistant Vice President providing administrative supervision for the course for review within three working days.

d. 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 faculty member, 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 committee chairperson shall notify the student of the committee's findings and appeal options within three working days.

e. 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 five working days. The decision rendered by the Vice President for Instruction and Support Services will be considered final.

Failure to Follow Procedure

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.

Application of Policy

This policy shall apply to all credit courses, College and Career Readiness courses, and Continuing Education/Workforce Development 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 semester.

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.)

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
A	90%-100%	Excellent	4
B	80%-89%	Good	3
C	70%-79%	Average or Slightly Below Average	2
D	60%-69%	Poor, but passing	1
F	Below 60%	Failing	0
W		Withdrew (no grade points calculated)	0
WF		Withdrew Failing	0

I		(Computed as failure) The "I" Grade is computed as an "F" until the course requirements are met to the instructor's satisfaction. Incomplete work must be completed within 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

Associate Degree Nursing, Practical 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 NUR and RAD courses are different from that stated for other academic programs.

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
A	93%-100%	Excellent	4
B	85%-92%	Good	3
C	80%-84%	Average Students are required to have a final grade average of 80 in nursing and radiography courses to successfully pass and progress to the next course. Students must score C or higher in all related and general education courses regardless of semester enrolled.	2
D	70%-79%	Failing in NUR & RAD Program.	1
D	60%-69%	A grade below a "C" in related/general education courses, results in exiting the program.	1
F	Below 60%	Failing	0
W		Withdrew (No grade points calculated)	0
WF		Withdrew Failing (Computed as failure.)	0

		Incomplete	
I		Incomplete work must be completed in the program before registering for the next semester. The "I" grade is computed as an "F" until the course requirements are met to the instructor's satisfaction.	0
AU		Audit Program Director and Assistant Vice President approval is required. (Must be declared during drop/ add period. Forms to request grade of AU are in Records Office)	0
CP		Credit by Proficiency	0
TC		Transfer Credit	0

Grading System-Health Sciences

{Emergency Medical Science (EMS), Nurse Aide (NA), and Respiratory Therapy (RCP)}

The 4.00 grade point average system is used to calculate student grade averages. Please note that the grading system used with the NUR and RAD courses are different from that stated for Respiratory Therapy and EMS.
All Health Science students must maintain at least "C" in each major course (Health Science designated courses) and all related and general education course work. Students failing to meet these requirements or receiving a failing grade in any course will be required to exit the program.

Letter Grade	Numerical Equivalency	Explanation	Grade Quality Points
A	93%-100%	Excellent	4
B	85%-92%	Good	3
C	77%-84%	Average Students are required to have a final grade average of 77 in EMS, Nurse Aide, and Respiratory Therapy courses to successfully pass and progress to the next course. Students must score C or higher in all related and general education courses regardless of semester enrolled.	2
D	70%-76%	Failing in EMS, NA, and RCP major courses, results in exiting the program.	1
D	60%-69%	A grade below a "C" in related/general education courses, results in exiting the program.	1
F	Below 60%	Failing	0
W		Withdrew (No grade points calculated)	0
WF		Withdrew Failing (Computed as failure.)	0

		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
I			
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.

Program (Curriculum) Change Procedures

To change from one curriculum to another or change from special credit status: Students must request an interview in the Admissions Office to discuss changing programs. When a program change is approved in the Admissions Office, the program change becomes effective at the beginning of the ensuing semester.

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

Program Completion Requirements

Students are allowed a maximum of five years to complete a program. If the student does not complete the program within a five-year period, he/she may be required to follow the current catalog and student handbook or state approved curriculum guide in selecting and registering for courses. RCC reserves the right not to award credit for courses over 10 years old or credits deemed to be obsolete. Exceptions may be made for general education courses. The following list of courses will not be counted towards graduation requirements if they are over five years old: CTS 130, DBA 110, NET 110, NOS 110, NOS 130, NOS 230.

Course changes within programs are generally not made more often than every 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.

Student Rights, and Responsibilities

Student Records

ROBESON COMMUNITY COLLEGE RESPONSIBILITIES UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (THE BUCKLEY AMENDMENT)

Under the Family Educational Rights and Privacy Act of 1974, the rights of the student and the responsibilities of the institution concerning the various types of student records maintained by the institution are established. Consistent with this legislation, Robeson Community College establishes the following policy to ensure compliance. Failure to comply with standards prescribed in the Act could jeopardize federal funding received by the institution and its students.

The full statement of the College policy, non-disclosure forms, requests to review and inspect, as well as request for hearing forms are available in the Office of the Registrar in the Fred G. Williams, Jr. Student Center.

Directory Information

Directory information as designated by Robeson Community College may be released for any purpose and at the discretion of RCC. Directory information includes name, address, telephone number, major field of study, enrollment status, dates of enrollment, participation in officially recognized activities, grade level (freshman/sophomore), degrees and awards received, and the most recent previous educational agency or institution attended. Students have the right to withhold disclosure of any directory information by completing a request for nondisclosure in the Records and Registration Office. Requests for non-disclosure must be filed for every semester. The College assumes that a student's failure to file a request for non-disclosure indicates approval for disclosure. The complete text of Family Educational Rights and Privacy Act (FERPA) can be found on the U.S. Department of Education website. http://www2.ed.gov/policy/gen/guid/fpco/ferpa

Rights of Students

In compliance with the law, an individual becomes a student when he/she registers at the College. Upon reaching age 18 or attending an institution beyond the high school level, the student has the right to view his/her own school or college records. These records include the academic transcript of the College, post-secondary transcripts, high school transcripts, and other documents maintained as part of the students permanent file with the exception of confidential letters of recommendation. All permanent academic records are housed and maintained by the Registrar.

RCC requires written authorization from the student prior to release of academic records. A minimum of 48 working hours may be required by the College to access the requested academic information. The student may inspect, copy, and review his/her records in the Registrar's Office. There may be a charge for copies. A sample copy of the "Request to Review Education Records is printed in this publication and can be copied or printed for submission.

Rights of Parents

Parents of a child who is under the age of 18 and has never attended an educational institution beyond high school level has the right to inspect and review that child's academic records. After a student reaches the age of 18 or enters a post-secondary institution, the parent will be denied access to the student's academic record unless the student gives written consent. The College assumes that all students are independent adults attending an institution designed for adult education. Parents do have the right to review the academic records of their child if they are claiming the child as an income tax deduction; however, they must show proof of the claim.

Rights and Duties of Faculty

The faculty of the College has a legitimate educational interest in a student's academic records. Therefore, access to those records is authorized by the institution. Along with this access comes certain obligations and responsibilities. A faculty member shall not access educational records of any student for which he/she does not have a direct advisory relationship. A faculty member shall be responsible for the security of all academic information in his/her possession. These records must not be accessible to students and unauthorized personnel. A faculty member shall refrain from disclosing academic information by phone without the written consent of the student.

Rights and Duties of Administration

Student Services and specifically the Registrar's Office, have the responsibility of maintaining and safeguarding the academic records of all students of the College. Consistent with this responsibility, the personnel of Student Services will access student records as needed. However, these individuals bear the responsibility for ensuring that no unauthorized disclosure of student academic information occurs without the written consent of that student. Administrators of the College may access student records when needed to facilitate the student's educational pursuit. College administrators may disclose a student's educational records to appropriate parties in connection with a health or safety emergency. Furthermore, College administrators have the right to contact parents of any student under the age of 21 that has violated a Federal, State, or local law, or any rule or policy of the institution, including the use or possession of alcohol or a controlled substance.

Educational records of a student will not be accessed for employment decisions without the written consent of the student. Information from student academic records may be shared in aggregate for educational research purposes.

Challenge of the Contents of Education Records:

1. Robeson Community College provides students with the opportunity to challenge the contents of their education records which the student considers to be inaccurate, misleading, or otherwise in violation of their privacy or other rights.

2. When Robeson Community College receives a challenge request, it will decide within 15 days whether or not corrective action consistent with the student's request will be taken. The student will be notified of the decision. If the decision is in agreement with the student's request, the appropriate records shall be amended.

3. When a student is not provided full relief sought by the challenge, he/she shall be informed by the Registrar of his/her rights to a formal hearing on the matter.

4. A student's request for a formal hearing must be in writing. Student Request for Formal Hearing form is available in the Records Office and in this catalog. This form may be picked up in the Registrar's Office. Within 15 days after receiving the request, the student shall be informed of the date, place, and time of the hearing.

5. Students shall be afforded a full and fair opportunity to present evidence relevant to the issue raised. A student may be assisted or represented at the hearing by one or more persons of his/her choice, including an attorney at the student's own expense.

6. The decision of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of a written statement summarizing the evidence, and stating the reasons of the decision which will be delivered to all parties concerned.

> a. Robeson Community College will correct or amend any educational records in accordance with the decision of the hearing panel if the decision is in favor of the student.

> b. If the decision is unsatisfactory to the student, the Registrar will inform the student that: (1) The student has the opportunity to place with the education records a written statement about the information in the records, or a statement giving any reason for disagreeing with the decision of the hearing panel. (2) That the written statement given by the student will be placed in the education records and will be maintained as part of the record for so long as the records are held by Robeson Community College. (3) When the education records are disclosed to the authorized party, the statement filed by the student shall be included.

> c. A student cannot use his rights of challenge to question substantive education judgments which are correctly recorded. A student does not have the right to challenge a grade given in a course because he/she feels a higher grade should have been given.

7. Students will not be permitted to inspect and review the following information that may be a part of their education records:

> a. Financial information submitted by parents.

> b. Confidential letters and recommendations placed in their files prior to January 1, 1975, provided these letters were collected under established policies of confidentiality and were used only for the purposes for which collected.

> c. Confidential letters and recommendations associated with administrations, employment or job placement, or honors to which students have waived right of inspection and review.

Location of Student's Education Records

A copy of all curriculum student education records is kept in the Office of Records and Registration. The Registrar is chiefly responsible for maintaining all of these records and the issuance of student transcripts.

A copy of all continuing education records are kept in the Continuing Education Department although all transcripts are issued by the curriculum registrar. The directors and secretaries are chiefly responsible for data included in these records.

Other officials who 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 in two locations: campus vault, and safe deposit box at BB&T, Lumberton NC.

Refund Policy

The policies relating to tuition refund for students are determined by the North Carolina Community College System Statewide Refund Policy for all North Carolina Community Colleges. Activity and technology fees are not tuition based and are non-refundable. For additional information please see the "Student Finances" section. You are also referred to the college's website at www.robeson.edu/policy.

Registration Procedures/Policies

Preface

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

Any exceptions to the registration procedures must be approved by the Assistant Vice President of Student Services or his or her designated representative and through the appropriate Educational Services Office, but only then by justifiable cause.

Most classes, credit and non-credit, are scheduled between the hours of 8 a.m. and 10 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Friday.

Registration Information

Change of Name, Address and/or Social Security Number

In order that official records may be kept up-to-date, change of name, address, and/or Social Security Number must be reported immediately to the Business Office located in Building 2. A change in Social Security Number will require appropriate verification.

Contact Hours

The contact hours shown in the course descriptions are minimal. The policy of the College permits students to pursue laboratory work beyond hours indicated in this publication.

Credit Hours

Semester hours of credit are awarded as follows: one semester hour of credit for each hour per week of class work; one semester hour of credit for each two hours per week of lab work; one semester hour of credit for every three hours of shop work; and one semester of credit for every ten hours of cooperative work experience. A student may take up to a maximum of 25 credit hours per semester.

Drop/Add Procedures and Withdrawal

It is recommended that a student withdrawing from courses during the academic year meet with an academic advisor and a financial aid advisor prior to completing an online withdrawal form. The withdrawal from a class affects academic progression and financial aid eligibility.

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

1. The student must request authorization from his instructor to withdraw from a class once the term begins and the student has entered the class.

2. Absences are computed from the first class meeting regardless of add date.

3. A student adding a course will be responsible for all makeup work required.

After classes begin, online withdrawal forms are available on the registrar's page of the registrar's page of the RCC website.

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

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

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

Department of Education Unofficial Withdrawal Policy

• If a student is withdrawn from a class by the instructor before the deadline to withdraw from a class without penalty for reasons other than excessive absences, then that student shall receive a final grade of W for the class (Withdraw) by the instructor.

• If a student is withdrawn from a class by the instructor after the deadline to withdraw from a class without penalty for reasons other than excessive absences, then that student shall receive a final grade of WF for the class (Withdraw Failing) by the instructor.

• If a student initiates a course withdrawal or complete withdrawal himself or herself, then the student does not fall under the Unofficial Withdrawal Policy, and will be assigned final grades(s) according to the College's Course Withdrawal Policy.

• If, at the end of a semester, a student has received all grades of F and/or WF, then it shall be determined that the student has unofficially withdrawn from the College and his/her name shall be given to the Director of Financial Aid for Federal financial aid eligibility determination.

Financial Obligations

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

Semester System

Robeson Community College operates on the semester system. The fall and spring semesters are each approximately sixteen weeks in length. The College is in session five days and four nights a week. The summer session is approximately eight weeks in length.

Section Changes

Section changes after the census date (10% point) of the class are not permitted. Students seeking relief due to extreme circumstances should talk with the program director in charge of the course discipline.

Transfer Information

Transfer Agreements

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

Transfer to Other Colleges

Students who wish to transfer from one college to another, or to any other institution, should request an official transcript from Records and Registration five days before it is needed. Official transcripts will be released to other accredited and approved institutions upon written request. Official transcripts may be released to the student.

The college to which the student is transferring determines the number of hours of credit it will allow in transfer. Some four-year institutions grant full credit for work completed in the community college. Students planning to transfer to a four-year college or university should check early with that institution's admissions office to determine requirements. Recommended programs of study for North Carolina Community College transfer students are posted on each University of North Carolina campus website.

Academic Progress

Standards of Acceptable Academic Progress

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

Financial Aid Satisfactory Academic Progress Policy

Robeson Community College is required by federal regulations to define and administer standards of progress for students seeking federal aid. Federal student aid includes the Federal Pell Grant, Federal Supplemental Opportunity Grant, and Federal Work Study. All students who wish to qualify for financial aid while attending RCC will be evaluated on the following criteria:

- Minimum GPA
- Completion of a degree within a maximum number of credit hours
- Minimum credit hour completion rate

Minimum GPA

Students must maintain a cumulative grade point average at or above 2.0. GPA requirements must be met each semester. Student GPA's will be evaluated at the end of each semester once final grades are submitted. If the GPA falls below the minimum required GPA, the student will be on financial aid warning. If the cumulative GPA falls below 2.0 for two (2) consecutive semesters, financial aid will be terminated until a 2.0 GPA is achieved. Cumulative GPA is calculated from the beginning date of enrollment.

Completion of a Degree Within a Maximum Number of Credit Hours

Students receiving financial aid will have a maximum time frame in which they are expected to complete their program. Federal regulations state that the maximum time frame can be no longer than 150% of the published length of the educational program for full time students (per student handbook/catalog). This time frame will be measured in credit hours.

Example: A25120 Business Administration requires 67 credit hours to complete the program. 72 x 1.5 = 101
So, the student in this program may attempt up to 101 credit hours to complete the program. Once the student has attempted the maximum number of credit hours and not earned a degree, financial aid will be terminated.

Minimum Semester Credit Hour Completion Rate Requirement

In order to complete a program within the 150% time frame, the student must complete 67% of the credit hours attempted each semester. The percentage earned will be evaluated at least once per year to determine Quantitative Satisfactory Progress. The student must have earned 67% of the credit hours attempted to be considered making satisfactory progress.

Example:
Fall semester – attempted (registered) 14 credit hours
Spring semester – attempted 12 credit hours
14 + 12 = 26   26 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 Warning

Students not making satisfactory progress due to GPA or the 67% rule will be placed on financial aid warning. Students on financial aid warning will be allowed one semester to achieve satisfactory progress. During the warning period, the students may be eligible to receive financial aid. At the end of the warning period, academic progress will be evaluated to determine whether requirements have been met. If not, financial aid will be terminated until Satisfactory Academic Progress is achieved.

Tips for Achieving Satisfactory Progress:

1. Be aware that withdrawing from classes will count as hours attempted but not earned.

2. Be cautious about changing majors. Time frames are cumulative and do not start over with the new program.

3. Follow your curriculum carefully. Taking classes that are not required will use part of your allotted time frame.

4. Be aware that prerequisites for programs will count toward your maximum time frame once you are accepted into the program.

5. "Attempted hours" include all hours a student is registered for at the end of the drop/add period. (Please refer to the academic calendar for these dates.) Note: Please do not confuse the "drop/add" period, which is usually the first week of class, with the last day to withdraw with a W, which is at the 60% point of the semester.

RCC Returning Students:

Returning students will have their cumulative GPA carried forward and hours attempted will be reviewed in accordance with the satisfactory progress regulations. Satisfactory progress is cumulative and includes all periods of enrollment at a school, even those for which the student did not receive financial aid. The student's progress will be evaluated as stated in the preceding sections.

Transfer Students:

Students transferring to RCC from another school will be considered as making satisfactory progress at the time of enrollment. However, all transfer credit hours applicable to the student's program of study will be counted towards maximum time frame.

Dropping Classes/Withdrawal from Classes for Financial Aid Purposes

Failing to enroll/report to classes for which you received federal funds may require repayment by you to the Pell Grant program. You should see the Financial Aid office before dropping classes to discuss how your aid eligibility may be affected.

Precollege (Developmental Non-Credit) Coursework

Developmental Education courses (designated by course numbers below 100, ex., DRE-097) are included in the calculation of satisfactory academic progress. However, there is a limit on the amount of non-credit remedial coursework that can be included in a student's enrollment status or cost of attendance. Developmental credit hours attempted in excess of 30 total semester credit hours cannot be counted towards enrollment status for federal and state grants.

*** It is the responsibility of the student to be aware of his/her Satisfactory Academic Progress status for financial aid eligibility. To determine a student's academic progress status and eligibility for financial aid, a student's academic record will be evaluated at the end of each term.

Appeal Process:

A student who has become ineligible for financial aid due to a failure to meet the minimum guidelines for satisfactory academic progress may appeal his/her status to the Financial Aid Office. Appeals will be considered for special circumstances. These may include:

1. Extended student/family illness or injury
2. Death of a relative
3. Change of degree program.

All appeals must be made in writing explaining the basis for the appeal. Students may pick up a copy of the Appeals Application in the Financial Aid office. All appeals along with supporting documentation must be submitted to the Financial Aid Office, Robeson Community College, P.O. Box 1420, Lumberton, NC 28359. Note: Students on approved financial aid appeal are not eligible for the Federal Loan Programs or for Federal Work-Study.

Academic Probation

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

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

While on academic probation, a student will not be allowed to participate in extracurricular activities. These activities include: holding an elected office or committee assignment in the Student Government Association, or any

other activities which require the student to represent RCC officially. Students placed on academic probation are not eligible for financial aid and cannot participate in early registration for the next term.

Academic Suspension

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

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

Students may appeal notice of suspension to the Assistant Vice President of Student Services or his or her designated representative. The Assistant Vice President, or his or her designated representative, will meet with student, student's counselor, and faculty advisor.

Graduation

Criteria for Graduating with Distinction

Graduates who have earned a grade point average of 3.5 and have completed at least one-fourth of their degree or diploma requirements in residence at Robeson Community College will be granted a degree or diploma with distinction. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining academic distinction. The College furnishes cords to be worn for the graduation exercise.

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

1. Students must submit applications for graduation to the Registrar before registering for the final semester of study. It is the student's responsibility to complete this form. Late applicants might not be able to claim their diplomas until several weeks after the graduation ceremony. Applications are available in the Records and Registration Office.

2. Complete all required courses. Robeson Community College is not obligated to offer courses not listed in the current catalog and student handbook. Those students not continuously enrolled may be required to meet the graduation requirements of the catalog and student handbook that is current at the time of their re-enrollment.

3. Transferring students must complete a minimum of twenty-five (25) percent of the total number of credit hours required for a certificate, diploma, or degree program at Robeson Community College.

4. Have a minimum cumulative grade point average of 2.0.

5. Make an appointment with the Registrar or Assistant Registrar to review graduation status.

6. Have final grades on courses originally graded "I".

7. Must have all financial obligations to the college taken care of, including those with the Business Office, the Library, or any other financial debt to the College.

8. Commencement exercises are held at the end of the spring semester and at the end of summer term.

Diplomas

Upon graduation, students should check for errors in the spelling of their name on diplomas. Any corrections must be filed with the Records and Registration Office within thirty (30) calendar days after graduation. Replacing a diploma for any reason after that time will be at the student's expense.

Marshals

Marshals may consist of five students selected from the Ambassador or Honors College programs.

Academic Distinction:

The names of student scholars earning academic distinction are published at the end of each semester.

Criteria for President's Scholars

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

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

Only courses at the 100 level or above will be considered in the calculation of a grade point average in determining President's Scholar. Hours earned by taking proficiency tests will not be included in determining President's Scholar status.

Criteria for Academic Scholar

DEGREE: All full-time students enrolled in two-year associate degree programs achieving a grade point average of 3.5 and above for the semester.

DIPLOMA: All full-time students enrolled in one-year diploma programs achieving a grade point average of 3.5 and above for the semester.

Only courses at the 100 level or above will be considered in the calculation of a grade point average in determining Academic Scholar. Hours earned by taking proficiency tests will not be included in determining Academic Scholar status.

Criteria for Phi Theta Kappa Honor Society

Students eligible for membership in the Honor Society must be enrolled in a two-year program of study and must have completed 12 semester hours at Robeson Community College and have a program grade point average of 3.5 or higher. Only courses required in the assigned program of study will be considered in the calculation of a grade point average in determining Honors status.

Criteria for National Technical Honor Society

Students eligible for membership in the Honor Society must be actively enrolled in a certificate, degree or diploma program, excluding college transfer, and must have completed 12 semester hours at Robeson Community College and have a program grade point average of 3.25 or higher. This Honor Society is available to part-time and full-time students. Students must be nominated by at least one teaching faculty member.

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

Preface

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

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

Student Publications

All student publications are governed and approved by the Student Government Association and the College's administration. Student publications must be reviewed by the Editorial Committee for Student Publications prior to publication and distribution. The Committee will consist of the following persons: SGA President, SGA Advisor, Chairperson of the English Department, and an Assistant Vice President in Educational Services appointed by the Vice President for Instruction and Support Services. Publications should follow the guidelines of standard English and MLA/APA documentation for sources. Misuse or abuse of such publications may cause termination or abolishment of an approved publication.

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 (https://my.robeson.edu) are used for official communication of the College. In order to stay informed concerning institutional announcements and upcoming activities, students are expected to check both websites on a regular basis.

Emergency Notification

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

Mass Notification System

The Mass Notification System is a service that provides campus wide coverage indoor/outdoor by broadcasting emergency notifications over an electronic siren system. The outdoor system has a range capability of five miles, while the indoor system provides strategically located speakers with strobe lights for the hearing impaired. Upon notification of an emergency situation on campus, the Director of Security or his/her designee will activate the mass notification system which will in turn broadcast via live or pre-recorded message in the following order: Outdoor system, Indoor System, Callboxes, and then over the campus police two-way radios.

RCC Alert System

The RCC Alert System provides registered members (students/employees) with the ability to receive emergency notifications via live or pre-recorded voice messages. This service is utilized to broadcast important messages such as inclement weather, closings, and /or delays. In the event of an emergency, the Director of Security or his/her designee will notify members with an emergency message that is broadcast via cell, office, home phone, and/or email. It's the registered member's responsibility to ensure information entered in the system is correct and updated. To register for the RCC Alert System, visit the RCC website, www.robeson.edu and select RCC Alert System located under Campus Security.

Lost and Found

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

School Colors

The school colors are royal blue and white.

Student Government Constitution

Preface

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.

Campus Standards

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

Rule 1.

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.

Rule 3. Alcohol

The possession or use of alcohol is prohibited on campus and at college-sponsored events off campus. Alcohol abuse which results in public intoxication, destruction of property, abuse of or personal injury to an individual, litter, or misconduct of any kind, is a violation of the alcohol policy. Being under the influence of alcohol is not a valid reason for inappropriate behavior.

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

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

Rule 6. Assault
Malicious assault, physical abuse, or verbal harassment of any person on campus will not be tolerated. This includes physical or verbal actions which threaten or endanger the health and/or safety of any such persons. This standard also includes Sexual Assault-subjecting any person to contact or behavior of a sexual nature or for the purposes of sexual gratification without the persons express and explicit consent. Consent is explicit approval to engage in sexual activity demonstrated by clear actions or words. This decision must be made freely and actively by all participants. Non-verbal communication, silence, passivity or lack of active resistance does not imply consent. In addition, previous participation in sexual activity does not indicate current consent to participate and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Consent has not been obtained in situations where the individual: a) is forced, pressured, manipulated or has reasonable fear that they will be injured if they do not submit to the act; b) is incapable of giving consent or is prevented from resisting due to physical or mental incapacity (including being under the influence of drugs or alcohol); c) or has a mental or physical disability which inhibits his or her ability to give consent to sexual activity.

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

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

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

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

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

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 or 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 or her designee.

Rule 16. Sexual and Other Unlawful Harassment
Students may not harass any member of the College community, including other students, employees, or other persons on the College campus. This prohibition includes sexual, verbal or physical harassment for any reason including race, color, religion, sex, national origin, disability, veteran's status, creed, sexual orientation, or political affiliation.

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

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

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

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

Rule 21. Weapons
Possession or use of any firearms, knives, incendiary devices, or explosives are prohibited on college property. Prior permission must be obtained where weapons are authorized for possession/use in college-affiliated activities or events except handguns as allowed by NC GS §14-269.4. Handguns are permitted under these circumstances:

> •The person has a concealed handgun permit that is lawfully issued
> •The handgun is in a closed compartment or container within the person's locked vehicle
> •The handgun is in a locked container securely affixed to the person's vehicle.
> •A person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times
> •The vehicle is locked immediately following the entrance or exit.

Law enforcement officers are exempt from this prohibition. This includes facsimiles of weapons.

Rule 22. Bullying

Students may not intimidate or threaten with harm any other individual. Bullying is defined as "any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that takes place on College premises or at any College sponsored function that: (a) places a person in actual and reasonable fear of harm to his or her person or damage to his or her property; or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits, or a College employee's ability to perform the essential functions of his or her job."

Rule 23. Use of Social Media

Students should obey their social media platforms terms' of use. Students may not make, or cause to be made, communications (including electronically or through social media) to another person in any manner likely to seriously annoy or cause alarm. Social media may not be used to breech privacy, discriminate or harass. Students may not make, transmit, or attempt to transmit audio or video of any person(s) on College property where there is an explicit expectation of privacy. Any posts or tweets deemed inappropriate on an Robeson Community College social web site or blog will be deleted immediately and may result in having access to the site blocked permanently.

Rule 24. Stalking

Students may not engage in a course of conduct directed to a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress by placing that person in fear of death, bodily injury, or continued harassment.

Rule 25. Threats

Students may not engage in any behavior that constitutes a clear and present danger to the physical and/or emotion well-being of the student and/or other students, faculty and staff.

Rule 26. Domestic Violence

Students may not commit crimes of violence against a current or former spouse or intimate partner, a person with whom student shares a child in common, a person with whom the student cohabitates or has cohabitated as a spouse, a person similarly situated to the student as a spouse, a person who is related to the student as a parent or child, including person acting in loco parentis to a minor child, or a person who is related to the student as grandparent or grandchild. This standard includes Dating Violence-crimes of violence against a person with whom the person has or had a social relationship or intimate relationship and Sexual Violence-physical acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the students age or use of drugs or alcohol or because an intellectual or other disability prevents the student from having the capacity to give consent).

Student Code of Conduct Due Process

All violations of the Robeson Community College Campus Standards will be handled by administrative action and when necessary through judicial procedures. When a student violates a Campus Standard, he/she is expected to accept responsibility for his or 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 or her period of enrollment at Robeson Community College. Thus, disciplinary violations carry over from semester to semester and may impact on determining appropriate sanctions after a decision of guilt has been rendered in reviewing an incident.
Under normal conditions, the following principles, guidelines, and procedures prevail in dealing with violations of Campus Standards:

Enforcement

Students violating the College's Student Code of Conduct are subject to disciplinary action. Any member of the campus community may initiate a report of an alleged violation. In order to ensure an orderly process for addressing alleged violations of the Student Code of Conduct, the following procedures will be followed:

-Alleged violations of any local, State or Federal regulation or law will be reported to the appropriate law enforcement agency by Campus Security.

-Classroom Disruptions – Inappropriate classroom behavior resulting in an instructor requesting a student leave the classroom will be reported to the director or assistant vice-president responsible for the class.

-Disruptive incidents occurring in public areas on campus (parking lots, lounge areas, hallways, bathrooms, etc.) will be investigated by Campus Security.

-Disruptive incidents occurring at off-campus college sponsored activities, events, and classes will be reported to the responsible director or assistant vice-president.

Alleged violations of the College's Student Code of Conduct should be reported immediately, but not later than two school days after the date of the incident to the college official designated above. Students will be accorded due process in all disciplinary proceedings.

Members of the college community reporting an alleged violation must complete an incident report detailing the names of the individual(s) involved; the date, time, and location of the incident; names of witnesses; a summary of the incident; and any action initiated as a result of the incident. Upon receipt of the completed incident report, the designated college official will complete an investigation of the incident.

The incident report, investigative findings and a description of the Student Code of Conduct charges will be forwarded by the designated college official to the Assistant Vice-President of Student Services or his or her designee for review and action. The investigation of the incident should be completed within three school days of receiving the completed incident report. Upon receipt of these materials, the Assistant Vice-President or his or her designee will notify the student(s) of the report and of alleged violations of the Student Code of Conduct.

Conference Notification

Based on information gathered during the investigation of the alleged violation, the Assistant Vice President of Student Services or his or 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 or 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 or 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 or 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 or 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 or 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 or her designee will provide a written copy to the student of the decision, his or her requirements in working toward fulfilling the stated penalty/sanction, and appeal options.

Upon written notification of the decision, the student may appeal the findings of the Assistant Vice-President of Student Services or his or her designee to the Campus Standards Committee. To appeal, the student must make the request in writing, to include a rationale, to the Chairperson of the Campus Standards Committee. The written request must be submitted within three school days of the receipt of the written notification from the Assistant Vice President of Student Services or his or her designee.

Campus Standards Committee
Committee Memberships
The Committee will consist of members from the faculty, staff, and students. The faculty and staff members of the Committee will be 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 or 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 or 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 or 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 or 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 or 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 or 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 or 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
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
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
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
Facilitating includes giving unauthorized assistance or information to another in order to assist in the violation of honesty or integrity.

Attempt
Attempt includes the act of trying an academic violation of the honesty or integrity code, even if it is unsuccessful.

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

RCC prides itself on advancing qualified graduates; therefore, all instances of academic dishonesty will be considered serious violations of the Academic Honor Code.

Academic Honor Code Process
Academic integrity and honesty are necessary to achieve the College's mission of offering high quality educational programs. Maintaining standards of academic honesty and integrity are the responsibility of instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the procedure for student academic dishonesty outlined below in order to uphold the Academic Honor Code of Robeson Community College:

Procedure for Student Academic Dishonesty
Faculty will use the settlement procedure described below to resolve an incident of academic dishonesty.

Step 1:
Faculty will complete the Settlement of a Charge of Academic Dishonesty (SCAD) form. Forms are available in Faculty Resources in Moodle.

Step 2:
Faculty will determine if this is a campus wide first offense by verifying student status in the online central repository managed by Educational Services. If it is determined this is a first offense for the student, faculty may impose the sanction of (a) a reduced grade other than a zero on the assignment/assignments or (b) a zero on the assignment/assignments. SCAD is submitted to Educational Services for upload to the online repository.

      Note: If faculty wish to impose a greater sanction for the first offense they must consult with Department Chair/Program Director and appropriate Assistant Vice President (AVP). Due to the seriousness of the offense, faculty may refer the offense to the Campus Standards Committee. If the faculty elects to refer the offense to the Campus Standards Committee, the Department Chari/Program Director and appropriate Assistant Vice President must approve the referral. As outlined in Step 4, matters referred to the Campus Standards Committee, should recommend an appropriate sanction.

Step 3:
Upon completion of the SCAD, if it is determined this is the student's second campus wide offense, faculty may elect to impose the sanction of (a) a reduced grade other than a zero on the assignment/assignments, (b) a zero on the assignment/assignments, or (c) refer to Campus Standards Committee for the demonstrated pattern of academic dishonesty. Campus Standards Committee referrals should be submitted to the Assistant Vice-President of Student Services or his or her designated representative. The faculty member will communicate to the Campus Standards Committee in writing their recommendation for an appropriate sanction. However, the final decision of a sanction will reside with Campus Standards Committee.

Step 4:
Upon completion of the SCAD, if it is determined this is the student's third campus wide offense, the matter is automatically referred to Campus Standards Committee with a recommendation of an appropriate sanction from the faculty member. Alleged academic honor code violations referred to the Campus Standards Committee will follow committee guidelines beginning on page 185.

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 or his or her designated representative.

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

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

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

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

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

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

Suspension

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

Expulsion

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

Withdrawals

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

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

1. The primary goal of Robeson Community College in relation to AIDS will be education. There is no medical cure for AIDS. In addition, there is presently no vaccine to prevent further spread of the AIDS virus. Education about AIDS and its transmission is the most effective measure in the control of the disease. Information about the AIDS policy can be obtained from the Counseling/Advising Center and/or this publication. See also General Campus Policies in this catalog/handbook and the college's website at www.robeson.edu/policy.

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

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

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

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

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

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

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

Campus security is provided by uniformed officers of the Lumberton Police Department. While on duty at RCC these officers possess all powers of sworn police officers to make arrests for both felonies and misdemeanors and charge for infractions. Officers are on campus during most periods when students and visitors are present.

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

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

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 Vice President for Business Services or his or her designee in order that appropriate action may be initiated.

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

Vice President for Business Services or his or her designee: will, upon notification of criminal activity:

1. Involve (as necessary) the appropriate law enforcement support agency.
2. Conduct necessary follow-up activities and file required documentation to the College administration.

Responsible Administrator(s): Will review campus crime reports with the Vice President for Business Services to ensure that:

1. The data required by the Crime Awareness and Campus Security Act is compiled and disseminated.
2. Campus Crime prevention programs are followed with special emphasis placed on campus community involvement.
3. The information flow stresses the necessity for individual awareness and that staff, faculty and students take some responsibility for their own personal safety.

Criminal Activity at Off-Campus Student Organization Sponsored Activities

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

Dress Code

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

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

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

1. Dress should be neat and appropriate at all times. (Appropriateness of dress will be dictated by the specific occasions.)
2. Shoes and shirts must be worn at all times on campus.
3. Caps and hats are not to be worn inside the classroom (unless required in your area of study).

Drugs and Alcohol Policy

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

Drug-Free Schools and Campuses Regulations, it is the policy of Robeson Community College that the unlawful use, possession, distribution, manufacture, or dispensation of a controlled substance or alcohol, is prohibited while on College premises, the College workplace, or as part of any College sponsored activity. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referred for prosecution. The specifics of this policy may be found in the Counseling/Advising/Career Center and on the college's website at www.robeson.edu/policy.

Drug and Alcohol Abuse Awareness Prevention Program

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

Evacuation Instructions

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

General Student Complaint Policy

Individuals seeking redress for what they perceive to be unfair treatment or wishing to file a complaint regarding the policies, procedures or operations of Robeson Community College must follow the resolution procedures outlined below.

For Student Code of Conduct related concerns, individuals must follow the processes defined in the Student Code of Conduct Due Process guidelines. For individual grade and/or final grade issues, individuals must follow the Grade Appeal Policy. Detailed information pertaining to the Student Code of Conduct and/or the Grade Appeal Policy may be found in the current edition of the Robeson Community College's Catalog and Student Handbook. The 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 Admissions and Enrollment Management
- Director of Technology Enhanced Instruction
- Director of The Learning Center

After receiving the written complaint/appeal from an individual, the administrator will:

- review the complaint/appeal along with any supporting documentation,
- complete interviews with the parties involved, and
- if necessary, conduct interviews with other individuals to gather additional information.

After completing the review of the written complaint/appeal, the administrator will exercise one of the following options in writing:

- render a decision detailing a resolution to the issue or
- schedule a hearing with the administrator.

The administrator should complete Step Two within ten workdays of receiving the complaint/appeal. If a hearing is called, the administrator is responsible for notifying all individuals of the hearing date, time, and location.

Hearing Option

At the hearing, the individual and College officials may present relevant evidence in the form of witness testimony and/or written documentation. All hearings are recorded and the administrator conducting the hearing reserves the right to establish reasonable limitations as to the length of witness statements and of the hearing. Only individuals directly involved in the complaint may participate in the hearing.

Within five workdays of the hearing, the administrator will issue a written decision on the complaint/appeal to the individual. All information gathered for the hearing including the recording of the hearing shall be part of the complaint/appeal record.

Step 3:

Final Appeal: If the decision rendered by the administrator in Step Two is not satisfactory to the individual that filed the complaint/appeal, the individual may appeal the decision to the President or his/her designee. To appeal to the President or his/her designee, the individual must submit a written appeal within five workdays of the individual's receipt of the administrator's written decision. The final appeal must include the following information:

- the written complaint/appeal submitted in Step Two,
- a detailed explanation of the basis of the appeal including rationale as to why the decision reached in Step Two is not appropriate,
- desired action or resolution being sought.

The President or his or 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. It is the student's responsibility to review and follow these guidelines. Rule 14 of the Student Code of Conduct requires students to carry identification cards issued by the College and identify themselves to college officials upon request. ID cards are issued in the library during regular hours of operation.

The I.D. card will be the student's ticket to SGA sponsored functions, activities, open computer labs, and their Library access card. In order for a student to use the open computer and math labs, a valid student ID is required by the first week of the semester. Possession of an I.D. card often provides the student with other advantages; i.e., store discounts, lower air fares, and lower fees at athletic activities. The replacement cost to the student for an I.D. card is $5.00.

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. 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. 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. 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. 4.Fraudulent use of credit card numbers to purchase online merchandise.
5. 5.Distributing or downloading licensed software or installing software such as games or music in violation of software license agreements (piracy). This includes any peer-to-peer file sharing.

B. Inappropriate Material

Users will not use the network to access or distribute material that is obscene, pornographic, indecent or hateful, that advocates illegal acts or that advocates violence or discrimination toward other people. This includes but is not restricted to distribution through email, newsgroups or web pages. Exceptions may be made if the purpose of such access is to conduct research with approval from a faculty member.

C. Respect for Other Users

Restrictions against inappropriate language or images apply to personal email, newsgroup postings and material posted on web pages. Users will not use obscene, profane, vulgar, inflammatory, threatening, cyber-bullying, or disrespectful language. Users will not post false, defamatory, or derogatory information about a person or organization or information that, if acted upon, could cause damage to individuals or property.

Users will not harass other persons through the network. Such harassment includes, but is not limited to, distribution of unsolicited advertising, chain letters, or email spamming (sending an annoying or unnecessary message to a large number of people). If a user is told by a person to stop sending that person messages, the user must stop. Users will not post personal contact information about other people, including addresses, telephone number, home address, work address, etc. Users will not forward messages sent to them privately without permission of the persons who sent the messages. Users must not send email that does not accurately identify the sender, the sender's return email address, and the email address of origin.

D. Resource Limits

No software shall be downloaded from the Internet or email on a workstation without prior permission from Information Technology personnel. Software installed by any user other than IT personnel is considered a violation of policy. If authorized, users will download files at a time when the network is not being heavily used and immediately remove the file from the network server to their workstation. Users have a right to temporary use of disk storage space and are responsible for keeping their disk usage below the maximum size allocated. Extremely large files, if left on the network for an extended period, may be removed at the discretion of the Chief Information Officer.

Users will check their email frequently, delete unwanted messages promptly, and stay within their email quota. Where applicable, users will comply with state and federal statutes governing public record retention. Users will subscribe only to discussion group mail lists that advance and are relevant to their education or professional/career development. Users will unsubscribe to discussion groups before any vacation, break, or other extended absence from the college.

Users are to utilize the college email only for the purposes related to the college and performance of their jobs. Use of college technology, including email accounts, is limited to purposes related to the college and employees' job performance. Use of college technology for private financial gain, advertising, solicitation, proselytization or fund-raising for any non-college purpose will be considered a violation of this policy.

E. Theft of Intellectual Property

Users must respect the legal protection provided by copyright law and license agreements related to content, text, music, computer software and any other protected materials. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user. Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user shall follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner. Unauthorized distribution of copyrighted material such as through peer-to-peer networks, may subject users to civil and criminal penalties.

Personal Safety of Users

In order to better protect Robeson Community College users from offensive, obscene, or dangerous material, access to the Internet through the Robeson Community College's computer equipment is subject to the following restrictions:

Virus Protection

To maintain a secure and reliable computing environment within our campus, Robeson Community College requires all computers connected to the network, or that could be connected to the network, to have a reliable and updated anti-virus scan program on each computer. This program must be updated and scans must be performed on a regular basis. The Information Technology Services shall maintain network-level anti-virus protection. Any person who

knowingly introduces a virus, worm, or Trojan horse programs onto any computer or server is subject to disciplinary action, including restitution.

Security Awareness
All users who have access to computers, email, or other forms of electronic data must acknowledge that they have read and agree to comply with all Robeson Community College Policies and network security procedures adopted by Information Technology Services.

Username and Password
Robeson Community College requires all employees to be properly identified and authenticated before being allowed to access the college network. Users are responsible for safeguarding their passwords and are responsible for all transactions using their passwords. No individual may assign his or her account or password to any other person. Any person who deliberately makes their account available to an unauthorized user will incur termination of their account. Similarly, any person who fraudulently gains access to another person's password or account will incur disciplinary action.

Network Security
Any and all actions that jeopardize the integrity and stability of the network by violating the network security standards outlined in the Acceptable Use Policy or other college policy is subject to disciplinary action commensurate to the level of risk or damage incurred.

Access
Employees and students who are given written authorization may connect to the college network for college activities through a wired or wireless connection after demonstrating compliance with security procedures established by the Information Technology Services.

This policy prohibits wired or wireless connections of privately owned computing devices to the private college network. Privately owned computing devices are allowed to access the open non-secure college wireless network. The Chief Information Officer must approve any deviation to this.

Remote Access
This policy refers to connection to the college computing network from outside of the Robeson Community College network, such as from an employee's home.

The computer systems, networks and data repositories of the college's network are critical resources and must be protected against unauthorized access, malicious access, and disruption of service. Authorized users of the college's computer systems, networks and data repositories may be permitted to remotely connect to those systems, networks and data repositories for the conduct of college related business only through secure, authenticated and carefully managed access methods.

Remote access (VPN) accounts will only be given in certain circumstances and must be approved by the Chief Information Officer.

Technology Hardware and Software Procurement
To maintain high levels of reliability, cost effectiveness, and interoperability of communications and data technology within the college, Robeson Community College requires all technology purchases, with the exception of toner/ink cartridges, to be approved by the Information Technology Services. All hardware and software that is nonstandard in nature must be approved through Information Technology Services.

Purchases of software must be approved through Information Technology Services.

Student Information System
Robeson Community College maintains a computerized database system (Datatel) for a wide variety of information management purposes. Much of the information is personal information on students, faculty, employees, alumni and friends of the college. Robeson Community College considers the security of this information to be one of the college's most serious responsibilities, and accordingly, access to these databases is limited to persons who have a

legitimate need to use the information to advance the academic and administrative goals of the college. Persons who are given passwords and have legitimate access to the information have a strict responsibility to ensure that this information is used appropriately, and that the privacy of persons identified through this information is strictly protected. This responsibility extends both to information available on computer screens as well as information available in print media, including all printouts, manual dossiers, correspondence files, directories, and similar forms of information banks.

Telephone System and Voice-Mail

Robeson Community College provides telephone and voice mail access for all faculty and employees. Full-time faculty and employees receive phone numbers and voice mailboxes when they begin employment at Robeson Community College. The same policies and expectations that govern e-mail also govern voice mail and telephone usage.

Any use of Robeson Community College telephones for any fraudulent or illegal purpose will incur severe penalties, including the possible involvement of law enforcement authorities as well as disciplinary action by Robeson Community College.

Telephone misconduct includes misuse of telephone credit cards, misuse of long-distance, theft of telephone instruments, and any related misconduct.

Blogs, Online Journals and Social Networking Sites

Robeson Community College recognizes the broad array of communications and networking tools available in the online environment. Robeson Community College is not responsible for any blogs, online journals, social networking sites or other communications and information tools except those that the college chooses to maintain officially on its website or in other locations. Only Robeson Community College's officially maintained and approved website and other locations may use Robeson Community College's logo, domain name and symbols.

Robeson Community College has no official relationship, nor does Robeson Community College approve, any communications or references that occur on other websites, blogs, social networking sites or other Internet locations.

Robeson Community College accepts no responsibility for materials that appear or communications or representations that occur on such external websites, including but not limited to, myspace.com, facebook.com, livejournal.com, friendster.com, craigslist.com and similar sites.

Robeson Community College reminds all students, faculty and employees that all communications and representations must be truthful in accord with Robeson Community College's Honor System, regardless of the place where the communications occur. Additionally, Robeson Community College reserves the right to take appropriate disciplinary action whenever Robeson Community College discovers dishonest, defamatory or illegal conduct online, even if the conduct occurs through an external website. Such conduct might include, but is not limited to, evidence of drug use or underage drinking, harassment or slander, child pornography and criminal activity of any kind.

Violation of Acceptable Use Policy

The college may at its sole discretion determine whether a use of the network is a violation of this policy. Violations of this policy may result in a demand for immediate removal of offending material, blocked access, suspension or termination of the users account, or other action appropriate to the violation. The college reserves the right to act without notice when necessary, as determined by the administration. The college may involve, and will cooperate with law enforcement officials if criminal activity is suspected. Violators may also be subject to civil or criminal liability under applicable law.

In the event there is an allegation that a student or employee has violated the Acceptable-Use Policy and Agreement, the student or employee will be provided with a written notice of the alleged violation and an opportunity to present an explanation before an administrator. Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student or employee in gaining the self-discipline necessary to behave appropriately on a

computer network. The Chief Information Officer has authority to disable any account where there is a violation of this policy.

Inclement Weather Policy

During periods of inclement weather, there may be times in which the College may close if the weather conditions present a safety hazard to students and college personnel. Inclement weather updates are posted on the College's website. Additionally, members of the campus community can sign up for cell phone text notifications. Instructions for subscribing to this service are available on the College's website.

Notification

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 cashier's 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 of Parents and Students

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

The College provides students and parents of dependent student's access to official records directly related to them and limits dissemination of personally identifiable information without the student's consent. Students enrolled at Robeson Community College may review guidelines and procedures regarding the disclosure of student information in the "Educational Records" section of this publication or on our website at www.robeson.edu/policy

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.

Snack machines are located in the Student Center and various locations on campus. Eating and drinking are not allowed in classrooms, shops, or laboratories. Please use the trash containers located in the Student Center and throughout the campus to properly dispose of trash.

Radios, "boomboxes" or personal stereos and recorders are not permitted in the student lounge, classrooms or buildings except for instructional purpose or sanctioned campus activities. These devices are permitted on outside areas of the campus as long as the volume is controlled and they do not disturb others.

The specifics of this policy may be found in the Counseling/Advising/Career Center and on the college's website at www.robeson.edu/policy.

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.

College and Career Readiness

General Overview

The College and Career Readiness Division has the responsibility of administering the following programs: Adult Basic Education, Adult High School, Adult Basic Education Transitions, English as a Second Language, Family Literacy, and High School Equivalency. The purpose of these programs is to identify, enroll, and guide eligible adults toward satisfying literacy needs and achieving a high school diploma or its equivalent as appropriate. Students having a high school diploma or its equivalent needing to increase their proficiencies in mathematics and language arts are also eligible to enroll in any applicable program.

Registration is free for all prospective students. Textbooks are provided by the college, and instructional materials used have been prepared with an emphasis on individual needs and interests.
All adults 18 years or older are eligible to enroll in our basic education programs. Minors, 16-17 years of age, under special circumstances, may enroll with permission from the public school superintendent.

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

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

Adult Basic Education (ABE)

The Adult Basic Education Program is designed to improve a person's skills in mathematics and language arts. All materials have been especially prepared for the adult learner.

Adult High School Program (AHS)

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

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

High School Equivalency (HSE)

The High School Equivalency Program is designed for adults who have not completed high school and want to earn an equivalent high school diploma. This equivalent is generally accepted on a basis equal to a high school diploma for employment, military service, promotions, or further education. A fee is required prior to testing. Testing options are available. For further information, please call 910-272-3614.

Family Literacy Education (Family Lit)

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

Adult Basic Education Transitions (ABET)

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

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

English as a Second Language (ESL)

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

Faculty & Staff

Executive Staff

Members

President

Dr. William C. Aiken, Ed.D University of Tennessee

Executive Assistant for The President's Office

Rose Avant A.A.S. Executive Secretary, Richmond Community College

Director of The Foundation and Development

Rebekah R. Lowry M.P.A., University of North Carolina at Pembroke; B.A., University of North Carolina at Pembroke

Executive Assistant for The Foundation and Development

Regina Branch B.S., University of North Carolina at Pembroke

Vice President(s)

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R. Channing Jones, B.S., University of North Carolina at Pembroke

Bill Mauney, M.A., Appalachian State University; B.A., Appalachian State University

Instruction and Support Services

Members

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Bill Mauney M.A., Appalachian State University; B.A., Appalachian State University

Executive Assistant for Instruction and Support Services

Sybil Boone A.A.S, Robeson Community College

Assistant Vice President/Director Student Support Center

Vacant

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William L. Locklear M.A., Pembroke State University; B.S., Pembroke State University

Assistant Vice President – University Transfer and Health Sciences

Sheila Regan M.S., University of North Carolina at Chapel Hill; B.S., Pembroke State University

Assistant Vice President – College and Career Readiness

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

Director of Technology Enhanced Instruction

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

Director of Institutional Effectiveness

Toni Sacry, M.A., Appalachian State University; B.S., Pembroke State University

Coordinator of Institutional Research

Connie Ivey, Business Technologies: M.S., Economics, North Carolina State University; B.S., Computer Science, Appalachian State University

Director of Learning Resource Services

Maryellen O'Brien, M.L.S., University of Buffalo; J.D., University of Buffalo Law School; B.S., Mercy College

Librarian

Shamella Cromartie, M.L.S., North Carolina Central University; B.A., Fayetteville State University

Technical Assistant to The Director of Learning Resource Services

Glenda Durden, A.A.S., Robeson Community College

Business Services

Members

Vice President and Chief Financial Officer

Tami B. George, M.S., East Carolina University; B.S., East Carolina University

Executive Assistant for Business Services

Nickie Blanton, B.A., University of North Carolina at Pembroke

Director Campus Security/Title IX Coordinator

Patricia B. Clark, M.A., Webster University; B.S.B.E., East Carolina University

Director of Facilities Services

Robert Gooding, B.S. Liberty University

Accountant

Lettie S. Navarrete, M.B.A., Campbell University; B.B.A., Campbell University

Vanessa D. Singletary, B.S., University of North Carolina at Pembroke

Accounts Receivable Officer

Kevin Hunt, B.S., University of North Carolina at Pembroke

Business Services Clerk

Saralene Britt, B.A., Ashford University

Accounts Payable Specialist

Estelle Wiggins, B.S., University of North Carolina at Wilmington

Grants Accountant

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

Payroll Specialist

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

Personnel Services Specialist

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Purchasing Officer

Christy Musselwhite, A.A.S., Robeson Community College

Shipping & Receiving Clerk

Pauline Oxendine, Magnolia High School

Assistant Vice President and Chief Information Officer

Dustin Long, B.S., North Carolina State University

Technology Help Desk Manager

William Nikitah, Cummings A.A.S., Penn Foster College

PC Technician

Cyd Burgwyn, A.A.S., Robeson Community College

Network Operations Manager

Wayne Grainger, B.S., International University of the Americas

Network Administrator

Jonathan Edwards, A.A.S., Bladen Community College

Network Technician

Heath Spivey, B.S., University of North Carolina at Pembroke

Network Technician

Randal Eric Whicker Jackson County High School

Workforce Development and Continuing Education

Members

Vice President

R. Channing Jones, B.S., University of North Carolina at Pembroke

Executive Assistant and Continuing Education Registrar

Jane Perry, B.S., University of Virginia at Wise

Director, Occupational Extension and Community Services

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

Director of Grants and Sponsored Programs

Vacant

Coordinator, Human Resources Development

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

Secretary, Occupational Extension/Community Services and Human Resources Development

Vacant

Director, Industry Services

Jo Ann Oxendine, B.S., Pembroke State University

Director, Small Business Center

Robert (Bob) Moore, B.S., Fayetteville State University

Secretary, Industry Services and Small Business Center

Debbie Bruce, B.S., University of North Carolina at Pembroke

Director, Nurse Aide

Sheila Smith, M.A. Ed., American Intercontinental University; B.S.N., Barton College

Director, Emergency Medical Services

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

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

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

Coordinator, Fire Rescue

Robert Ivey, Lumberton High School

Secretary, Emergency Services Training Center

Tammy Bozeman, A.A.S, Robeson Community College

Compliance Officer/Law Enforcement

Barbara Sampson, A.A.S, Robeson Community College

Secretary, Law Enforcement

Melinda Chavis, A.A.S, Robeson Community College

UNIVERSITY TRANSFER AND HEALTH SCIENCE PROGRAMS

Members

Assistant Vice President

Sheila Regan, M.S. University of North Carolina at Chapel Hill; B.S., Pembroke State University

Secretary, Educational Services

Robin Blue, A.A.S, Robeson Community College

University Transfer English Division

Program Director, English

Crystal Q. Edmonds, English: M.A., University of North Carolina at Pembroke; B.S., Pembroke State University

Faculty

Wendy L. Fields, Arts and Sciences: English: M.A.Ed., University of North Carolina at Pembroke; B.A. University of North Carolina at Pembroke

Angela W. Lamb, Arts and Sciences: English: M.A.Ed., University of North Carolina at Pembroke B.A., University of North Carolina at Pembroke

Sherry Lofton, Arts and Sciences: English: M.A.Ed., University of North Carolina at Pembroke B.A., University of North Carolina at Pembroke

Daniela Newland, Arts and Sciences: English: M.A., North Carolina State University B.A., University of North Carolina at Pembroke

Deidra Sutton, Arts and Sciences: English: M.A., University of North Carolina at Pembroke; B.A., University of North Carolina at Pembroke

Dennis Watts, Arts and Sciences: ACA Instructor: M.A.Ed., University of North Carolina at Pembroke; M.A., University of North Carolina at Pembroke; B.A., University of North Carolina at Pembroke

University Transfer Humanities and Social Science Division

Program Director, Humanities and Social Science Division

Dr. Gaylyn Eddy, Arts and Sciences: Religion: Ph.D Vanderbilt University; M.A. Wheaton Graduate School; B.A. Wheaton College

Faculty

Jim Brisson, Arts and Sciences: History and Sociology: M.A University of North Carolina at Wilmington; B.A. University of North Carolina at Chapel Hill

Roy S. Raby, Arts and Sciences: History: M.S.Ed., University of Southern California; M.A., Fayetteville State University; BS Campbell University

Ivy Johnson, Arts and Sciences: Physical Education: M.A. University of North Carolina at Pembroke; B.S., Exercise and Sport Science, University of North Carolina at Pembroke

Toni B. Sacry, Arts and Sciences: Director of Institutional Effectiveness, Psychology: M.A., Appalachian State University; B.S., University of North Carolina at Pembroke

Joey Hinson, Arts and Sciences: Psychology: M.A., Appalachian State University; B.A., North Carolina State University

University Transfer Math Division

Program Director, Math

LaRonda Lowery, Arts and Sciences: Mathematics: M.A., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Faculty

Dr. Vanessa Chavis, Arts and Sciences: Mathematics: PhD University of North Carolina at Greensboro; M.A., University of North Carolina at Pembroke; B.S. North Carolina State University

Carla Deese, Arts and Sciences: Mathematics: M.A., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Cassandra Johnson, Arts and Sciences: Mathematics: M.S., Fayetteville State University; B.S., North Carolina Central University

Audrey Pait, Arts and Sciences: Mathematics: M.A., North Carolina State University; B.S., University of North Carolina at Pembroke

University Transfer Science Division

Program Director, Science

Dr. Steven Singletary, Arts and Sciences: Chemistry: PhD., Massachusetts Institute of Technology

Faculty

Jennifer Brown, Arts and Sciences: Biology: M.A., Science Education, University of North Carolina at Pembroke; B.S., Science Education/Biology Emphasis, University of North Carolina at Pembroke

David Gavasci, Arts and Sciences: Mathematics: M.S., Fayetteville State University; B.S. University of North Carolina at Pembroke

Courtney Kilgore, Arts and Sciences: Biology: M.S., University of Central Missouri; BS in Biology, University of North Carolina at Pembroke

Darlene Montesanti, Arts and Sciences: Science Education: M.A., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Krissy Smith, Arts and Sciences: Biology: M.S., University of South Carolina; B.S., Francis Marion University

Health Sciences

Members

Department of Nursing Program Director

Dr. Eva Meekins Nursing: D.N.P., Gardner-Webb University; M.S.N., University of South Carolina; M.H.A. Independence University; B.S., University of North Carolina-Greensboro
Secretary, Health Sciences
(Nurse Aide, Nursing and Surgical Technology)

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

Faculty

Melissa Britt, Health Sciences: Nursing: M.S., East Carolina University: A.A.S., Robeson Community College

Julee Cook, Health Sciences: Nursing: M.S., Walden University: A.A.S., Robeson Community College

Marie Hedgpeth, Health Sciences: Nursing: M.S.N.; M.H.A., University of Phoenix; B.S.N., University of Phoenix; A.A.S., Southeastern Community College

Victoria Brewington Locklear, Health Sciences: Nursing: M.S.N., University of Phoenix; B.S.N., Grand Canyon University; A.D.N., Richmond Community College

Barbara Martin, Health Sciences: Nursing: M.S.N., Kaplan University; B.S.N., East Carolina University

Kelly Blackmon-Moran, Health Sciences: Nursing: M.S.N., M.E.D., University of Phoenix; B.S.N., East Carolina University

Estella Rose Strickland, Health Sciences: Nursing: M.S.N., B.S.N., Walden University; A.A.S., Robeson Community College

Emergency Medical Science Program Director

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

Clinical Coordinator

Toby Carter B.A., A.A.S., CCEMT-P, Emergency Medical Science: B.A. University of North Carolina at Pembroke; A.A.S., Lenoir Community College

Nurse Aide Program Director

Sheila Smith M.A.Ed., American Intercontinental University; B.S., Barton College

Faculty

Angela Pait, Health Sciences: Nursing: Associate of Science, Southeastern Community College

Radiography Program Director

Candice Ward M.A.Ed., B.S., RT(R) Radiography: M.A.Ed., Ottawa University; B.S., Florida Hospital College of Health Sciences; A.A.S., Cape Fear Community College

Clinical Director

Whitney Hester B.S. RT(R) Radiography: B.S. Pima Medical Institute; A.A.S., Robeson Community College

Respiratory Therapy Program Director

Vacant

Director of Clinical Education

Danyelle Miray B.S., RRT-NPS Respiratory Therapy: B.S. East Carolina University; A.A.S., Robeson Community College

Surgical Technology Program Director

Vacant

Public Service and Applied Technology Programs

Members

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Secretary, Educational Services

Robin Blue, A.A.S., Robeson Community College

Public Service Programs

Basic Law Enforcement Technology

Program Director

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

Compliance Officer/Law Enforcement

Barbara Sampson, A.A.S., Robeson Community College

Secretary, Criminal Justice/BLET

Melinda Chavis, A.A.S., Robeson Community College

Cosmetology

Program Director

Rosita Pingol, Cosmetology: A.A.S., Mayland Community College

Faculty

Mary Ransom, Cosmetology: Diploma, Robeson Community College

Velma Worsley, M.A. University of Phoenix; A.A.S. Edgecombe

Culinary Arts

Program Director

Lester Locklear B.S., Johnson & Wales University; A.A.S., Johnson & Wales University

Faculty

Kendra V. Cummings, B.S., Business Administration, University of North Carolina at Pembroke; A.A.S., Culinary Arts Technology, Johnson and Wales University

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

Criminal Justice Technology

Program Director

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

Faculty

Terry Waheed Criminal Justice: M.S., University of Alabama at Birmingham; B.A., Berea College

Early Childhood

Program Director

Gwendolyn L. Chavis Early Childhood: M.A.Ed., Pembroke State University; B.S., Pembroke State University

Faculty

Phoebe Chavis-Harris, Public Service: Early Childhood: M.A., University of North Carolina at Pembroke: M.S.A., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Debra Lowry, Public Service: Early Childhood: M.A., Pembroke State University; B.A., Elem. Ed., Pembroke State University; B.S., Sociology, Pembroke State University

Smart Start Staff

Angeline McGirt, Coordinator, Early Childhood Professional Development M.E., University of North Carolina at Greensboro; B.A., Pembroke State University

Kathryn Carmical, Professional Development Coach; CLASS/MTP Specialist M.A.Ed., Pembroke State University; B.A. University of North Carolina at Greensboro

Applied Technology Programs

Business Technologies

Department Chairperson

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

Secretary, Business Technologies

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

Faculty

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Joy C. Bukowy, Business Technologies: M.B.A., The College of William & Mary; B.S., University of Nebraska

Connie Ivey, Business Technologies: M.S., Economics, North Carolina State University; B.S., Computer Science, Appalachian State University

Michael Jacobs, Business Technologies: M.A.Ed., University of North Carolina at Pembroke; B.S., Mathematics/Computer Science, University of North Carolina at Pembroke
Audra Harris, Business Technologies: M.B.A., University of North Carolina at Pembroke; B.S., University of North Carolina at Pembroke

Victor Scott Lamm, Business Technologies: M.B.A., University of North Carolina at Pembroke; B.S., Business Management, North Carolina State University

Valissa H. Lowery, Business Technologies: B.S., Business Administration; University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke

Clifton Oxendine, Business Technologies: M.S., Technology Systems, East Carolina University; B.S., Industrial Technology, East Carolina University; A.A.S., Computer Information Technology, Robeson Community College

George Pate, Business Technologies: M.B.A., Pembroke State University; B.S., University of North Carolina at Pembroke

Rodney M. Williamson, Business Technologies: M.A., Western Carolina University; B.S., Francis Marion University

Industrial Technologies

Department Chairperson

Harvey L. Strong Industrial Technology Programs: B.S., Athens State College; B.S., University of Maryland

Faculty

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

Michael Levinson, Industrial Technologies: Electrical Electronics: A.A.S., Robeson Community College

Bobby D. Locklear, Industrial Technologies: Welding Technology: A.A.S., Bladen Community College

Matthew McKnight, Electrical Electronics: A.A.S., Robeson Community College; Industrial Technologies: Diploma Air Conditioning, Heating and Refrigeration, Robeson Community College

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

College and Career Readiness

Members

Assistant Vice President

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

College and Career Readiness Secretary

Vacant

Educational Coordinator

James Erick Mitchell, B.S.; Fayetteville State University

Transition Coordinator

Terry Jackson, M.A., University of North Carolina at Pembroke; B.S., Chowan College

Chief HSE Examiner

Lynn Davis, B.S., Mount Olive College; A.A.S., Robeson Community College

Assistant Assessment Retention Specialist

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

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

ABET Instructor

Bettie Brockington, B.A., University of North Carolina at Pembroke

Banessa McCormick, B.A., University of North Carolina at Pembroke

ABE Instructor

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

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

HSE Instructor

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

ABE/AHS/HSE Instructor

Artando Roberson, M.A., Troy University; B.S., Fayetteville State University; A.A.S., Robeson Community College

ESL Instructor

Margo McRae, B.A., Fayetteville State University

Briana Rodriguez, MBA East Carolina University

Student Services

Assistant Vice President/Director Student Support Center

Vacant

Admissions and Enrollment Services

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Recruiter

Patricia Locklear, M.P.A., Grand Canyon University; B.A., University of North Carolina at Pembroke

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

Secretary

Sherry Barnes B.S., University of North Carolina at Pembroke

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Members

Director

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Financial Aid Specialist

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Laverna Emanuel, B.S., University of North Carolina at Pembroke

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

Brian Nolley, B.S., University of North Carolina at Pembroke

Records and Registration

Members

Director of Records and Registrar

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

Assistant Registrar

Betty D. McIntyre, A.A.S., Robeson Community College

Secretary

Carla Locklear, A.A.S., Robeson Community College

Student Support Specialist

Allen P Tencati, Jr., B.A., American Military University; A.A., Robeson Community College; A.A.S., Robeson Community College

Student Support Center

Members

Assistant Vice President/Director Student Support Center

Vacant

Counselor

Ronnie Sampson, M.A.Ed., Pembroke State University; B.A., University of North Carolina at Pembroke

Counselor

Vacant

Disability Services Specialist

Cynthia Quintero, M.A.Ed., University of North Carolina at Pembroke; B.A., Gardner-Webb University

Sign Language Interpreter/Student Services Specialist

Katherine Gable, B.A., University of Northern Colorado; A.A.S., St. Louis Community College

Secretary

Kim Jacobs, A.A.S., Robeson Community College

THE LEARNING CENTER (TLC)

Member(s)

Director

Dr. James M. Bass, Ed.D., Fayetteville State University; M.A., University of North Carolina at Pembroke; B.A., University of North Carolina at Pembroke

Workforce Development and Continuing Education
[STILL BEING UPDATED]