Richmond Community College

2010–2012

Catalog and Student Handbook

These catalogs are available from the Admissions Office

by calling: (910) 410-1730

by writing: Admissions Office
Richmond Community College
P.O. Box 1189
Hamlet, North Carolina 28345

by Internet: www.richmondcc.edu
For the most current version of the
catalog, visit this site.

by visiting the campus.

DIRECTORY OF CORRESPONDENCE

Richmond Community College
P.O. Box 1189
Hamlet, North Carolina 28345
(910) 410-1700 or (910) 276-3331 Fax: (910) 582-7028 or 582-7102

Administrative Affairs
President of the College, Dr. William D. McInnis

Admissions, Counseling
Vice President for Student Development, Dr. John Wester

Career Counseling/ Employment of Graduates
Director of Counseling, Sharon Goodman

Continuing Education
Vice President of Continuing Education, (vacancy)

Financial Aid
Director of Financial Aid, Beth McQueen

Gifts, Bequests, Foundation
Dean of Development, Bill Council

Guided Studies, Instructional Technologies, Library
Dean of Learning Resources, Carolyn Bittle

Industry Training
Customized Industrial Training Coordinator, Lee Eller

Instruction, Other Academic Matters
Vice President for Instruction, Johnnie Simpson

Public Relations
Director of Public Information, Anne Morris

Scheduling of Facilities
Dean of Instructional Services, Dr. Carl Howald

Scheduling of Tours and Presentations
Director of Recruiting, Jennipher Love

Small Business Center
Director, Deborah Hardison

Student Activities
Director of Admissions and Enrollment Management, Daphne Stancil

Transcripts, Records of Students
Registrar, Wanda Watts

Veterans Affairs
Vice President for Student Development, Dr. John Wester

TABLE OF CONTENTS

The College reserves the right to make changes in particular curricular requirements and offerings, in regulations, and in fees whenever such changes are deemed essential. College catalogs and bulletins are prepared to furnish prospective students and other interested persons information about the institution. Announcements contained in such printed materials are subject to change.

Richmond Community College is an equal opportunity institution. As such, it does not discriminate on the basis of race, sex, creed, national origin, or disabilities in the administration of its education policies, admissions policies, scholarship and loan programs, and other college-administered programs.

Visitors to the campus are welcome. The offices of the College are open from   8 a.m. to 10 p.m. Monday through Thursday and from 8 a.m. to 5:00 p.m. on Friday. Visitors are to sign in with the receptionist as soon as they arrive on campus.

ACADEMIC CALENDAR

2010 - 2012

Fall Semester 2010

August 17	Tuesday	Late Registration for Accepted Students
August 18	Wednesday	Late Registration for Accepted Students
		100% Tuition Refund Ends
August 19	Thursday	Classes Begin
August 19 - 23	Thursday - Monday	Schedule Adjustment: Drop/Add
August 30	Monday	75% Tuition Refund Ends
September 6	Monday	Labor Day Holiday
September 7	Tuesday	Classes Resume
September 30	Thursday	Incomplete Grades from Summer Due
October 11-12	Monday - Tuesday	Fall Break for Students and Faculty
		Designated make-up days if needed
October 13	Wednesday	Classes Resume
October 13	Wednesday	Follow Monday Schedule
October 18	Monday	Midterm
October 18 – 22	Monday - Friday	Spring 2011 Scheduling for Currently Enrolled Students Begins
October 27	Wednesday	New Student Scheduling - 2:30 – 5:45 pm
November 10	Wednesday	New Student Scheduling - 2:30 – 5:45 pm
November 11	Thursday	Veterans Day Holiday
November 12	Friday	Classes Resume
November 16	Tuesday	Last Day for Students to Withdraw Without Penalty
November 22 - December 1	Monday - Wednesday	Payment for Spring 2011 Courses
November 23	Tuesday	New Student Scheduling - 2:30 – 5:45 pm
November 25-26	Thursday - Friday	Thanksgiving Holiday
November 27	Saturday	No Curriculum Classes
November 29	Monday	Classes Resume
December 16	Thursday	Semester Ends

Spring Semester 2011

January 6	Thursday	Late Registration for Accepted Students
		100% Tuition Refund Ends
January 7	Friday	Classes Begin
January 7 - 11	Friday - Tuesday	Schedule Adjustment: Drop/Add
January 17	Monday	MLK Holiday
January 18	Tuesday	Classes Resume
January 19	Wednesday	75% Tuition Refund Ends
February 18	Friday	Incomplete Grades from Fall Due
March 4	Friday	Midterm
March 7 – 12	Monday - Saturday	Spring Break for Students and Faculty
		Designated make-up days if needed
March 14	Monday	Classes Resume
March 21 – 25	Monday - Friday	Summer 2011 Scheduling for Currently Enrolled Students Begins
April 4 – 8	Monday - Friday	Fall 2011 Scheduling for Currently Enrolled Students Begins
April 8	Friday	Last Day for Students to Withdraw Without Penalty
April 12	Tuesday	New Student Scheduling - 2:30 – 5:45 pm (Summer)
April 22	Friday	Good Friday Holiday
April 23	Saturday	No Saturday Classes
April 25	Monday	Classes Resume
April 25 – May 4	Monday - Wednesday	Payment for Summer 2011 Courses
April 27	Wednesday	New Student Scheduling - 2:30 – 5:45 pm (Summer)
May 9	Monday	Semester Ends
May 13	Friday	Graduation Rehearsal – 6 pm
May 14	Saturday	Graduation – 3 pm

Summer Semester 2011

May 17	Tuesday	Late Registration for Accepted Students
May 17	Tuesday	100% Tuition Refund Ends
May 18	Wednesday	Classes Begin
May 18 – 19	Wednesday - Thursday	Schedule Adjustment: Drop/Add
May 23	Monday	75% Tuition Refund Ends (8 week classes)
May 24	Tuesday	75% Tuition Refund Ends (10 week classes)
May 30	Monday	Memorial Day Holiday
May 31	Tuesday	Classes Resume
June 6 – 9	Monday - Thursday	Fall 2011 Scheduling for Currently Enrolled Students Begins
June 15	Wednesday	Midterm (8 week classes)
June 22	Wednesday	New Student Scheduling - 2:30 – 5:45 pm
		Midterm (10 weeks)
		Last Day for Students to Withdraw Without Penalty (8 Week Classes)
		Incomplete Grades From Fall Due
June 30 – July 2	Thursday - Saturday	Break for Students and Faculty
July 4	Monday	Independence Holiday
July 5	Tuesday	Classes Resume (10 week classes)
July 6	Wednesday	Follow Monday schedule
July 13	Wednesday	Last Day for Students to Withdraw Without Penalty (10 Week Classes)
July 18	Monday	8 Week Classes End
July 18 – 27	Monday - Wednesday	Payment for Fall 2011 Scheduled Courses
July 25	Monday	New Student Scheduling—2:30 – 5:45 pm
August 1	Monday	10 Week Classes End

Fall Semester 2011

August 17	Wednesday	Late Registration for Accepted Students
August 18	Thursday	Late Registration for Accepted Students
August 18	Thursday	100% Tuition Refund Ends
August 19	Friday	Classes Begin
August 19 – 23	Friday - Tuesday	Schedule Adjustment: Drop/Add
August 30	Tuesday	75% Tuition Refund Ends
September 5	Monday	Labor Day Holiday
September 6	Tuesday	Classes Resume
September 30	Friday	Incompletes from Summer Due
October 10 – 11	Monday - Tuesday	Fall Break for Students and Faculty Designated make-up days if needed
October 12	Wednesday	Classes Resume
October 12	Wednesday	Follow Monday Schedule
October 18	Tuesday	Midterm
October 24 – 28	Monday - Friday	Spring 2012 Scheduling for Currently Enrolled Students Begins
November 9	Wednesday	New Student Scheduling - 2:30 – 5:45 pm
November 11	Friday	Veteran's Day Holiday
November 16	Wednesday	Last Day for Students to Withdraw Without Penalty
November 22	Tuesday	New Student Scheduling - 2:30 – 5:45 pm
November 24-25	Thursday - Friday	Thanksgiving Holiday
November 26	Saturday	No Curriculum Classes
November 28	Monday	Classes Resume
November 28 - December 7	Monday - Wednesday	Payment for Spring 2012 Scheduled Courses
December 1	Thursday	New Student Scheduling—2:30 – 5:45 pm
December 16	Friday	Classes End

Spring Semester 2012

January 5	Thursday	Late Registration for Accepted Students 100% Tuition Refund Ends
January 6	Friday	Classes Begin
January 6 – 10	Friday - Tuesday	Schedule Adjustments: Drop/Add
January 16	Monday	MLK Holiday
January 17	Tuesday	Classes Resume
January 17	Tuesday	75% Tuition Refund Ends
February 17	Friday	Incomplete Grades Due From Fall
March 2	Friday	Mid-Term
March 5 -10	Monday - Saturday	Spring Break for Students and Faculty Designated make-up days if needed
March 12	Monday	Classes Resume
March 19 – 23	Monday - Friday	Summer 2012 Scheduling for Currently Enrolled Students Begins
March 28	Wednesday	New Student Scheduling—2:30 – 5:45 pm (Summer)

April 2 – 5	Monday - Thursday	Fall 2012 Scheduling for Currently Enrolled Students Begins
April 6	Friday	Good Friday Holiday
April 7	Saturday	No Saturday Classes
April 9	Monday	Classes Resume
		Last Day for Students to Withdraw Without Penalty
April 12	Thursday	New Student Scheduling—2:30 – 5:45 pm (Summer)
April 23 – May 2	Monday - Wednesday	Payment for Summer 2012 Scheduled Courses
April 25	Wednesday	New Student Scheduling—2:30 – 5:45 pm
May 7	Monday	Classes End
May 11	Friday	Graduation Rehearsal at 6:00 pm
May 12	Saturday	Graduation at 3:00 pm

Summer Semester 2012

May 15	Tuesday	Late Registration for Accepted Students
May 15	Tuesday	100% Tuition Refund Ends
May 16	Wednesday	Classes Begin
May 16 – 17	Wednesday - Thursday	Schedule Adjustment: Drop/Add
May 21	Monday	75% Tuition Refund Ends (8 weeks)
May 22	Tuesday	75% Tuition Refund Ends (10 weeks)
May 28	Monday	Memorial Day Holiday
May 29	Tuesday	Classes Resume
June 11 – 15	Monday - Friday	Fall 2012 Scheduling for Currently Enrolled Students Begins
June 13	Wednesday	Midterm (8 week classes)
June 20	Wednesday	New Student Scheduling - 2:30 – 5:45 pm Midterm (10 week classes)
June 27	Wednesday	Last Day for Students to Withdraw Without Penalty (8 week classes) Incomplete Grades Due From Spring
July 4	Wednesday	Independence Day Holiday
July 5 – 7	Thursday - Saturday	Break for Students and Faculty
July 9	Monday	Classes Resume
July 10	Tuesday	New Student Scheduling—2:30 – 5:45 pm
July 11	Wednesday	Last Day for Students to Withdraw Without Penalty (10 week classes)
July 16	Monday	8 Week Classes End
July 23 – August 1	Monday - Wednesday	Payment for Fall 2012 Scheduled Courses
July 25	Wednesday	New Student Scheduling - 2:30 – 5:45 pm
July 30	Monday	10 Week Classes End

**Inclement weather and/or emergency closings which interrupt the semester may be made up by using break days or adding days to the end of the semester to fulfill course requirements.

The College

In 1963, the General Assembly of North Carolina established a system of community colleges and technical institutes, which was to be governed by the State Board of Education, and a local board of trustees for each institution. On April 2, 1964, the North Carolina Department of Community Colleges, upon recommendation of the Commission of Public Education Beyond the High School Level, established Richmond Technical Institute. Seven months later, the voters of Richmond County authorized a bond issue and a tax levy for construction and support of Richmond Technical Institute. In October 1980, the name was changed to Richmond Technical College. In July 1987, the name was changed to Richmond Community College when the North Carolina General Assembly approved RCC's application for community college status.

MISSION

The mission of Richmond Community College is to provide life-long educational opportunities, workforce training and retraining, cultural enrichment, and community services to support economic development and enhance the quality of people's lives.

VISION

Richmond Community College will foster educational achievement, economic development, and personal growth in Richmond and Scotland counties by:
- Being an institution of choice for educational opportunity.
- Serving as a cultural center for the community.
- Meeting the individual needs and aspirations of a diverse student population.
- Providing relevant, evolving, and accessible programs and services employing current technology in state-of-the-art facilities.
- Cultivating close and supportive relationships with the communities we serve.
- Engaging students in an educational experience that prepares them for the diverse and changing 21st century work place.
- Continuously improving through data-informed self-assessments and evaluations.

STRATEGIC DIRECTIVES

1. Develop and implement new programs and courses that are relevant to our region, promote current technology, and respond to economic trends.
2. Use emerging technologies and platforms to enhance our public image, elevate our status as a cultural center, and connect to the community.
3. Develop comprehensive, individualized approaches to learning and services that meet student needs and foster success.
4. Supplement allocated funds with resources from external sources to enhance RCC's mission.
5. Expand collaborations with external educational and workforce partners to help students meet their educational and career goals.
6. Optimize current building usage, make targeted additions, and implement changes to meet the needs of a growing enrollment.

ACCREDITATION

Richmond Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award associate degrees, associate in applied science degrees, diplomas, and certificates

The Richmond Community College Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB) Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater FL 33756, 727-210-2350.

CRITICAL SUCCESS FACTORS REPORT

The North Carolina State Board of Community Colleges adopted eight performance measures for accountability. Each college is required to publish its performance ratings on these eight performance measures.

PERFORMANCE MEASURE RESULTS 2009

The results shown below are for the 2007-08 year, as shown in the NCCCS 2009 Critical Factors Report:

Progress of Basic Skills Students
RCC met the standard. State Standard: 75%
RCC Result: 76% System Average: 82%

Passing Rates on Licensure & Certification Exams for First-time Test Takers
RCC met the standard. State Standard: Aggregate = 80%
RCC Result: 88% System Average: 86%

Performance of College Transfer Students
RCC did not meet the standard. State Standard: 83%
RCC Result: 74% System Average: 88%

Passing Rates of Students in Developmental Courses
RCC met the standard. State Standard: 75%
RCC Result: 89% System Average: 77%

Success of Developmental Students in Subsequent College-Level Courses
RCC met the standard. State Standard: 80%
RCC Result: 93% System Average: 89%

Student Satisfaction of Program Completers and Non-Completers
RCC met the standard. State Standard: 90%
RCC Result: 100% System Average: 96%

Curriculum Student Retention, Graduation, & Transfer
RCC met the standard. State Standard: 65%
RCC Result: 71% System Average: 69%

Client Satisfaction with Customized Training
RCC did not met the standard. State Standard: 90%
RCC Result: 89% System Average: 94%

LOCATION

The 160-acre main campus of Richmond Community College is located on U.S. Highway 74 between Rockingham and Hamlet. This four-lane highway intersects with U.S. Highway 1 and U.S. Highway 220 in Rockingham and makes the college easily accessible to all students in the RCC service area. The College also owns the James Building, located on Rice Street in downtown Hamlet; the William R. Purcell Building, located on Atkinson Street in downtown Laurinburg; and the F. Diane Honeycutt Center, located on McLean Street, in Laurinburg.

FACILITIES

The College's physical plant on the main campus consists of seven buildings, creating a total of 204,600 square feet. This area includes offices, classrooms, laboratories, shops, campus maintenance, storage, and special facilities such as the computer technologies center, library, guided studies center, teaching auditorium, student center, bookstore, and community auditorium and banquet rooms. Continuing Education courses are taught in various locations, including the main campus, the James Building, the William R. Purcell Building, and the F. Diane Honeycutt Center. An amphitheater, designed for community and college use, is located on the main campus and is utilized for public events.

THE HUGH A. LEE BUILDING

Auditorium

The teaching auditorium seats 70 people and is used for large class presentations, staff meetings, student activities, and public functions such as civic meetings.

The Career Center

The Career Center affords students an opportunity to explore personal strengths and interests before selecting a career. The Career Center is staffed with professionals who are trained in career exploration. Information and guidance concerning job search skills, college and job information, job interviewing skills, and resume writing are available.

THE JANET LINDSEY-PETRIS BUILDING

Bookstore

A bookstore, stocking textbooks and supply items for courses taught at the College, is located near the student lounge and is open from 8 a.m. until 6:30 p.m., Monday through Thursday, during the fall and spring semesters. The RCC Bookstore closes at 12:00 noon on Fridays. For summer hours, call (910) 410-1851.

J. C. Lamm Student Center

A spacious student lounge provides indoor recreational facilities; a vending area for sandwiches, snacks, and beverages; and tables and chairs at which students study, talk, eat, and relax.

JOHN E. FORTE BUILDING

The Forte Building houses the Computer Integrated Management Systems (CIMS) lab, the Industrial Systems Technology lab, the Machining Technology lab, and the Welding lab.

THE JAMES BUILDING

Located at 106 Rice Street in Hamlet, the James Building was the historic home of the Lillian B. Duer James School of Nursing. The building provides adult education through RCC's Basic Skills programs. Adult High School, General Educational Development, English as a Second Language, and literacy courses are based out of this local landmark.

J. RICHARD CONDER LEARNING RESOURCES CENTER

RCC's Learning Resources Center is a 20,000 square foot building filled with books, magazines, computers, study rooms, and a tutorial center. The second floor of the library offers beautiful views of the campus. The LRC is composed of three departments: the Library, the Guided Studies Center and the Instructional Technology Center.

Library

The library includes over 30,000 books in its general, reference and special collections which contain a wide variety of magazines, newspapers, and online databases to supplement the College's degree, diploma, and certificate programs. The library provides an appropriate setting for research, study, or leisure reading. Library staff are available to assist faculty, staff, students, and the community.

Guided Studies Center

The Guided Studies Center offers free tutoring to curriculum students who are experiencing academic difficulty. Coordinators provide appropriate tutors and/or study materials. Assistance and materials are also available to students who want to improve mathematics, reading, study, or writing skills. The Center provides proctoring services for RCC curriculum instructors and students of other educational institutions in the United States.

Instructional Technologies Center

The Instructional Technologies Center offers a wide range of services to support the instructional programs of the College. This support includes video conferencing, Blackboard maintenance, receiving and transmitting distance learning courses, and assisting faculty with course development. In conjunction with the local cablevision company, the Instructional Technologies Center also houses WRCC-TV Cable 21, an

educational channel which provides community-oriented programs, national and state teleconferences, and seminars.

THE ROBERT L. AND ELIZABETH S. COLE AUDITORIUM AND COMMUNITY CENTER

The Cole Auditorium and Banquet Facilities

The Cole Auditorium is a 1000-seat auditorium designed to house major arts, cultural, educational, and civic events. Meeting and banquet rooms can accommodate 225 for a banquet or 675 for a reception. The spacious lobby is also used for special events.

The Customized Industrial Training Center

The Customized Industrial Training Center (CIT) supports local industry by assessing training needs and developing programs to meet those needs. Emphasis is placed on skilled and semiskilled workers.

THE L. G. AND CARRIE B. DEWITT TECHNOLOGY CENTER

The 13,000 square foot DeWitt Technology Center houses computer labs, an electronics lab, administrative offices, a central computer plus the distance education, e-mail and web servers. Staff computers throughout the campus are linked to the network via fiber optic backbone, thus allowing users access to programs which only exist on CIS and/or other network applications.

The Business Office, Development Office and the Office of the President are located on the second floor.

The Small Business Center

The Small Business Center is designed to provide support for new and existing businesses in Richmond and Scotland Counties. The Center has a library of printed and video materials on small business management and offers special workshops and seminars throughout the year. The Center serves as a networking agency to provide information to those desiring its services.

THE JOSEPH GRIMSLEY HEALTH SCIENCE BUILDING

The 35,600 square foot Grimsley Health Science Building houses the Associate Degree Nursing, Medical Assisting Technology, Nursing Assistant, and Practical Nursing programs. Key features of this building are its tiered lecture and seminar rooms, biology and physiology labs, a 50-seat computer lab, and instructional technology systems. The Lillian B. Duer James School of Nursing is located in this building.

THE WILLIAM R. PURCELL BUILDING

Located at 201 Atkinson Street in Laurinburg, the Center is open from 8:00 a.m. until 10:00 p.m. Monday through Thursday and until 2:30 p.m. on Friday. A variety of continuing education courses are conducted at the Center which has two fully equipped computer labs.

THE F. DIANE HONEYCUTT CENTER

The 18,271 square foot F. Diane Honeycutt Center is located at 600 McLean Street in Laurinburg and houses classrooms, computer labs, nursing labs, faculty offices, a 100-seat multipurpose room, and an industrial training center. The Practical Nursing, Nursing Assistant, and HVAC/Refrigeration curricula will be housed there along with Continuing Education courses.

RESIDENCE HALLS

Residence halls are not provided by Richmond Community College. A student not living within commuting distance, and who wishes to live in the college area, must make his/her own arrangements. Richmond Community College does not supervise students in their living quarters.

Students who take the same occupational extension course more than twice within a five-year period shall pay tuition based on a formula involving the amount of funds generated by a student membership hour for occupational extension multiplied by the number of actual hours the class is to be taught. Students who can demonstrate course repetition by standards governing the certificate or licensing program in which they are enrolled are exempt. NC senior citizens taking the same course more than twice within a five-year period must pay tuition based on the same formula.

Continuing Education Programs

Richmond Community College offers adults, 18 years old or older, a variety of noncredit educational programs which afford an opportunity to finish high school, to participate in preemployment training, to upgrade current job skills, and to improve personal and family life. Continuing Education offers a large selection of subjects which are taught at convenient hours, at convenient locations, and as frequently as needed. A fee is charged for most classes. Textbooks and/or materials, if needed, must be purchased by the student.

As needs are identified, courses are developed, scheduled, and announced to the public. To ensure a place in the class, interested persons are encouraged to preregister by telephoning the receptionist at Richmond Community College at 410-1700 or 276-3331; or the Scotland Center at 276-1388. Many classes have enrollment limits; therefore, preference will be given to preregistrants. Formal registration takes place at the first class meeting.

The public is encouraged to make their needs and/or interests known to the Continuing Education Department by calling 410-1700.

THE CONTINUING EDUCATION UNIT

The continuing education unit (CEU) is used as the basic means for recognizing an individual's participation in and for recording the institution's offering of noncredit classes, courses, and programs. A CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. There are two types of CEU applications: individual and institutional.

The following criteria are to be utilized for the awarding of individual CEUs:
1. The noncredit activity is planned in response to an assessment of educational needs for a specific target population.
2. There is a statement of objectives and rationale.
3. Content is selected and organized in a sequential manner.
4. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
5. There is a provision for registration for individual participation and to provide data for institutional reporting.
6. Appropriate evaluation procedures are utilized and criteria established for awarding CEUs to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures, and course effectiveness.

Noncredit offerings which do not meet the individual CEU criteria should be accounted for only in terms of the institutional CEU, no individual CEUs should be awarded. Normally these noncredit offerings will be less structured and more informal in nature.

Neither individual nor institutional CEUs normally should be used to recognize or account for participation in entertainment, social, or athletic activities. Institutional CEUs should meet the following criteria:
1. The activity is a planned educational experience of a continuing education nature.
2. The activity is sponsored by an academic or administrative unit of the institution qualified to affect the quality of the program content and to select and approve the resource personnel utilized.
3. Record of attendance is required for institutional reporting use and a file of program materials will be maintained by the College.

Regular attendance and participation is essential for effective teaching and learning. A minimum attendance of 80% is required to receive CEUs.

Students may not take the same occupational extension course more than twice within a five-year period.

TRANSCRIPTS

The Continuing Education Records Secretary, under the direction of the Vice President of Continuing Education, is in charge of all Continuing Education student records. A student may receive a transcript or other permanent record information by completing a Transcript Request Form. Transcripts may be mailed or e-mailed to any school or prospective employer, but may not be faxed.

General Educational Development (GED) graduates must contact the NC GED Office for a transcript. The transcript form is available on RCC's website at www.richmondcc.edu/_con_ed/Forms/Transcript or by written request to NC GED® Office, 5016 Mail Service Center, Raleigh, NC 27699-5016

Adult High School graduates must contact the AHS/GED Coordinator for a transcript. The transcript form is available on RCC's website at www.richmondcc.edu.

CONTINUING EDUCATION PROGRAMS

BASIC SKILLS PROGRAMS

Basic Skills programs are designed to be comprehensive, flexible, innovative and available as they address the needs of businesses, industries, and communities and citizens in Richmond and Scotland Counties.

Adult Basic Education (ABE)

For adults functioning below the 9th grade level, RCC offers ABE classes in reading, writing, mathematics, sciences, and social studies. Books for these classes are furnished by RCC. There is no charge to enroll.

Classes are offered in various locations throughout Richmond and Scotland Counties as well as on the main campus.

Classes may be started in an area if there are enough students and suitable classroom space is available. A new Adult Basic Education class may be started if there are twelve students.

Adult High School

RCC offers the Adult High School program in cooperation with the Richmond and Scotland County public school systems. Students in the Adult High School Diploma program must be at least 18 years old and not currently enrolled in any public/private school. Persons between 16 and 17 years of age may be admitted with approval of the local school superintendent. Those who have been out of school for six months may be admitted with a parent's or guardian's permission.

Students must meet all requirements that are expected from a graduate of Richmond or Scotland County School Systems. Twenty-one units of credit will be required for graduation for students 18 years old and older. Students in Scotland County, ages 16 and 17, must complete 28 units of study to earn an Adult High School Diploma. Students in Richmond County, ages 16 and 17, must complete 26 units of study to earn an Adult High School Diploma. These course credits may be a combination of credits from the public/private school and Richmond Community College Adult High School program.

There is no charge to enroll in the Adult High School program.

A graduation ceremony is held annually for Adult High School and GED diploma graduates.

Compensatory Education (CED)

The Compensatory Education program provides intellectually challenged adults age 17 and over a free and appropriate public education suited to their individual needs and capabilities. Programs of study include Language, Math, Social Science, Community Living, Consumer Education, Health and Vocational. The educational opportunities should enable the intellectually challenged adult to become more independent and self directing, to benefit from occupational training and to acquire skills to meet and manage community work and personal adult responsibilities and develop to their fullest potential.

English as a Second Language (ESL)

These classes are designed for any adult who is not a native English speaker, Reading, writing, speaking, listening and employability skills are taught. Students are placed in class levels with other students who have similar language needs.

General Educational Development (GED)

The GED program is designed to help the adult earn the equivalent of a high school diploma. The student studies subjects in the five areas needed to pass the high school equivalency test. These areas are: Language Arts – Writing, Language Arts – Reading, Mathematics, Social Studies, and Science. Upon successful completion of the test, the student receives a High School Equivalency Diploma from the State of North Carolina.

The GED test is given Monday through Thursday at a variety of times and locations. A student must meet specific guidelines prior to being recommended to the GED examiner for testing.

There is no charge to enroll in the GED program; however, the cost to take the GED is $7.50. Two forms of identification (one must be a photo ID), is required before taking the GED exam.

A graduation ceremony is held annually for Adult High School and GED diploma graduates.

Online Classes

The Basic Skills Program offers two online classes via the Internet for students who are unable to attend traditional, regularly scheduled classes due to work schedules, health, or personal preference. The online courses include tutorials, applications, and mastery tests. These classes are free of charge.

1. GED Online offers online courses covering the five components of the GED Test.
2. Pre-GED Online offers online lessons to improve skills necessary for advancing to the GED Online classes.

To enroll in online classes, adults must be assessed to determine the appropriate class and attend a face-to-face orientation.

Skills Enhancement

Skills Enhancement offers high school graduates the opportunity to enhance skills for improving college assessment scores. This class is also helpful for workers needing to refresh skills in order to improve scores on job-related tests. Classes are available online or in a traditional classroom setting.

BUSINESS AND INDUSTRY SUPPORT

Business and Industry Support (BIS) programs at Richmond Community College provide for the assessment of needs for training and for the development and delivery of customized training programs for skilled and semiskilled workers employed in industrial-type occupations and traditional trades in Richmond and Scotland Counties.

BIS classes are designed for specific groups of workers who need additional skills and technical knowledge, and also for workers who need to update their skills because of technological changes. BIS classes are jointly planned by the institution and the industry or industries to be served and are intended to provide training that cannot be provided through existing occupational programs.

CUSTOMIZED INDUSTRIAL TRAINING

The purpose of this program is to help new or expanding industries meet immediate manpower needs and to encourage industry to develop long-range training programs to satisfy continuing replacement and retraining needs. Subject to minimal limitations, Richmond Community College, in cooperation with the NC Community College System, will design and administer a special program for training the production manpower required by any new or expanding industry creating new job opportunities in North Carolina.

In order to receive assistance, eligible businesses and industries must demonstrate two or more of the following criteria:

1. The business is making an appreciable capital investment;
2. The business is deploying new technology;
3. The business is creating jobs, expanding an existing workforce, or enhancing the productivity and profitability of the operations within the state; and
4. The skills of the workers will be enhanced by the assistance.

SMALL BUSINESS CENTER

The Small Business Center (SBC) supports the development of new businesses and the growth of existing businesses by being a community-based provider of counseling, training, resource information, and business alliances.

Growing America Through Entrepreneurship (GATE)

The GATE program is offered as part of a U.S. Department of Labor demonstration and targets dislocated workers from Richmond and Scotland Counties for a variety of assistance directly related to starting and running a business. In North Carolina, Project GATE, is being offered as a cooperative venture of the NC Department of Commerce, the NC Community College System-Small Business Center Network, the NC Employment Security Commission, NC REAL Enterprises, local JobLink Career Centers, and the Rural Center. Visit www.ncprojectgate.org for more information.

Individual Counseling

The SBC Director provides individual counseling to new or existing business owners to find solutions to challenging business questions. The director assists with the development of business plans that provide information on financing a business, bookkeeping and taxes, and marketing.

Professional Development Seminars

Seminars on topics ranging from supervisory training and salesmanship to Internet marketing are offered throughout the year. These half-day seminars feature professionals in each fields. Tuition is $5.

Rural Entrepreneurship through Action Learning (REAL) Rapid Response

This program is designed for economic development in the Richmond Community College service area. REAL is a fast-paced study in starting a small business. It is a five session, 15-hours study that covers the building of a business plan. This is a free program for all entrepreneurs wanting to start a business in Richmond or Scotland County.

PRE EMPLOYMENT PROGRAM

The Pre Employment program provides pre-vocational training/counseling and assistance for chronically unemployed and underemployed adults. The program is aimed at placing these adults into permanent employment or further educational training.

The primary objective of Pre Employment is to help the jobless trainee reorient himself to the world of work through the development of communication skills which are necessary for getting and keeping a job. To accomplish this purpose, the Pre Employment program first identifies and recruits people within the community who are in the greatest need of this service. The unemployed on public assistance are preferred candidates for the program. In an effort to place each graduate in a job which fits his/her ability and interest, Pre Employment staff members develop job opportunities within local businesses

and industry. In some cases, graduates may be directed into specific programs available at Richmond Community College.

Career Readiness Center

The Career Readiness Center provides WorkKeys testing and certification services to students, as well as to employers and their potential employees, for a nominal fee. Successful completion of the Work Keys tests provides a portable credential that provides evidence of the initial job skills sought by employers.

OCCUPATIONAL SKILLS

Occupational skills courses help adults acquire marketable skills like word processing or prepare adults for licensure or certification exams. Short courses offered through this program help adults enhance job skills. Carpentry, masonry, electrical wiring, computer skills, Spanish, small engine repair, Notary Public, and Effective Teacher Training are among the courses offered.

Businesses and industries can look to Richmond Community College to train employees to use new software programs or to improve management skills by enrolling in a supervisory skills course. Depending upon the physical needs of the courses, some courses may be taught on location in the business or industry.

Ed2Go

Richmond Community College offers a variety of continuing education classes online via Ed2Go for students who have Internet access. Course materials and assignments are online and available 24 hours a day, seven days a week. Students may work when they have time available.

Prior to starting each course, students will be required: (1) to pay the registration fee and (2) complete an online orientation. To get started, students need access to the Internet and an e-mail account in order to take the class. Courses are available every six weeks or on the date indicated. The e-mail address for online courses is: www.ed2go.com/richmondcc and can be accessed at any time.

PUBLIC SAFETY AND ALLIED HEALTH

The Public Safety programs offer training for law enforcement officers, fire fighters, EMTs, paramedics, and rescue technicians. Courses provide instruction to meet certification requirements established by state agencies. Registration fees are waived for those affiliated with departments relevant to the training content.

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

The program utilizes N. C. Criminal Justice Training and Standards Commission mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic and alcoholic beverages laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Allied Health programs offer training for people interested in the health care field. Courses provide instruction to meet certification requirements established by state agencies to become certified in such fields as nursing assistant level I and level II. Other courses that are offered are directed in areas of professional enrichment such as Medication Administration and Phlebotomy.

PERSONAL ENRICHMENT COURSES

Courses offered for personal growth or enjoyment are considered personal enrichment courses. They include a wide variety of topics, such as art, history, crafts, and music. Some classes are designed and marketed specifically for senior citizens.

CLASS LOCATIONS

Many adult education courses and services are located on the college campus. Other courses and services are provided at extension centers in Rockingham and Laurinburg. Extension centers include school buildings, community buildings, churches, libraries, industrial buildings and other approved facilities. Basic Skills classes, can be established in a new location whenever twelve or more adults express an interest and a site is available.

THE F. DIANE HONEYCUTT CENTER

The 18,271 square foot F. Diane Honeycutt Center is located at 600 McLean Street in Laurinburg and houses classrooms, computer labs, nursing labs, faculty offices, a 100-seat multipurpose room, and an industrial training center. The Practical Nursing, Nursing Assistant, and HVAC/Refrigeration curricula will be housed there along with Continuing Education courses.

THE JAMES BUILDING

Located at 106 Rice Street in Hamlet, the James Building was the historic home of the Lillian B. Duer James School of Nursing. The facility now provides a one-stop center for services provided by the Basic Skills Program. Adult High School, GED, ESL, and Basic Skills courses are based out of this local landmark.

WILLIAM R. PURCELL BUILDING

The Purcell Building is located at 201 Atkinson Street. The Purcell Building is open 8:00 a.m. until 10:00 p.m. Monday through Thursday and from 8:00 a.m. until 2:30 p.m. on Friday. A variety of day and evening Basic Skills classes are offered.

CONTINUING EDUCATION TUITION AND FEES

Type of Courses	Registration	Other Fee Charges
Adult Basic Education	None	None
Adult High School	None	Textbooks
GED Completion	None	Textbooks
		Test fee – $7.50
Occupational Courses		
1 – 24 hours	$ 65.00	Textbooks and/or
25 – 50 hours	$120.00	materials
51+ hours	$175.00	
Self-Supporting Courses	Tuition varies	

Tuition is set by the State Board of Community Colleges and is subject to change. For current tuition costs, visit www.richmondcc.edu and check under the Continuing Education Tuition link.

In compliance with legislation passed by the 1993 General Assembly, students who take the same occupational extension course more than twice within a five-year period shall pay tuition based on a formula involving the amount of funds generated by a student membership hour for occupational extension multiplied by the number of actual hours the class is to be taught. Students who can demonstrate course repetition is required by standards governing the certificate or licensing program in which they are enrolled are exempt.

Senior Citizens

Continuing Education/Occupational Extension Courses: Registration fees shall be waived for up to 96 contact hours of non-credit instruction per academic semester for senior citizens age 65 or older who are qualified as legal residents of North Carolina. (Proof of age is required.) Senior citizens are not limited to the number of classes that can be taken using fee waivers as long as the cumulative hours do not exceed 96 hours. However, if the cumulative number of contact hours enrolled exceeds 96 in a given semester, the senior citizen shall not receive a waiver for the last course for which he/she registered. If the senior citizen enrolls simultaneously for multiple courses that exceed 96 contact hours, the College shall use its discretion to determine for which course to charge the registration fee.

North Carolina senior citizens taking the same occupational course more than twice within a five-year period must pay tuition based on the same formula. Senior citizens are not exempt from paying tuition for self-supporting courses.

Admissions

ADMISSIONS POLICY

Richmond Community College is firmly committed to the "Open Door" policy of the North Carolina Community College System. This policy states that all persons, 19 years or older, regardless of race, creed, color, sex, disability, or national origin who can profit from instruction at Richmond Community College shall be admitted to the College provided space is available.

The College accepts applications continuously throughout the school year. Early application is advised for many programs. Admission to allied health curricula is competitive among qualified applicants according to established criteria. All admission procedures should be completed at least three (3) days before actual enrollment in a program.

Persons between 16 and 18 years of age who have special needs may be admitted with the approval of the local school superintendent or under other provisions of the law relating to high school dropouts. Richmond Community College has a dual enrollment agreement with the Richmond and Scotland County Boards of Education. Applicants seeking more information about this policy should contact a counselor in the Student Development Office.

To be admitted to a curriculum program at Richmond Community College, applicants must have a high school diploma or the equivalent (GED). Exceptions to these admissions policies, including the U.S. Department of Education Ability to Benefit provision for non-high school graduates, may be determined after a conference between the applicant and the Director of Counseling and/or the Vice President for Student Development.

Home-schools applicants or applicants who graduated from a non-public secondary school must provide (1) proof of current registration with the North Carolina Division of Non-Public Education and (2) a copy of a transcript.

DEGREE CURRICULA

The College offers curricula that lead to Associate in Arts, Associate in Science, and Associate in Applied Science degrees. Applicants to any of these curricula must be high school graduates or the equivalent (North Carolina high school graduates must have passed the N.C. Competency Test).

DIPLOMA/CERTIFICATE CURRICULA

The College offers curricula leading to a diploma or certificate. Applicants for admission to these curricula should be high school graduates or the equivalent; however, consideration will be given to those who are not high school graduates but have the ability to benefit from a course of study.

ADMISSIONS PROCEDURES

To apply for admission to any Richmond Community College (RCC) degree, diploma, or certificate curriculum, an applicant should:
1. Complete and submit an application for admission to RCC.
2. Send a copy of his/her high school transcript or GED equivalent to RCC, along with transcripts from any post-secondary schools attended. If he/she graduated from a non-public high school, proof of current registration with the North Carolina Division of Non-Public Education and a transcript are required.
   a. A student may be accepted as a "Special Credit" without a high school transcript for one semester.
   b. A student who is accepted as a special credit student will not be eligible for financial aid until the transcript is received.

The student will be responsible for providing all official transcript(s) during the semester before being accepted into a curriculum program. Receipt of an official transcript confirming an Associate Degree or higher from a regionally accredited institution will exempt the student from providing a high school completion transcript.
3. Take the ACCUPLACER assessment to measure performance in the following areas: arithmetic, elementary algebra, reading and sentence skills. The student will be made aware of any deficiencies in these areas and will be assigned to the appropriate developmental education course.
   a. The Associate Degree Nursing and Practical Nursing programs have special admission requirements. A college counselor can provide additional information.
   b. An applicant who holds an associate's degree or higher is not required to take the ACCUPLACER Assessment.
4. Complete a keyboarding assessment. A student scoring **less than 25 words per minute on the timed assessment is required to take OST 080 Keyboarding Literacy.**
5. Talk to a counselor about your ACCUPLACER results and your educational goals.

ACCUPLACER Assessment Requirements

Important to the admissions' process is the proper placement of each student in courses that correspond to his/her level of ability.

The following ACCUPLACER assessment scores are the minimum scores required for placement into identified algebra, arithmetic, English, and reading classes.

Algebra	55
Algebra	75 – courses requiring MAT 080 as a pre-requisite
Arithmetic	55
Reading	80
Sentence Skills	86

SAT OR ACT SUBSTITUTION

SAT or ACT scores may be accepted in lieu of ACCUPLACER. An applicant may have SAT or ACT scores sent to the Admissions Office, or have them included as part of the high school or college transcript. Appropriate SAT scores are less than five years old and at least 450 on Critical Reading and 450 on Math. Appropriate ACT scores are less than five years old and at least 18 on English, 17 on Math, and 18 on Reading. If there are questions concerning SAT or ACT scores, or exemption from ACCUPLACER, please contact any of the counselors at RCC at (910) 410-1730.

Students who do not meet the required test scores will be placed in developmental classes according to the chart below:

CLASS		CPT SCORE
ENG 080	Writing Foundations	20-52
ENG 090	Composition Strategies	53-85
MAT 050	Basic Math Skills	20-29
MAT 060	Essential Mathematics	30-54
MAT 070	Introductory Algebra	20-54
MAT 080	Intermediate Algebra	55-74
RED 070	Essential Reading Skills	40-51
RED 080	Introduction to College Reading	52-68
RED 090	Improved College Reading	69-79

All scores are expressed as standard scores.

READING SKILLS REQUIREMENT

All students must score at the 10th percentile or higher on the reading comprehension section of the placement assessment in order to be admitted to any college-level program. Students scoring below the 10th percentile will be referred to an appropriate literacy education program designed to improve reading proficiency. Students may take the reading assessment three times to achieve the minimum required score.

DEVELOPMENTAL EDUCATION

Students whose placement assessment scores indicate a need for extra instruction in English, keyboarding, mathematics, or reading will be required to enroll in appropriate developmental education courses. A list of curriculum courses having developmental prerequisites appears in the Curriculum Programs chapter of this catalog. The student required to take developmental education courses should consult that list before choosing curriculum courses.

CREDIT FOR NONTRADITIONAL LEARNING

ADVANCED CREDIT FOR HIGH SCHOOL STUDENTS

RCC has entered into an Articulation Agreement with local school systems to provide advanced placement for selected high school courses. High school graduates who successfully complete one or more of the selected courses and present evidence

of mastery of skills in the course(s) will be granted credit at RCC for the comparable course in a degree or diploma program. Students desiring more information should contact the Director of Admissions or Vice President for Student Development.

ADVANCED PLACEMENT (AP) CREDITS

Students may receive college credit if the appropriate score is achieved on the Advanced Placement (AP) examination. Students interested in such credit must have official score reports from the College Board Entrance Examination submitted to the Registrar's Office. Once received, the Registrar will evaluate and award credit accordingly to enrolled students. Credit will apply towards graduation requirements in the student's curriculum program; however, quality points are not awarded.

Examination	Minimum Score	RCC Course	Semester Credit Hours
Biology	3	BIO 111	4
Biology	5	BIO 111 and 112	8
Calculus AB	3	MAT 271	4
Calculus BC	5	MAT 271 and 272	8
Chemistry	3	CHM 151	4
Chemistry	5	CHM 151 and 152	8
Computer Science A	3	CIS 110	3
Computer Science AB	3	CIS 115	3
Economics – Macro	3	ECO 252	3
Economics - Micro	3	ECO 251	3
English Language/Comp	3	ENG 111	3
Environmental Science	3	BIO 140 / 140A	4
History (European)	3	HIS 121	3
History (European)	5	HIS 121 and HIS 122	6
History (United States)	3	HIS 131	3
History (United States)	5	HIS 131 and HIS 132	6
History (World)	3	HIS 111	3
History (World)	5	HIS 111 and HIS 112	6
Physics B	3	PHY 151	4
Physics B	5	PHY 151 and 152	8
Physics C			
Part 1 Mechanics	3	PHY 251	4
Part 2 Elec. & Magnet.	3	PHY 252	4
Psychology	3	PSY 150	3
Spanish Language	3	SPA 111	3
U.S. Government and Politics	3	POL 120	3

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College-Level Examination Program (CLEP) provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses.

Test scores must be submitted to the Registrar for evaluation. The College Board offers these examinations at permanent test centers throughout the United States. Test center information can be obtained at: *http://www.collegeboard.com/student/testing/clep/about.html*.

MILITARY TRAINING

Credit may be awarded to students for educational experience in the armed services. Documentation of experience must be submitted to the Registrar who will consult with the appropriate department chairmen before granting credit. Students should submit a "Request for Evaluation of Military Experience" (form DD295) and/or ARRTS (Army/ACE Registry Transcript System) transcript for evaluation. Service school diplomas and MOS (Military Occupational Specialty) Evaluation Score Reports are acceptable in lieu of the ARRTS transcript. Military service experiences are evaluated using ACE Guide recommendations. The symbol "MT" on academic transcripts will indicate credit earned for military educational experience. Credit hours will be assigned for such credit; however, no quality points will be assigned.

PROFICIENCY TESTS FOR CREDIT

Students who can provide tangible evidence of preparation to challenge a course, such as a transcript of similar college-level credits, record of military study, certification or license, standardized test scores, or written statements from employers regarding training or directly related work experience indicating that they may be proficient in a subject, may request Proficiency Credit testing. Because of specific requirements, some courses may not be appropriate for proficiency testing and are excluded from this procedure. A student must have completed any course prerequisites before taking a proficiency exam. A proficiency exam can be taken only once for any course. The student and the student's Instructor or Department Chair determine readiness for a proficiency examination preferably before classes begin but no later than the last day of the drop/add period. A written request must be made to the appropriate Department Chair on the Proficiency Credit form. Students who request Proficiency Credit must enroll as a credit student in the course to be challenged, pay tuition and fees, and attend class until the exam has been successfully passed with a minimum grade of "B." The Department Chair arranges for the demonstration of proficiency prior to the ten percent (10%) date of the semester. Students who do not pass the proficiency may remain in the class and take it for credit.

Students may not attempt more than ten percent (10%) of the required credit hours in their curriculum program by means of Proficiency Credit. Students may not receive credit for elective courses by proficiency examination.

A grade of "X" (Proficiency) will be recorded on the student's transcript upon successful completion of the exam. Credits earned will be applied toward graduation requirements but will not affect the student's Grade Point Average (GPA). Proficiency Credit cannot be requested for a course which the student previously attempted.

INTERNATIONAL STUDENTS

In addition to regular admission procedures, international applicants are required to submit the following:
- Test of English as a Foreign Language (TOEFL) scores; a minimum of 45 on the Internet Based Test (IBT); a minimum of 133 on the computerized test or 450 on the written test;
- Certified transcript of academic records with an English translation and U.S. equivalency;
- Affidavit of support indicating sufficient financial resources; and
- Applicant must possess a valid, current visa.

TECH PREP STUDENTS

The high school Tech Prep course of study addresses the growing need for high school graduates to have more technically oriented educational backgrounds. By taking higher level academic and vocational courses, Tech Prep Completers are better prepared for the advanced courses at the community college level.

Tech Prep graduates should review the Advanced Credit for High School Students Policy to determine whether they may receive academic credit at RCC for courses taken in high school. A counselor may also answer these questions.

SPECIAL CREDIT

A student who has not decided on a particular curriculum or who does not wish to pursue a degree or diploma may enroll in "Special Credit." This designation allows a student to take up to 20 semester hours without declaring a curriculum. The "Special Credit" status does not permit a student to take a course without having first taken and passed the prerequisite. (An exception may be made when approved by the instructor of the course and the Vice President for Instruction.) All work satisfactorily completed through "Special Credit" will be accepted as credit toward graduation. However, the "Special Credit" status does not change the student's graduation requirements which include the need to satisfactorily complete all courses in his/her declared curriculum and maintain an overall 2.0 grade point average. Veterans seeking educational benefits or students seeking financial aid are not permitted to enroll in "Special Credit."

EARLY COLLEGE HIGH SCHOOL

Richmond and Scotland County Public School Systems have joined RCC in establishing Early College High Schools on the RCC campus. Students begin in the ninth grade and earn a high school diploma and complete two years of college credit in five years. Students should possess the maturity and independence to accept the challenges of this progressive school, are capable of honors level work, and participate in college classes. Parents should contact a middle school counselor about this program.

AUDIT POLICY

Students may elect to audit a course for non-credit purposes when space is available. Students who wish to audit a course must follow regular registration procedures, meet the course prerequisites, complete the "Audit Request" form, and have approval of the Division Chair responsible for the particular course. Auditing students are not required to participate in discussions or take examinations but must adhere to the class attendance policy in order to receive a grade of "AU" (audit) on their transcript. If a student is withdrawn for non-attendance or he/she chooses to withdraw voluntarily, he/she will receive a grade of "W." Permission to audit a course is granted one time per course. Under extenuating circumstances, such as illness, family death, job change, etc., a student may be allowed to audit a course a second time, subject to the approval of the Vice President for Instruction. An audit course cannot be changed to a credit course, but a credit course can be changed to an audit course within the drop/add period. Tuition and fees for audit courses are the same as for credit courses. Financial Aid and Veterans Education Assistance recipients cannot receive benefits for audits. Audited courses do not count in total hours for full-time or part-time student status.

HIGH SCHOOL DUAL ENROLLMENT

Under certain conditions, public school students who are 16 years of age or older may enroll for enrichment courses at RCC while enrolled in high school. Students

can obtain Petition for Dual Enrollment forms from the guidance counselors at their schools.

ADMISSION TO GUIDED STUDIES CENTER

The Guided Studies Center offers a variety of services to RCC students, students enrolled at other colleges and universities, and the general public. Educational materials are available to RCC curriculum students, as well as free tutoring for those RCC curriculum students who need academic support.

Coordinators provide appropriate tutors and/or study materials based on instructor referral. Coordinators also provide assistance and materials to students who want to improve their math, writing, or study skills.

Members of the community are welcome to use the Guided Studies Center computers to do research and/or type school-related papers. Guided Studies staff will assist community users but may not provide tutorial assistance. When the Guided Studies Center is busy and computer space and resources are in high demand, RCC students have first priority.

ADMISSION OF HIGH SCHOOL DROPOUTS

In certain instances, high school dropouts between the ages of 16 and 18 seek enrollment in RCC's Basic Skills programs.

These students may enroll after obtaining proper documentation required by the Basic Skills program and the local board of education.

Any student suspended from public school shall not be allowed to enroll at RCC until the time limit for public school suspension has expired. i.e. student is suspended from high school in March and will not be allowed to return until September. He must wait the same amount of time if he plans to enroll at RCC. The earliest he can enroll at RCC is September provided all other conditions for admissions are met. For specific enrollment information, please contact the Basic Skills Adult High School Coordinator.

READMISSION

A student who withdraws from RCC in good standing is permitted to reenter the institution at the beginning of any subsequent semester. However, a student dismissed from the College for medical or disciplinary reasons may be readmitted only through authorization of the Vice President for Student Development. Readmission procedures for students in the Associate Degree Nursing and Practical Nursing programs are exceptions to the above policy. Students interested in readmission should contact the Nursing Department Chairman or the Director of Admissions.

STUDENT RIGHT-TO-KNOW

The Student Right-To-Know Regulations published December 1, 1995; effective July 1, 1996; Final Regulations revised and published November 1, 1999; effective July 1, 2000, requires colleges to disclose graduation or completion rates and transfer-out rates for the general population of full-time, first-time degree or certificate-seeking undergraduate students (34 CFR 668.45). This information is compiled annually and is available upon request to both currently enrolled and prospective students from the Office of the Registrar.

SPECIAL ADMISSIONS POLICIES AND PROCEDURES

ASSOCIATE DEGREE NURSING

The Department of Nursing is an integral part of the College and offers educational opportunities to qualified individuals who seek a career in nursing. Students pursue a planned course of study, which will help them develop intellectually, emotionally, and socially in preparation for nursing practice as a Registered Nurse (RN).

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 client-centered care while employing evidence-based practice, quality improvement, and informatics.

Prospective students need to be aware that clinicals, skills lab, and computer laboratory experiences may be taught during day, evening, night, or weekend hours and at different locations based on the availability of appropriate learning experiences for each nursing course. Certain hours for clinicals, skills lab, or computer laboratory experiences cannot be guaranteed. Transportation to clinical sites is the responsibility of the student.

Because of the academically demanding program of study in the nursing curriculum, it is highly recommended that a student who anticipates enrolling in the nursing program completes several required general education courses prior to admission.

Upon graduation, the student receives an Associate in Applied Science in Nursing degree and is eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse (RN). Permission to take the licensing examination is granted by the state examining board. Please note: Graduates who have been arrested/ convicted of a moral and/or legal violation of the law may not be granted permission to take the licensing examination. Once licensure has been granted, employment opportunities are vast within the global health care system and may include positions with acute, chronic, extended, industrial, and community health facilities.

Program Outcomes

Upon completion of the Associate Degree Nursing program, the graduate will upon licensure:

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
3. Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.
4. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
5. Implement caring interventions incorporating documented best practices for individuals in diverse settings.
6. Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles.
7. Collaborate with the interdisciplinary healthcare team to advocate for positive

individual and organizational outcomes.

8. Manage health care for the individual using cost-effective nursing strategies, quality improvement processes, and current technologies.

Associate Degree Nursing Admissions Policy and Procedures

To enter the nursing program, a student must first be admitted to RCC. Admission to RCC, however, does not guarantee admission into the nursing program. A letter from the Admissions Office will be sent to the student upon acceptance into the nursing program. A letter from the Registrar will be sent to the student regarding transfer equivalency.

The following policies and procedures are utilized in admitting qualified students:

I. Admission Requirements – Applicants for the Associate Degree Nursing (ADN) program must:

A. Be a high school graduate or equivalent.

B Score at the indicated levels or above on the RCC Placement Assessments:

ACCUPLACER
1. Reading   Standard score 80
2. Sentence Skills Standard score 86
3. Arithmetic   Standard score 55
4. Algebra   Standard score 55

Applicants who fail to meet minimum scores on the placement assessment may retake the ACCUPLACER a maximum of two (2) times in a 12-month period. (The two (2) reassessments refer to either part or complete testing. If indicated levels are not achieved, the required developmental courses will need to be taken and completed with a "C" or better.)

C. Meet with a counselor. Once the counselor has determined that minimum admission requirements have been met, each applicant must schedule a time to complete the required departmental admission test (TEAS: Test of Essential Academic Skills). Scores from the admission test will be used in the point calculations for admission.

D. Have physical and emotional status compatible with the ability to provide safe nursing care.

1. The following activities are examples of activities which a student in the nursing program would be required to perform in order to successfully complete the program. If an accepted applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the applicant should consult with the Nursing Department Chair. A student who believes he or she qualifies under the Americans with Disabilities Act must see the VP for Student Development. Reasonable accommodations may be made for some disabilities; however, each candidate is expected to perform in a safe and reasonably independent manner.

a. Critical Thinking: Students shall possess critical thinking ability sufficient for clinical judgment. Example: Students must be able to identify cause-effect relationships in clinical situations and to develop or participate in development of nursing care plans.

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

c. Interpersonal skills: Students shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social and cultural backgrounds. Example: Students shall establish rapport with clients and health care team members.

d. Communications skills: Students shall possess communication abilities sufficient for verbal and nonverbal interaction with others. Example: Students shall be able to explain treatment procedures and provide patient teaching to clients and families, document client response, and report to others the client's response to nursing care.

e. Mobility: Students shall possess physical abilities sufficient to move from room to room and maneuver in small spaces and 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.

f. Motor skills: 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 intravenous, intramuscular, subcutaneous, and oral medications, insert catheters, and apply pressure to stop bleeding.

g. Hearing skills: 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.

h. Visual skills: Students shall possess visual ability sufficient for observation and data collection. Example: Students shall be able to observe color of skin and read the scale on a syringe.

i. Tactile skills: Students shall possess tactile ability sufficient for data collection. Example: Students shall be able to detect pulsation and feel skin temperature.

j. Weight-bearing: Students shall possess the ability to lift and manipulate/move 40-50 pounds. Example: Students shall be able to move equipment and position clients.

E. Attend orientation session with the Nursing and Admissions staff.

F. Complete the pre-nursing program. Attendance at a minimum of 90% of the class meetings of each required module is mandatory for successful completion of the pre-nursing requirement.

G. Hold a current, non-restrictive listing as a Nurse Aide I. This requirement would be waived for students holding a current, non-restrictive license as a Practical Nurse or for a student who has successfully completed NUR 111. Lab demonstration of basic nursing skills may be required to validate knowledge.

H. The following courses must not be more than five (5) years old at the time of admission to the program to receive credit for graduation: all courses with BIO and NUR prefixes and PSY 241. If either BIO 165 or BIO 166 is greater than five (5) years old at the time of admission, the applicant must complete BIO 163. (The applicant may elect to retake BIO 165 and BIO 166.)

II. Procedure for Admission

A. Submit a completed RCC application.

B. Submit official copies of transcripts from all secondary and post-secondary institutions or a copy of GED transcript, if applicable.

C. Submit proof of Nurse Aide I listing.
D. Take the RCC Placement Assessment and achieve at required levels or take the required classes.
E. Schedule an appointment with a counselor to complete the TEAS, once a counselor has determined that minimum requirements are met.
F. After all transcripts are received by RCC and the TEAS and CPT/ACCUPLACER scores are achieved or required courses completed, a personal interview with the Nursing Admissions Committee may be scheduled.
G. Submit a physical examination completed by a licensed physician, nurse practitioner, or physician's assistant on the form provided by RCC. The applicant must show physical and psychological ability to perform normal nursing duties. Physical examination and lab data should be no more than three months old at the time of initial enrollment. Annual TB test results and proof of current CPR status must be submitted.
H. Students must purchase or show evidence of having professional liability insurance prior to enrollment in courses with NUR prefix.
I. Students are responsible for obtaining their own health insurance policy. Neither RCC nor the affiliating institutions are responsible for medical expenses incurred as a result of illness or injury sustained during class, lab, or clinical experiences. (e.g., strained back, needle-stick).

II. ADN Admission Criteria
Decisions regarding admission into the ADN Program are based upon the TEAS and achievement in related courses. Each admission criterion is assigned a point value. The points are used to rank applicants for the purpose of selection into the program. In the event that applicants have identical total admission points, the person with the earliest file completion date will be ranked higher. If the points are still identical, the person with the highest grade in BIO 165 will be ranked higher. Should applicants still be tied, the applicant with the highest grade in BIO 166 will be ranked higher. If the applicants are still tied, then the applicants' GPA for courses required in the nursing curriculum will be used to break the tie.

IV. ADN Applicant Deadlines and Admission Decisions
The deadline for applications including receipt of all transcripts and record of adequate test scores is January 31, assuming that the desired admission date is the fall semester following the application deadline. Applicants meeting admission criteria may be scheduled for an interview beginning in late February through April. Applicants will be notified of admission status by May 31.

V. Alternate List for ADN Program
Qualified applicants not accepted because of space limitations will be placed on an alternate list in rank order and notified in that order of any vacancies related to that semester's admissions. Students must reapply for the next year if not admitted. Applications are not automatically carried over from year to year. No special consideration will be given to applicants who were on the alternate list the previous year. Applicants who want to improve their position are encouraged to meet with the Nursing Department Chair or counselor to discuss a plan of study.

VI. Credit by Transfer
Transfer credit for non-nursing courses in the Nursing curriculum from accredited post-secondary educational programs will be determined on an individual basis in accordance with RCC's transfer policy as stated in the

general catalog. Transfer of credit for nursing courses in the ADN Program from an accredited nursing educational program must be on an individual basis and in accordance with RCC's transfer policy. In addition, there must be approval by the Nursing Department Chair. An interview with the Nursing Admissions Committee may be scheduled. Students may be required to pass a written competency examination and perform appropriate nursing skills for a course previously taken to ensure competency.

VII. ADN Progression Policy
Students enrolled in a nursing curriculum must obtain a grade of 78 or higher in all courses with BIO, NUR, and PSY prefixes in order to progress and graduate in the nursing curriculum. A program GPA of 2.0 is required for a student to remain in the nursing program and for graduation. Calculations of GPAs are limited to required courses in the nursing curriculum. Courses taken outside the curriculum are not considered part of the program GPA. Readmission to the nursing sequence will be in accordance with readmission policies on a space available basis.

Criminal background checks and/or drug testing may be required by clinical agencies prior to a student's participation in the clinical component of a NUR course. Failure to meet clinical agency requirements will result in the student not having the opportunity to meet clinical objectives; therefore, the student will not be allowed to progress in the nursing curriculum.

It is important to note that the clinical site, not the College, determines whether the result of the criminal background check/drug screening disqualifies the student from clinical activities. The hospital or other clinical agency, in its sole discretion, may request the removal of any student who, based on the results of the criminal background check/drug screening, the agency deems as inappropriate to provide care, treatment, or services.

ASSOCIATE DEGREE NURSING READMISSIONS POLICY

I. Students, enrolled in but not completing or not achieving a grade of 78 or better in NUR 111, seeking readmission will be considered in the applicant pool for the year they seek to return. Students will be expected to meet current admission criteria. No special consideration will be given. The following procedure will be followed:
A. Students must reapply for admission to the ADN Program and meet with a nursing counselor.
B. Students who are currently enrolled in related coursework at RCC need not retake the assessment; however, they may reassess if desired.
C. Students selected for admission will be scheduled for an orientation session with other applicants and will follow routine admission procedures.
D. An interview with the Nursing Admissions Committee may be scheduled.
E. Readmission will be limited to one (1) time.

II. Readmission after completing NUR 111 with a 78 or better is contingent upon the following process:
A. Each request for readmission will be evaluated on an individual basis.
B. All requests for readmission must be submitted in writing to the Nursing Department Chair and forwarded to the nursing counselor.
C. All requirements of the current admissions policy must be met.
D. If readmitted for advanced standing, all requirements of the progression policy must be met.
E. Readmission is on a space available basis as determined by the Nursing

Admissions Committee. (The Nursing Admissions Committee consists of the Nursing Department Chair, the Health Sciences Division Chair, the Registrar, the nursing counselor, the Director of Enrollment Management, and two nursing faculty members. The Vice President for Student Development serves as an ex-officio member of this committee.)

F. An application from a student dismissed for behavior that impaired judgment, required an inordinate amount of instructor time, or violated a drug/alcohol policy must be reviewed by the Nursing Department Chair and the Vice President for Student Development.

G. Readmission will be limited to one (1) time. A student who is accepted for readmission and does not enroll for the semester accepted shall go through the entire admission procedure the next time an application is made.

H. Students accepted for readmission shall submit (1) an updated physical and emotional health report, (2) transcripts of course work taken at other colleges since last time enrolled at RCC, and (3) current TB and CPR status.

I. An interview with the Nursing Admissions Committee may be scheduled.

J. Students may be required to pass a written competency examination and perform appropriate nursing skills for a course previously taken to ensure competency.

K. No competency exams are administered for a course not taken.

Nursing Dismissal Policy

In addition to the nursing progression policy, the nursing faculty reserves the right to dismiss a student from the nursing program for the following reasons:

A. Failure to function within the North Carolina Nurse Practice Act, ANA Code of Ethics, and Standards of Practice.

B. Negligent acts that result in harm or potential harm to a client.

C. Infraction of health agency policies while on affiliation in that agency.

D. Violation of the client's right to privacy by not protecting information of a confidential nature.

E. Performance and/or behavior deemed unsafe as characterized by dangerous, inappropriate, irresponsible or unethical behaviors that actually or potentially places the client, family, healthcare team members, faculty or peers in jeopardy.

F. Behavior which reflects impaired judgment and/or behavior which requires an inordinate amount of instructor time as determined by the Nursing Department Chair. Impaired judgment is defined as a failure to assess or act appropriately on information that a majority of students at the same level would recognize as important to client health and safety.

G. Behavior or appearance which provides reasonable suspicion that the student is under the influence of alcohol, controlled substances, or illicit drugs. The student may be required to submit to drug screening at the student's expense. Facilities which provide clinical experiences reserve the right to require testing in compliance with drug and alcohol policies of the institution. Failure to comply will result in dismissal from the program. The clinical facility has the right to deny the student clinical access to the facility. Should the student be denied clinical privileges, the student will be dismissed from the program.

H. A positive drug screen or criminal background check determined unsatisfactory by any clinical agency.

Dismissal Process

Any student who is recommended for dismissal from a Nursing curriculum will have a conference with the instructor and Nursing Department Chair to discuss the reason(s) for dismissal. The student will also receive a letter stating the reason(s). If the student disagrees with the dismissal, he/she should contact the Vice President for Student Development. The Vice President for Student Development, in consultation with the Nursing Department Chair, will make a recommendation to readmit or decline readmission into the current course/semester. If the student disagrees with the recommendation of the Vice President for Student Development, he/she may appeal to the President of the College. This appeal must be filed with the President within seven (7) days of the date of the decision. After the appeal is filed, the student will meet with the college President. The President's decision will be final.

Any student dismissed from the Nursing program under the Nursing Dismissal Policy has thirty (30) days to notify the Nursing Department Chair in writing of his/her intent to request readmission to the Nursing program in a subsequent semester. The applicant must meet with the Nursing Admissions Committee for determination of eligibility for readmission. The decision regarding readmission will be made by the Nursing Admissions Committee. Readmission is not guaranteed. The decision of the Nursing Admissions Committee is final.

MEDICAL ASSISTING

The following policies and procedures are utilized in admitting qualified students:

I. Admission Requirements

Applicants for the Medical Assisting program must:

A. Be a high school graduate or equivalent.

B. Score at the indicated levels or above on the RCC admission test:
ACCUPLACER

1.	Reading	Standard score 80
2.	Sentence Skills	Standard score 86
3.	Arithmetic	Standard score 55
4.	Algebra	Standard score 75

Applicants who fail to meet minimum scores on the ACCUPLACER may retest a maximum of two (2) times in a 12 month period. (The two (2) retests refer to either part or complete testing.)

C. Have physical and emotional status compatible with the ability to provide safe Medical Assisting care.

1. The following activities are examples of activities which a student in the Medical Assisting program would be required to perform in order to successfully complete the program. If an accepted applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the applicant should consult with the department chairman.

a. Critical Thinking: Medical Assisting students shall possess critical thinking ability sufficient for clinical judgment. Example: students must be able to identify cause-effect relationships in clinical situations; develop or participate in development of care plans.

b. Ethical behavior: Medical Assisting students will provide services with respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes, or the nature of health problems. Example: students in the Medical Assisting program will learn to assess the patient's

physical and mental health.

c. Interpersonal skills: Medical Assisting students shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social and cultural backgrounds. Example: students shall establish rapport with clients and health care team members.

d. Communication skills: Medical Assisting 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 care.

e. Mobility: Medical Assisting 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.

f. Motor skills: Medical Assisting students shall possess growth and fine motor skills sufficient to provide safe and effective care. Example: students shall be able to calibrate equipment, position clients, administer injections, and insert catheters.

g. Hearing skills: Medical Assisting 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.

h. Visual skills: Medical Assisting 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.

i. Tactile skills: Medical Assisting students shall possess tactile ability sufficient for data collection. Example: students shall be able to detect pulsation and feel skin temperature.

j. Weight-bearing: Medical Assisting students shall possess the ability to lift and manipulate/move 40-50 pounds. Example: students shall be able to move equipment, position patients.

2. Attend orientation interview with the Medical Assisting staff, if requested.

II. Procedure for Admission

A. Submit a completed RCC application.

B. Submit official copies of transcripts from all secondary and post-secondary institutions or a copy of GED transcript if applicable.

C. Take the RCC admission assessments and achieve at indicated level.

D. After ALL transcripts are received by RCC and the admission assessment scores achieved, all applications will be evaluated by the Registrar or Director of Enrollment Management. Students will be notified by mail of their acceptance.

E. If the applicant "has been convicted of or pleaded guilty or nolo contendere to any crime" they should be aware that this may render them ineligible to sit for the national certification examination.

F. Submit a physical examination on the form provided by RCC. The applicant must show physical and psychological ability to perform medical assisting duties. The physical exam must be completed by a licensed physician, nurse practitioner, or physician's assistant. Immunizations must also be up-

to-date. Information should be on file in the Medical Assisting department no later than October 1 of the freshman year. Failure to submit the required form places the student in noncompliance with the rules of progression and they are therefore subject to dismissal. Immunizations must also be updated annually, to include TB skin test, physical examination, and CPR certification when applicable.

G. Students are required to purchase medical liability insurance annually. All RCC students are currently covered by a student accident policy; however, all students are encouraged to purchase individual health insurance. Neither RCC nor the affiliating institutions are responsible for medical expenses incurred as a result of illness or injury sustained during class, lab, or clinical experiences. (i.e., strained back, needle-stick)

H. Students receive no monetary compensation for their clinical externship experience.

III. Admission Criteria

Decisions regarding admission into the Medical Assisting program are based upon high school or GED performance and achievement in related courses, if applicable.

IV. Admissions Decisions

Qualified applicants will be admitted to classes for which they meet all state and local prerequisites. Admission will also be based on available space.

V. Waiting List for Medical Assisting Programs

Qualified applicants not accepted because of space limitations will need to reapply for the next year if not admitted. Applications are not automatically carried over from year to year.

VI. Credit by Transfer

Transfer credit for MED courses in the Medical Assisting curriculum from accredited postsecondary educational programs will be determined on an individual basis in accordance with the school's transfer policy as stated in the general catalog. Transfer of credit for Medical Assisting courses in the Medical Assisting education programs from an accredited Medical Assisting educational program must be on an individual be approval by the Medical Assisting Department Chairman. Major courses must not be more than 5 years old at the completion of the program to receive credit for graduation. Major courses are defined as those with MED and BIO prefixes. Students may be required to enroll in or audit all or selected modules of a course to ensure competency.

VII. Medical Assisting Progression Policy

After admission to the program, a student must meet the following conditions to remain eligible for program continuation:

A. Maintain a passing grade of "C" or better in ALL major courses.

B. Maintain a minimum overall GPA of 2.00 each semester.

C. Maintain professional conduct in the classroom and clinical setting.

D. Maintain satisfactory performance in all clinical lab assignments.

E. Submit annual TB skin test results to the Medical Assisting Department.

F. Purchase the required liability insurance prior to the Fall Semester of the Second Year.

G. Submit completed physical examination by October 1 of freshman year.

H. Initiate the Hepatitis B vaccination series by October 1 of the freshman year, submitting proof that the series has been initiated and complete the series before the beginning of the Fall Semester of the Second Year. Students may sign an HBV declination form should they decide to not take the series.

However, students should realize that they will be exposed to blood and body fluids during their course of study. Students who fail to meet the rules of progression/continuation will be dismissed from the Medical Assisting program. Students dismissed from the program may be qualified to continue taking courses at RCC; however, they will not be permitted to register for Medical Assisting courses without readmission to the program. Students dismissed from the program will be notified, via letter, by the Office of the Registrar and/or by the Medical Assisting Department, in a timely manner.

I. All eligible MAT students, enrolled in their final Spring semester, are required to pay for and sit for the AAMA national certification exam.

VIII. Readmission

Students enrolled in but not completing the Medical Assisting program who seek readmission will be considered in the applicant pool for the year they seek to return. No special consideration will be given. Readmission is contingent upon the student meeting the criteria of the readmission policy. Only one readmission to the Medical Assisting program is permitted. Readmission to the program is not guaranteed, regardless of the reason for dismissal (voluntary or involuntary). Students are readmitted on a space available basis for each medical assisting course. Students who voluntarily withdraw from the program and are seeking readmission within three years of their withdrawal, may be readmitted into the course they were enrolled at the point of exit. If three or more years have elapsed since enrollment, all medical assisting courses must be repeated.

Readmission Requirements:

1. To be eligible for readmission, the student's overall GPA should be at least 2.0 or higher. Students on academic probation or those students dismissed for behavior which impaired judgment or who violated policy are not eligible for readmission.
2. An Exit Interview form should be completed by the student during the term in which the student withdrew or failed a course. Exit interview forms may be filled out by the instructor of record.
3. Students must submit a formal, typewritten request to the Medical Assisting Department chair as well as complete an Application for Readmission to the Medical Assisting program (available in the Office of the Registrar or the Medical Assisting Department).
4. Each request for readmission will be evaluated on an individual basis and no special consideration will be given to students previously enrolled in the program.
5. Students not currently enrolled in related courses whose AccuPlacer test is more than one year old at the time the readmission request is received, must retest. Students enrolled in related work at RCC need not retest; however, they may retest if desired.
6. All requirements of the current admission policy must be met.
7. Students accepted for readmission **must** submit (1) an updated Health Sciences physical examination form no later than the first semester in which they re-enroll. If the student is requesting readmission in a semester which contains any clinical experiences, the student MUST submit the updated Health Sciences physical form prior to beginning classes. (2) transcripts of all course work taken at other colleges since last enrolled at RCC, and (3) references, if requested.
8. Students may be required to enroll in or audit all or select modules of a course previously taken to ensure competency.
9. Students who were withdrawn due to failing grades may be asked to submit an

action plan which outlines steps they intend to take in order to increase their potential for success.
10. An Exit Interview form should be in the students' academic file folder located in the Medical Assisting Department.

PRACTICAL NURSING

The Department of Nursing is an integral part of the College and offers educational opportunities to qualified individuals who seek a career as a licensed practical nurse. Students pursue a planned course of study, which will help him/her develop intellectually, emotionally, and socially in preparation for nursing practice as a Licensed Practical Nurse (LPN).

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults.

Students will participate in assessment, planning, implementing and evaluating nursing care.

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

The program includes three nursing courses. In addition to classroom hours, the student will participate in clinical, skills, and computer laboratory experiences.

Prospective students need to be aware that clinical, skills and computer laboratory experiences may be taught during day, evening, night, or weekend hours and at different locations based on the availability of appropriate learning experiences for each nursing course. Certain hours for clinical, skills or computer laboratory experiences cannot be guaranteed. Transportation to clinical sites is the responsibility of the student.

Because of the academically demanding program of study in the nursing curriculum, it is highly recommended, but not required, that a student who anticipates enrolling in the nursing program completes several required general education courses prior to admission.

Upon graduation, the student receives the Practical Nursing Diploma and is eligible to apply to take the examination for licensure as a Licensed Practical Nurse (NCLEX-PN). Permission to take the licensing examination is granted by the state examining board. Please note: Graduates who have been arrested/convicted of a moral and/or legal violation of the law may not be granted permission to take the licensing examination.

Program Outcomes

The Practical Nursing Education graduate will:
1. Demonstrate knowledge of nursing practice necessary for performance as a licensed nurse in the provision of client-centered, culturally competent care.
2. Demonstrate the ability to function in the various roles of the licensed nurse and as a member of the interdisciplinary healthcare team.
3. Demonstrate critical-thinking skills and evidence-based practice in the utilization of the nursing process to meet the needs of culturally diverse clients.
4. Demonstrate the ability to practice in a variety of health care settings within the scope of practice for the licensed nurse.
5. Participate in activities which support the value of life-long learning, including the use of current technology and research in the provision of quality client care.
6. Demonstrate proficiency in written and oral communications as well as computer literacy.
7. Use informatics to communicate, manage knowledge, mitigate error, and

support decision making.

8. Demonstrate knowledge of the value of quality improvement processes to measure client outcomes, identify hazards and errors, and participate in the development of changes in processes of client care.

ADMISSIONS POLICY AND PROCEDURES
FOR THE PRACTICAL NURSING PROGRAM

To enter the Practical Nursing (PN) Program, a student must first be admitted to Richmond Community College. Admission to Richmond Community College, however, does not guarantee admission into the program. A letter from the Admissions Office will be sent to the student upon acceptance into the program. A letter from the Registrar will be sent to the student regarding transfer equivalency.

The following policies and procedures are utilized in admitting qualified students:

I. Admission Requirements – Applicants for the PNE Program must:

A. Be a high school graduate or equivalent.

B. Score at the indicated levels or above on the RCC ACCUPLACER
1. Reading   Standard score 80
2. Sentence Skills   Standard score 86
3. Arithmetic   Standard score 55
4. Algebra   Standard score 55
*Applicants who fail to meet minimum scores on the placement assessment may reassess a maximum of 2 times in a 12-month period. (The 2 reassessments refers to either part or complete testing. If indicated levels are not achieved, the required developmental courses will need to be taken and completed with a "C" or better.)

C. Have physical and emotional status compatible with the ability to provide safe nursing care.
1. The following activities are examples of activities which a student in the PN Program would be required to perform in order to successfully complete the program. If an accepted applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the applicant should consult with the Nursing Department Chair. A student who believes he or she qualifies under the Americans with Disabilities Act must see the Vice President for Student Development. Reasonable accommodations may be made for some disabilities. However, each candidate is expected to perform in a safe and reasonably independent manner.
a. Critical Thinking: Students shall possess critical thinking ability sufficient for clinical judgment. Example: students must be able to identify cause-effect relationships in clinical situations, and participate in development of nursing care plans.
b. Ethical behavior: Students will provide services with respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes, or the nature of health problems. Example: Students will care for clients assigned regardless of race, religion, or diagnosis.
c. Interpersonal skills: Students shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social and cultural backgrounds. Example: Students shall establish rapport with client and health care team members.

d. Communications skills: Students shall possess communication abilities sufficient for verbal and nonverbal interaction with others. Example: Students shall be able to explain treatment procedures and provide patient teaching to clients/family, document client responses, and report to others responses to nursing care.
e. Mobility: Students shall possess physical abilities sufficient to move from room to room and maneuver in small spaces, and 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.
f. Motor skills: 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 intravenous, intramuscular, subcutaneous, and oral medications, insert catheters, and apply pressure to stop bleeding.
g. Hearing skills: 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.
h. Visual skills: 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.
i. Tactile skills: Students shall possess tactile ability sufficient for data collection. Example: Students shall be able to detect pulsation and feel skin temperature.
j. Weight-bearing: Students shall possess the ability to lift and manipulate/move 40-50 pounds. Example: Students shall be able to move equipment and position patients.

D. Attend orientation session with the Nursing and Admission Staff.

E. Complete the pre-nursing program: Attendance at a minimum of 90% of the class meetings of each required module is mandatory for successful completion of the pre-nursing requirement.

F. The following courses must not be more than five (5) years old at the time of admission to the program to receive credit for graduation: all courses with NUR or BIO prefixes.

II. Procedure for Admission

A. Submit a completed RCC application.

B. Submit official copies of transcripts from all secondary and post-secondary institutions or a copy of GED transcript, if applicable.

C. Take the RCC ACCUPLACER assessment and achieve at required level or take the required remedial classes.

D. Schedule an appointment with a counselor.

E. After all transcripts are received by RCC and the ACCUPLACER assessment scores achieved or required remedial courses taken, a personal interview with the Nursing Admissions Committee may be scheduled.

F. Submit a physical examination on the form provided by RCC by a licensed physician, nurse practitioner, or physician's assistant. The applicant must show physical and psychological ability to perform normal nursing duties. Physical examination and lab data should be no more than three months old at the time of initial enrollment. Annual TB test results and proof of current CPR certification must be submitted.

G. Students must purchase or show evidence of having professional liability insurance prior to enrollment in courses with NUR prefix.

H. Students are responsible for obtaining their own health insurance policy. RCC nor the affiliating institutions are responsible for medical expenses incurred as a result of illness or injury sustained during class, lab, or clinical experiences. (i.e., strained back, needle-stick).

III. PN Admission Criteria

Decisions regarding admission into the PN Program are based upon high school or GED performance and achievement in related courses. Each admission criterion is assigned a point value. The points are used to rank applicants for the purpose of selection into the program. In the event that applicants have identical total admission points, the person with the earliest file completion date will be ranked higher. If the points are still identical, the person with the highest grade in BIO 163 will be ranked higher. Should candidates still be tied, the applicant with the highest grade in PSY 150 will be ranked higher. If the candidates are still tied, then the candidates' GPA for courses required in the PN curriculum will be used to break the tie.

IV. PN Applicant Deadlines and Admissions Decisions

The deadline for applications including receipt of all transcripts and record of adequate test scores is January 31 assuming that the desired admission date is the Fall semester following the application deadline. Applicants meeting admission criteria may be scheduled for an interview beginning in late February through April. Applicants will be notified of admission status by May 31.

V. Alternate List for PN Program

Qualified applicants not accepted because of space limitations will be placed on an alternate list in rank order and notified in that order of any vacancies related to that semester's admissions. Students must reapply from year to year if not admitted. Applications are not automatically carried over. No special consideration will be given to applicants who were on the alternate list the previous year. Applicants who want to improve their position are encouraged to meet with the Nursing Department Chair or counselor to discuss a plan of study.

VI. Credit by Transfer

Transfer credit for non-nursing courses in the Nursing curriculum from accredited post-secondary educational programs will be determined on an individual basis in accordance with RCC's transfer policy as stated in the general catalog. Transfer of credit for nursing courses in the PN Program from an accredited nursing educational program must be on an individual basis and in accordance with RCC's transfer policy. In addition, there must be approval by the Nursing Department Chair. The following courses must not be more than five (5) years old at the time of admission to the program to receive credit for graduation: all courses with NUR and BIO prefixes. An interview with the Nursing Admission Committee may be scheduled. Students may be required to pass a written competency exam and/or perform appropriate nursing skills for a course previously taken to ensure competency.

VII. PN Progression Policy

Students enrolled in a nursing curriculum must obtain a minimum grade of 78 or higher in each course with NUR, BIO, or PSY prefixes to progress and graduate in the PNE curriculum. Readmission to the nursing sequence will be in accordance with readmission policies on a space available basis.

Criminal background checks and/or drug testing may be required by clinical agencies prior to a student's participation in the clinical component of a NUR course. Failure to meet clinical agency requirements will result in the student not having the opportunity to meet clinical objectives; therefore, the student will not be allowed to progress in the nursing curriculum.

It is important to note that the clinical site, not Richmond Community College, determines whether the result of the criminal background check/drug screening disqualifies the student from clinical activities. The hospital or other clinical agency, in its sole discretion, may request the removal of any student who, based on the results of the criminal background check/drug screening, the agency deems as inappropriate to provide care, treatment, or services.

PRACTICAL NURSING READMISSION POLICY

I. Students enrolled in but not completing or not achieving a grade of 78 or better in NUR 101 seeking readmission will be considered in the applicant pool for the year they seek to return. The student will be expected to meet current admission criteria. No special consideration will be given. The following procedure will be followed:

A. A student must reapply for admission to the PN Program and meet with a nursing counselor.

B. Students who are currently enrolled in related coursework at RCC need not retake the placement assessment; however, they may reassess if desired.

C. Students selected for admission will be scheduled for an orientation session with other applicants and follow routine admission procedures.

D. An interview with the Nursing Admissions Committee may be scheduled.

E. Readmission will be limited to one (1) time.

II. Readmission after completing NUR 101 with a 78 or better is contingent upon the following process:

A. Each request for readmission will be evaluated on an individual basis.

B. All requests for readmission must be submitted in writing to the Nursing Department Chair and forwarded to the Nursing Counselor.

C. All requirements of the current admissions policy must be met.

D. If readmitted for advanced standing, all requirements of the progression policy must be met.

E. Readmission is on a space available basis as determined by the Nursing Admissions Committee. (The Admissions Committee consists of the Nursing Department Chair, the Health Sciences Division Chair, the Registrar, the nursing counselor, the Director of Enrollment Management and two nursing faculty members. The Vice President for Student Development serves as an ex-officio member of this committee.)

F. An application from a student dismissed for behavior that impaired judgment, required and inordinate amount of instructor time, or violated a drug/alcohol policy must be reviewed by the Nursing Department Chair and the Vice President for Student Development.

G. Readmission will be limited to one (1) time. A student who is accepted for readmission and does not enroll for the semester accepted shall go through the entire admission procedure the next time an application is made.

H. Students accepted for readmission shall submit (1) an updated physical and emotional health report, (2) transcripts of course work taken at other colleges since last time enrolled at RCC, and (3) current TB and CPR status.

I. An interview with the Nursing Admissions Committee may be scheduled.
J. Students may be required to pass a written competency exam and perform appropriate nursing skills for a course previously taken to ensure competency.
K. No competency exams are administered for a course not taken.

NURSING DISMISSAL POLICY

In addition to the nursing progression policy, the nursing faculty reserves the right to dismiss a student from the nursing program for the following reasons:

A. Failure to function within the North Carolina Nurse Practice Act, ANA Code of Ethics, and Standards of Practice.
B. Negligent acts that result in harm or potential harm to a client.
C. Infraction of health agency policies while on affiliation in that agency.
D. Violation of the client's right to privacy by not protecting information of a confidential nature.
E. Performance and/or behavior deemed unsafe as characterized by dangerous, inappropriate, irresponsible or unethical behaviors that actually or potentially places the client, family, healthcare team members, faculty or peers in jeopardy.
F. Behavior which reflects impaired judgment and/or behavior which requires an inordinate amount of instructor time as determined by the Nursing Department Chair. Impaired judgment is defined as a failure to assess or act appropriately on information that a majority of students at the same level would recognize as important to client health and safety.
G. Behavior or appearance which provides reasonable suspicion that the student is under the influence of alcohol, controlled substances, or illicit drugs. The student may be required to submit to drug screening at the student's expense. Facilities which provide clinical experiences reserve the right to require testing in compliance with drug and alcohol policies of the institution. Failure to comply will result in dismissal from the program. The clinical facility has the right to deny the student clinical access to the facility. Should the student be denied clinical privileges, the student will be dismissed from the program.
H. A positive drug screen or criminal background check determined unsatisfactory by any clinical agency.

Any student who is recommended for dismissal from a Nursing curriculum will have a conference with the instructor and the Nursing Department Chair to discuss the reason(s) for dismissal. The student will also receive a letter stating the reason(s) for dismissal. If the student disagrees with the dismissal, he/she should contact the Vice President for Student Development. The Vice President for Student Development, in consultation with the Nursing Department Chair, will make a recommendation to readmit or decline readmission into the current course/semester. If the student disagrees with the recommendation of the Vice President of Student Development, he/she may appeal to the President of the College. This appeal must be filed with the President of the College within seven (7) days of the date of the decision. After the appeal is filed, the student will meet with the President of the College. The President's decision will be final.

Any student dismissed from the Nursing program under the Nursing Dismissal Policy has thirty (30) days to notify the Nursing Department Chair in writing of their intent to request readmission to the Nursing Program in a subsequent semester. The applicant must meet with the Nursing Admission Committee for determination of

eligibility for readmission. The decision regarding readmission will be made by the Nursing Admission Committee. Readmission is not guaranteed. The decision of the Nursing Admission Committee is final.

Tuition and Expenses

The Community College System was established to make postsecondary occupational education readily available to all adult citizens. The state provides considerable financial support for local institutions which keeps tuition at a reasonable cost to students. In addition, several financial aid programs are available to assist the curriculum student with the costs of postsecondary education.

CURRICULUM TUITION AND FEES

Tuition is set by the State Board of Community Colleges and is subject to change. Visit www.richmondcc.edu for current tuition costs. Tuition and fees must be paid at the time of registration. A student activity fee is required of all curriculum students. The fee is $17.75 for students enrolled 12 or more semester credit hours, $10.75 for students enrolled less than 12 semester credit hours, and no fee for summer semesters. This fee covers admission to student activities. All students are required to pay a $1.25 Student Accident Insurance fee each semester enrolled. Students who enroll in Cooperative Education work experiences (COE) and courses that have a clinical component are required to purchase or show evidence of having professional liability insurance prior to enrollment. There is a $10 technology fee for all students each semester. Other costs to the student are the required books and materials, which vary according to the curriculum in which he/she is enrolled. Nursing students may incur other expenses.

Tuition for full-time, in-state students carrying 16 or more semester credit hours during the fall and spring semesters will not exceed $800.00 per semester. Part-time, in-state students taking less than 16 semester credit hours will pay $50.00 per semester hour. Out-of-state students carrying 16 or more semester credit hours during the fall and spring semesters will not exceed $3,860.80 per semester. Part-time, out-of-state students taking less than 16 semester credit hours will pay $241.30 per semester hour.

Credit Hours	In-State	Out-of-State
1	50.00	241.30
2	100.00	482.60
3	150.00	723.90
4	200.00	965.20
5	250.00	1206.50
6	300.00	1447.80
7	350.00	1689.10
8	400.00	1930.40
9	450.00	2171.70
10	500.00	2413.00
11	550.00	2654.30
12	600.00	2895.60
13	650.00	3136.90
14	700.00	3378.20
15	750.00	3619.50
16	800.00	3860.80

ACTIVITY & LIABILITY FEE CHARGES

Full-Time (12+ hours)	$17.75
Part-Time (1 - 11 hours)	$10.75
Insurance (all students)	$ 1.25
Technology Fee (all students)	$10.00
Student Malpractice Insurance:	$13.00
For Medical Assisting, Nursing, and Nursing Assistant	
Clinicals, and for Co-op students	
Graduation Fee	$25.00
Associate Degree Nursing Pre-Admission Test Fee	$25.00
CPR Test Fee (MED 140)	$35.00

Section 115D-39, "Student Tuition and Fees," of the Community College Laws, allows the State Board of Community Colleges to fix and regulate all tuition and fees charged to students for applying to or attending any community college.

Students who enroll in Cooperative Education work experiences (COE) and courses that have a clinical component are required to purchase or show evidence of having professional liability insurance prior to enrollment.

RESIDENCE CLASSIFICATION FOR TUITION

Under North Carolina law, a person may qualify as a resident for tuition purposes in North Carolina, thereby being eligible for a tuition rate lower than that for nonresidents. In essence, the controlling North Carolina statute (G.S. 116-143.1) requires that "To qualify as a resident for tuition purposes, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least twelve (12) months immediately prior to his or her classification as a resident for tuition purposes." Ownership of property in or payment of taxes to the state of North Carolina does not automatically qualify one for the instate tuition rate. Failure to provide requested information for residency classification can result in the student being classified as a nonresident for tuition purposes and disciplinary action.

A student who believes he or she has been erroneously classified shall be permitted to appeal the case in accordance with the procedure outlined by the State Residence

Committee. 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. A copy of the manual is available for student inspection in the Student Development Office.

TUITION REFUNDS

RCC shall allow a 100 percent tuition refund up to and including the drop/add date. RCC shall allow a 75 percent tuition refund from the date after the drop/add date up to and including the census date or 10 percent point of any semester, term, or course as noted in the college calendar.

Where a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations), all tuition and fees for that semester shall be refunded to the estate of the deceased, upon request by the deceased's estate within 90 days of the student's death.

To comply with applicable federal regulations regarding refunds, federal regulations shall supersede the state regulations are contradictory.

Military Tuition Refund

Upon request of the student, RCC shall 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

RCC shall buy back textbooks through the college's 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.

TEXTBOOKS

Books should be purchased at the bookstore during registration. A textbook usually costs between $50 and $125 depending upon the course. Students should budget from $300 to $400 per semester to cover the cost of textbooks.

AUDIT STUDENTS

Tuition and fees for audit students are the same as for regular students.

SENIOR CITIZENS

Curriculum Courses: Tuition shall be waived for up to six credit hours of instruction per academic semester for senior citizens age 65 or older who are qualified as legal residents of North Carolina. (Proof of age is required.) If an eligible senior citizen enrolls in more than six, but less than 16 credit hours in a given semester, he/she shall be charged the regular tuition rate for each credit hour above six credit hours. If an eligible senior citizen enrolls in more than 16 credit hours in a given semester, he/she shall be charged the regular tuition rate for a maximum of 10 credit hours.

TUTORING

There is no charge to the student for tutoring services.

GUIDED STUDIES CENTER

Instruction in the Guided Studies Center is free and there is no charge for the materials, books or tutors used by the students in the center. However, if desired, books used may be purchased from the bookstore by the student.

CONTINUING EDUCATION TUITION AND FEES

Type of Courses	Registration	Other Fee Charges
Adult Basic Education	None	None
Adult High School	None	Textbooks
GED Completion	None	Textbooks
		Test fee – $7.50
Occupational Courses		
1 – 24 hours	$ 65.00	Textbooks and/or
25 – 50 hours	$120.00	materials
51+ hours	$175.00	
Self-Supporting Courses	Tuition varies	

Tuition is set by the State Board of Community Colleges and is subject to change. Visit www.richmondcc.edu for current tuition costs.

In compliance with legislation passed by the 1993 General Assembly, students who take the same occupational extension course more than twice within a five-year period shall pay tuition based on a formula involving the amount of funds generated by a student membership hour for occupational extension multiplied by the number of actual hours the class is to be taught. Students who can demonstrate course repetition is required by standards governing the certificate or licensing program in which they are enrolled are exempt.

Senior Citizens

Continuing Education/Occupational Extension Courses: Registration fees shall be waived for up to 96 contact hours of non-credit instruction per academic semester for senior citizens age 65 or older who are qualified as legal residents of North Carolina. (Proof of age is required.) Senior citizens are not limited to the number of classes that can be taken using fee waivers as long as the cumulative hours do not exceed 96 hours. However, if the cumulative number of contact hours enrolled exceeds 96 in a given semester, the senior citizen shall not receive a waiver for the last course for which he/she registered. If the senior citizen enrolls simultaneously for multiple courses that exceed 96 contact hours, the College shall use its discretion to determine for which course to charge the registration fee.

North Carolina senior citizens taking the same occupational course more than twice within a five-year period must pay tuition based on the same formula. Senior citizens are not exempt from paying tuition for self-supporting courses.

Student Financial Assistance

FINANCIAL ASSISTANCE

The purpose of financial aid is to supplement the resources of the student and the family. The Richmond Community College (RCC) makes every effort to insure every qualified student will have an opportunity to attend, regardless of financial ability. Students demonstrating eligibility receive a package of assistance composed of scholarships and grants and/or work-study. Application forms and additional information are available from the Financial Aid Office or any member of the Student Development staff.

GENERAL ELIGIBILITY REQUIREMENTS FOR FINANCIAL AID

To be considered for financial aid at RCC, a student must:
- submit an acceptable form of need analysis such as the Free Application for Federal Student Aid.
- be a U.S. citizen, national or permanent resident.
- be enrolled or accepted for enrollment for the purpose of obtaining a degree, diploma, or certificate. A financial aid award cannot be made until a student is accepted but you do not have to wait for an acceptance letter to apply for financial aid.
- maintain satisfactory academic progress as outlined by the College policy.
- not owe repayments or refunds to any student aid program nor be in default on a student loan made through any postsecondary institution.

- demonstrate financial need according to the specific requirements of each aid program.
- have a valid Social Security number.
- have a high school or General Educational Development (GED) diploma, or you must pass an independently administered test approved by the U.S. Department of Education, or meet other standards established by the State that are approved by the Department.
- be registered with the Selective Service, if you are a male at least 18 years old, born after December 31, 1959, and are not currently a member of the U.S. Armed Forces.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID RECIPIENTS

The purpose of financial aid at RCC is to supplement the resources of the student and the family. The College makes every effort to insure that every student will have an opportunity to attend, regardless of financial ability. However, students have responsibility for their own education and must pursue and complete course work, which permits them to meet degree requirements within a reasonable timeframe. Successful completion of a diploma or degree requires that a student earn a cumulative grade point average (GPA) of 2.00 (C) on all hours completed in that degree curriculum.

In compliance with appropriate Federal Regulations, RCC shall adhere to the policies stated in this section for determination of satisfactory academic progress for students receiving assistance through RCC's Financial Aid Office. This includes federal, state, and institutional aid. (See separate policy for Veteran students.) Students must be maintaining satisfactory academic progress before financial aid can be awarded. The Financial Aid Office is required to evaluate the student's entire academic record in determining the student's compliance regardless of the age of the record or whether or not aid was received. Certain special awards, i.e., academic scholarships, may require higher academic achievement than the standard policy.

Policy Statement

In order to be eligible for financial aid, students must meet the following minimum guidelines at the end of each semester:

1. **Qualitative Standard** – All financial aid recipients must maintain a minimum cumulative grade point average (GPA) of 2.00 at the end of each semester.
2. **Quantitative Standard** - Students must make progress toward their degree or diploma by successfully completing a minimum percentage of coursework attempted. Successful completion is defined as completion of at least 67 percent of the total hours attempted with a grade of A, B, C, or D. Courses resulting in final grades of F, I, U, W, and WU are not considered as successfully completed. All courses taken for credit in which a student is enrolled after the official Tuition Refund period has ended are counted as Attempted Hours and are shown on the academic transcript. Courses resulting in final grades of AU, AP, AR, MT, and NA are not considered as attempted or earned hours.
3. **Maximum Timeframe** - Students must complete their educational program of study in a timeframe not to exceed 150 percent of the published length of program for full-time students. This will be measured in credit hours attempted (e.g., if the academic program length requires 65 credit hours to graduate, the maximum time frame cannot exceed 98 credit hours attempted). All hours

attempted at RCC and hours transferred from other post secondary institutions, regardless of when they were attempted, are counted toward the maximum timeframe for program completion. An additional 30 credit hours may be allowed for required remedial coursework.

Eligibility Status

Satisfactory: Satisfactory status is achieved when a student's cumulative GPA is a 2.00 or higher, the completion rate of courses is 67% of their attempted credit hours at the end of each semester, and the credit hours attempted by the student do not exceed 150 percent of the published length of the program for full-time students.

Probation: A student (who is not currently on probation) whose cumulative grade point average is below 2.00 and/or has not completed 67% of their cumulative attempted credit hours will be placed on probation for the following semester. A probationary period allows the student to receive financial aid for one semester even though the student does not meet all of the requirements. Students on probation are not allowed to use financial aid funds to pre-register for courses for an upcoming semester. At the end of the probation period, if the student meets all of the Satisfactory Academic Progress requirements, s/he remains eligible for continued financial aid.

Termination: At the conclusion of the probation period, if a student's cumulative grade point average is below a 2.00 GPA and/or the student's cumulative completion rate of courses is below the required 67% completion of attempted credit hours, the student's financial aid will be terminated. Also, students who have attempted the maximum allowable credit hours for their program will have their financial aid terminated.

(i) Special Notes

1. **Withdrawal from College and/or Course Withdrawals** – "W" - Students who withdraw from classes at RCC should understand their withdrawal may affect their eligibility for financial aid as determined by this Satisfactory Academic Progress Policy (SAP). Withdrawal from the College and/or coures(es) before the end of the official Tuition Refund Period (census date for the semester or course, whichever comes first) are not calculated in the SAP. Withdrawal after the Tuition Refund Period may affect the student's ability to meet the quantitative requirements and complete their program within the maximum timeframe.

2. **Unofficial Withdrawal (WU)** - is used when computing the GPA and cumulative attempted hours, but does not qualify as successful completion of credit hours attempted. This grade will negatively impact the student's ability to maintain compliance with the SAP standards.

3. **Failures (F)** - Grades of "F" are used when computing the GPA and cumulative attempted hours, but do not qualify as successful completion of credit hours attempted. These grades will negatively impact the student's ability to maintain compliance with the SAP standards.

4. **Grades of "Incomplete" "I"**- An incomplete will count as attempted hours but not completed hours and will have a negative impact on GPA. No earned hours will be posted until a grade has been assigned the coursework. Students with 'incompletes' may have difficulty meeting the satisfactory academic progress requirements at the time of evaluation, but may be reevaluated upon completion. The student must make a written request to the Financial Aid Office when the coursework has been completed. The request form is available on the RCC website.

5. **Never Attended Classes (NA)** - Credit hours for which a student registers but

never attends will not be counted as attempted or earned hours. The student is responsible for paying the tuition and fees for these courses and charges for unreturned books and supplies.

6. **Course Repeats** - Students may be allowed to repeat a course in accordance with the policy outlined in the College Catalog. For financial aid purposes, all hours attempted and/or completed will be counted in cumulative hours. However, only the highest grade will be counted in the grade point average. Therefore, it is possible that a student repeating coursework may not be in compliance with the quantitative and maximum timeframe component of this policy.

7. **Remedial Coursework** - Remedial coursework will count in the number of attempted and earned hours and grades given for these courses will affect GPA. In addition, there is a limit of 30 semester hours of remedial coursework that can be included in a student's enrollment status which will not count in the 150 percent timeframe.

8. **Audited Courses** – An audited class is not included in the enrollment hours for purposes of awarding financial aid funds. The audited hours will not count as attempted or earned hours.

9. **Transfer Credit** - Transfer credit is included in the total hours attempted and earned.

10 **Proficiency (Credit by Exam)** - While a credit by exam ("X") is not included in the enrollment hours for purposes of awarding financial aid, the attempted and completed credits are counted in each component of the quantitative standard and the maximum timeframe.

11. **Summer Session** – Credit hours attempted and earned during the summer session are included in the calculation of SAP. Full-time status is the same for the summer session as it is for the fall and spring semesters. (12 credit hours)

(ii) Monitoring and Notification Process

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 semester or period of enrollment. Once the student is determined to be ineligible for financial aid, the student will be sent written notification informing him/her that he/she is being placed on financial aid probation for one semester due to failure to maintain satisfactory academic progress standards. If the student does not meet all of the requirements at the end of the probationary semester, he/she is determined to be ineligible at that time for aid and the student will be terminated from the financial aid programs. The student will be sent written notification informing him/her that his/her financial aid eligibility has been terminated.

In addition, RCC checks to ensure the student is making satisfactory academic progress in each payment period before aid is disbursed.

(iii) Regaining Satisfactory Academic Progress

In order to regain financial aid eligibility, the following steps may be taken:

Qualitative Standard (Cumulative GPA)

Deficiencies in cumulative grade point average (GPA) can be remedied by taking courses at RCC without the benefit of federal financial aid until the required GPA has been attained. If the student is successful in bringing up the GPA to the required level, the student must make a written request to the Financial Aid Office for reevaluation. The form is available on the RCC website.

Quantitative Standard (Completion of 67% of Attempted Hours)

Deficiencies in hours earned may be remedied by successfully earning hours at RCC without the benefit of federal financial aid. If the student is successful in bringing up the percentage of completed courses to the required 67% completion rate, the student must make a written request to the Financial Aid Office for reevaluation. The form is available on the RCC website.

Maximum Timeframe (150%)

Students who exceed the maximum allowable timeframe to complete a program of study must appeal (see below) and provide a graduation plan signed by their Academic Advisor or Student Development Counselor. If the plan is considered reasonable, the student may receive financial aid on probation for one or more semesters until the degree is completed.

Financial Aid Appeals Process

A student who has become ineligible for financial aid due to lack of satisfactory grade point average, percentage of credit hours completed, or exceeding the maximum timeframe for program completion may appeal his/her status to the Financial Aid Committee. Federal regulations allow the Financial Aid Office to extend eligibility to students that fail to meet minimum standards if they can document that there were mitigating circumstances beyond their control that caused them to perform below standards. Mitigating circumstances may include but are not limited to:

1. Serious illness or injury that prevented the student from completing his/her classes.
2. Death in the student's immediate family.
3. Unusual situation over which the student had no control that prevented him/her from successfully completing his/her classes.

Appeals must be made in writing on a Financial Aid Satisfactory Academic Progress Appeal Request Form. These forms are available online and from the Vice President for Student Development. All appeals along with supporting documentation must be submitted to the Vice President for Student Development. Students may be asked to appear before the Financial Aid Committee to explain mitigating circumstances. The Vice President for Student Development will notify the student in writing or by phone of the decision made by the Committee. The decision of the Financial Aid Committee shall be final.

OVERPAYMENTS

In the event a student receives an overpayment of his/her financial aid, the overpayment must be repaid by the student, no matter what the reason for the overpayment. The College must notify the U.S. Department of Education if it has serious difficulty in collecting an overpayment from a student.

The student will not be eligible for additional federal financial aid until the overpayment is resolved. The College will not release academic or financial aid transcripts until the overpayment is paid.

FEDERAL PELL GRANT

This federal aid program is designed to provide financial assistance to undergraduates entering post-high school educational institutions. The amount of a student's grant is dependent upon the financial status of the student according to an annual congressionally approved formula adopted for the program.

VERIFICATION

Verification is the process used to check the accuracy of the information a student has given when applying for federal financial aid (Federal Pell Grant, FSEOG, FWSP).

The purpose of verification is to make sure students are providing accurate information about their need for financial aid. Students selected for verification by the processing service or the Financial Aid Office are required to submit the required documentation within two weeks of submission of a valid Student Aid Report (SAR). The required documentation may include a verification worksheet, a 1040, 1040A, or 1040EZ, a written statement verifying untaxed income, statement of educational purpose/default/repayment certification and statement of registration status. Failure to provide required documentation may result in forfeiture of funds. The Financial Aid Office must be notified if the student is unable to acquire this documentation within two weeks.

PAYMENT OF AWARDS

Financial aid funds (with the exemption of Federal Work-Study or Work-Scholarship funds) are distributed to students by directly crediting their Accounts Receivable. Students wishing to use financial aid funds to pay tuition, fees, books, and supplies must sign a form with the Financial Aid Office authorizing the deduction of the cost from their awards. Any remaining funds will be paid directly to the student approximately four weeks following the last day to withdraw from classes with a tuition refund. Students are given written notification of the exact disbursement dates. Checks will be mailed to the student's address on file with the Registrar's Office. Federal Work-Study and Work Scholarship funds are paid directly to the student on a monthly basis after properly signed timesheets are submitted. Timesheets must be submitted to the Financial Aid Office by the tenth day of each month. Checks are mailed to the student's home address on the last workday of the month.

EARLY SCHEDULING/TUITION PAYMENT

Students will be given the opportunity to schedule classes early for each semester. Once the student has scheduled classes, he is expected to attend those classes. If he decides to change his schedule or not to attend RCC, he must see a counselor in person to officially withdraw from the scheduled classes. Failure to withdraw from the classes will result in an overpayment of financial aid funds. This overpayment could prevent the student from receiving future financial aid funds at RCC or any college until the overpayment is repaid. The student will be responsible for repaying the financial aid funds. Also, the student will receive Never Attends (NA's) for the classes he does not attend. This will affect the student's academic progress and may prevent the student from receiving future financial aid funds at RCC.

REQUIRED REPAYMENT OF PELL GRANT
AND OTHER FINANCIAL AID (RETURN TO TITLE IV FUNDS POLICY)

A new Federal Return to Title IV Funds Policy took effect August 2000 for the 2000 – 2001 academic year. This policy affects any student receiving federal financial aid (Pell, FSEOG) who withdraws or is withdrawn by instructor(s) from all classes. Federal Work-Student funds are excluded from this policy.

Under this policy, if you receive federal financial aid (use a financial aid warrant and/or receive a check), and you withdraw or are withdrawn by instructor(s) from all classes before completing more than 60% of the enrollment period, you will be required to return federal financial aid funds.

For example:

Ima Student is enrolled in the Accounting curriculum. She must drop out of college to help her parents harvest the peach crop. Ima was awarded $1650 Pell Grant funds for the semester. She used $600 of the $1650 on registration day (with her Pell warrant) to pay tuition, fees, books, and supplies. A check for the other $1050 was sent to Ima to use for living expenses. She dropped out of day 31 of the 118 day semester (calendar

days). Ima was enrolled for 26% of the semester (31/118). She earned 26% of the $1650 or $429. Seventy-four percent (74%) of the $1650 or $1221 must be returned to the Pell Grant program. RCC is responsible for returning $777 to the Pell Grant program ($1221-444=$777). Lucky for Ima, the funds she received were grant funds. The new Federal policy states that if the funds received were grant funds, then the student can reduce the repayment by 50%. Therefore, Ima must repay only $389 to the Pell Grant program (50% of $777= $389).

Beware—Under this policy, every student who withdraws completely or is withdrawn by instructor(s) on or before the 60% point of the semester will be required to repay funds.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The Federal Supplemental Educational Opportunity Grant is a federal aid program designed for students with the greatest financial need. Priority is given to Federal Pell recipients.

FEDERAL WORK-STUDY PROGRAM

This program, when available, provides jobs on campus to qualified students. During the academic year, work-study employment is limited to a certain number of hours per week. Employment in the Federal Work-Study program is also limited to available funds. Funding of the program is based on contributions from local sources matched with federal monies. A Free Application for Federal Student Aid form must be submitted with an RCC Application for Student Financial Aid. Applications are reviewed on June 1 for each new college year. At that time, students are ranked according to need and assigned jobs. The Director of Financial Aid determines which applicants may receive work-study aid.

ACADEMIC COMPETITIVENESS GRANT

This federal program awards grants to financially needy students enrolled full-time in the first or second year of college. The students must have graduated after January 1, 2005 or January 1, 2006 from a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Recipients must be eligible for and receive the Pell Grant. Students must complete the *Free Application for Federal Student Aid* to be considered for this program.

COLLEGE FUNDS INSTALLMENT PAYMENT PLAN

This plan is available to help students pay tuition and fees that are not covered by financial aid or other resources. Smaller, interest-free monthly payments may be arranged rather than paying a full lump sum at the beginning of the semester. Payments are due on or before the first of each month and may be made by check, money order or automatic bank draft. A nonrefundable enrollment fee is required. Apply online at www.CFNC.org/cfipayplan.

THE N. C. COMMUNITY COLLEGE GRANT PROGRAM

This need-based program assists North Carolina residents whose Pell Grant may not be sufficient to cover tuition, fees, and required books. Students must be admitted and enrolled for at least six hours per semester, have completed and submitted the Free Application for Federal Student Aid (FAFSA), qualify for the grant based upon a valid Expected Family Contribution under Federal Methodology and the program's

recognized "required education expenses" for attending a North Carolina Community College; and meet all other eligibility requirements for the federal Pell Grant. The award amounts vary based upon the individual student's eligibility.

NORTH CAROLINA EDUCATION LOTTERY SCHOLARSHIP

Recipients are selected based on the information provided by the student on the Free Application for Federal Student Aid. Students not eligible for the Federal Pell Grant with an estimated family contribution of $5,000 or less will be eligible for the ELS. Recipients must be NC residents and enroll for at least six credit hours per semester.

NORTH CAROLINA NURSE EDUCATION SCHOLARSHIP/ LOAN PROGRAM (NESLP)

Awards are available for students preparing for licensure in Licensed Practical Nurse (LPN) or Registered Nurse (RN). Awards are based upon financial need and academic performance. Recipients must be NC residents; have financial need determined by completing a Free Application for Federal Student Aid. Recipients enter into a contract with the State of NC in which they agree to work full-time as a licensed nurse in NC. Twelve months of service as a full-time nurse cancels one year of NESLP support. Loans not repaid through service must be repaid in cash. Recipients are determined by the Financial Aid and Nursing Departments prior to the beginning of the Spring Semester.

NORTH CAROLINA NURSE SCHOLARS PROGRAM (NSP)

Merit based scholarship-loans are available to students interested in becoming Registered Nurses and practicing in North Carolina. Recipients must be NC residents; enrolled full-time in the ADN program; have a 3.0 GPA; and have a demonstrated record of leadership and service through active participation in high school, collegiate, and/or civic extracurricular activities. Recipients enter into a contract with the State of NC in which they agree to work full-time as a registered nurse in NC. Twelve months of service as a full-time nurse cancels one year of NSP support. Loans not repaid through service must be repaid in cash. Applications are available online at www. CFNC.org/NSP. The deadline is normally the first week of May of each year.

NORTH CAROLINA PROSPECTIVE TEACHER SCHOLARSHIP/LOAN (PTSL)

This competitive, merit-based scholarship-loan program is available to students with a non-weighted 2.5 or better GPA who have chosen to pursue teaching as a career. Recipients must be NC residents who agree to work full-time as teachers in NC's public schools one year for every year of funding received or repay the loan in cash. Applications are available online at www.CFNC.org/NSP. The deadline is normally the first week of April of each year.

NORTH CAROLINA STUDENT INCENTIVE GRANT

This grant program provides assistance to students who attend postsecondary schools and have substantial financial need. Recipients are selected based on the information provided by the student on the Free Application for Federal Student Aid. Students must be NC residents, enrolled full-time.

SCHOLARSHIPS

Scholarships vary in amount and availability. Interested students should contact the Financial Aid Office in the Student Development Department for applications.

The Estella Alderman Flynt – Lina Flynt Bauersfeld Memorial Scholarship

This scholarship was established initially by a gift from Lina Flynt Bauersfeld to honor the memory of her mother, Estella Alderman Flynt. It was expanded later by gifts made in memory of Lina Flynt Bauersfeld by her family, friends, and former students and renamed the Estella Alderman Flynt-Lina Flynt Bauersfeld Memorial Scholarship. The scholarship is awarded to a full-time, second-year student who demonstrates exceptional ability and interest in English.

The Annie Brooks Beam Memorial Scholarships

Francis and Martha Beam de Vos and their children established these scholarships in memory of Mrs. Annie Brooks Beam, the mother of Mrs. de Vos. The scholarships are awarded to Richmond County residents enrolled full time in the Associate Degree Nursing curriculum who demonstrate scholastic promise, academic achievement, and financial need. These scholarships are renewable for a second year upon satisfactory academic performance.

The Joseph D. Beam Memorial Scholarships

Established by Joseph D. Beam, Jr. to honor the memory of his father, the Joseph D. Beam scholarships are awarded to deserving Richmond County residents who have achieved academic excellence and are enrolled full time in Mechanical Engineering Technology or Electronics Engineering Technology. Preference will be given to graduating high school seniors. These awards are renewable for a second year upon satisfactory academic performance.

The Bennett Family Memorial Scholarship

This scholarship is awarded to a customer, an employee, or an immediate family member of a customer or an employee of the Ellerbe Telephone Company. The recipient must be accepted for enrollment as a first-year, full-time student in a two-year curriculum. Preference will be given to applicants enrolling in the Electronics Engineering Technology and Business Administration curricula (in that order) before qualified applicants in other curricula will be considered. The recipient must have a minimum grade point average of 2.5 for all courses taken in high school, or a minimum score of 275 on the GED test. The award may be renewed for a second year if the recipient maintains a cumulative grade point average of 2.5 or higher with no grade lower than "C."

The Russell E. Bennett III, Memorial Scholarship

Established by Russell E. Bennett, Jr. to honor the memory of his son, the Russell E. Bennett III Memorial Scholarship is awarded to a Richmond County resident enrolled full time in the first year of the Information Systems curriculum who demonstrates scholastic promise, academic achievement, and financial need. This scholarship is renewable for a second year upon satisfactory academic performance.

The Emma Lou Daniels Brown Memorial Scholarship

Established by her husband, Harry T. Brown, and sister, Kay G. Cavendish, the Emma Lou Daniels Brown Memorial Scholarship is awarded to a student enrolled full time in the first year of an associate degree curriculum who demonstrates scholastic promise, academic achievement, and financial need. The recipient must be a resident

of Richmond or Scotland County. The award may be renewable for a second year if the recipient maintains a grade point average of 2.5 or higher.

The Harry T. and George W. Brown Craftsman's Continuing Education Endowed Scholarship

This scholarship was established in memory of Harry T. and George W. Brown by their family. It is intended to provide financial support to individuals wishing to develop skills in the various construction trades either as a hobby or in preparation for a career. It is available to students enrolled in the non-curriculum programs art RCC. The scholarship is awarded based on financial need.

The Polly Brown Memorial Scholarship

This scholarship was established in memory of Polly Brown, a longtime employee of RCC. The scholarship will be awarded to a full-time, second-year student in a two-year curriculum. The recipient must have completed a minimum of 20 semester hours with a 3.0 minimum grade point average during the first year.

The David and Sandra Burns Scholarship

This scholarship was established in honor of David and Sandra Burns with an initial gift from the Z.V. Pate Foundation. David and Sandra Burns have continued to contribute to the fund as an act of community service. The intent of this scholarship is to provide educational opportunities to students with demonstrated financial need.

The Gene and Alice Burrell Scholarship

This scholarship is awarded to a second-year student who has completed at least 24 semester hours at the Associate in Arts level with a cumulative grade point average of at least 3.0 and no grade lower than "C". Preference is given to applicants who have also completed at least two history courses at RCC with no grade lower than "A" and have plans to transfer to a four-year college or university to complete a baccalaureate degree with a major in history.

The Butler Manufacturing Company Foundation Scholarship

This scholarship is funded by a grant from the Butler Manufacturing Company Foundation. The purpose of the scholarship is to encourage and financially support post-secondary educational opportunities critical to the future workforce and community development.

The Ruth McFarland Bynum Memorial Scholarship

Established by her husband, Charles K. Bynum, the Ruth McFarland Bynum Memorial Scholarship is awarded to a deserving Richmond County resident enrolled full time in the Business Administration curriculum. The award is renewable for a second year upon satisfactory academic performance.

The CSX Transportation Scholarship

The CSX Transportation Scholarship is awarded to an employee of the CSX System, a child of an employee or a dislocated employee who is accepted for enrollment in any vocational, technical, or college transfer curriculum. The selection criteria include scholastic promise and academic achievement. The award will be given to a Richmond County resident who is enrolled full time and may be renewable for a second year upon satisfactory academic performance.

The J. Neal Cadieu, Sr. Memorial Scholarships

Established by J. Neal Cadieu, Jr. to honor the memory of his father, the J. Neal Cadieu, Sr. Memorial Scholarships are awarded to students enrolled full time in the

Associate Degree Nursing curriculum. The awards will be given to deserving Richmond County residents who demonstrate scholastic promise, academic achievement, and financial need. The scholarships are renewable for a second year upon satisfactory academic performance.

The Carolyn Wilson Carter Memorial Nursing Scholarship

This scholarship was established in memory of Carolyn Wilson Carter by her family and friends. This scholarship is awarded upon recommendation of the Nursing Department Chairman to a second-year Associate Degree Nursing student enrolled full time.

The Dorothy King Chisholm Memorial Scholarship

Established by her husband, Ed Chisholm, the Dorothy King Chisholm Scholarship is awarded to a full-time student entering the Associate Degree Nursing curriculum. The award will be given to a deserving Richmond County resident who demonstrates scholastic promise, academic achievement, and financial need. The scholarship is renewable for a second year upon satisfactory academic performance.

The Christian Closet Merit Scholarship

This scholarship was established by the Christian Closet to assist a deserving student in his or her educational efforts. The stipend is to be used for tuition, books, and fees.

The Robert L. Cole Memorial Scholarship

The Robert L. Cole Memorial Scholarship was established by his wife, Mrs. Sara O. Cole, to assist a full-time student enrolled in the Associate Degree Nursing, Criminal Justice, or Human Services Technology curriculum. The award is given to a deserving Richmond County resident who demonstrates scholastic promise and academic achievement. This scholarship is renewable for a second year upon satisfactory academic performance.

The Barbara S. Condor Endowed Basic Skills Program Graduate Scholarship

Established by her husband, J. Richard Condor in her honor, the Barbara S. Condor Endowed Basic Skills Program Graduate Scholarships is awarded to a graduate of the RCC Basic Skills Program who is enrolled full-time in a curriculum program at the College. This scholarship is awarded based on a combination of financial need, scholastic promise, and academic achievement.

The Abbie G. Covington Scholarship

Established by Abbie G. Covington, former Mayor of Hamlet and a longtime Accounting instructor at RCC, this scholarship is awarded to a full-time, first-year student in a curriculum program with preference given to an applicant who is a family member of an employee or an employee of the City of Hamlet. In addition, the recipient must demonstrate scholastic promise and financial need. The award is renewable for a second year upon satisfactory academic performance.

The Carlton C. Culler – Michael W. Sellers Memorial Scholarship

This scholarship was established originally by Michael W. Sellers in memory of Carlton C. Culler to assist a full-time student enrolled in the Information Systems curriculum. Following the untimely death of Michael Sellers, the scholarship has been supported by Mrs. Pat Culler of Associated Business Systems as a memorial to both men. The scholarship is awarded to an applicant who demonstrates financial need and is renewable for a second year upon satisfactory academic performance.

The Daniel Robert Currie Memorial Scholarship

The Daniel Robert Currie Memorial Scholarship is awarded to a full-time student entering the Associate Degree Nursing curriculum. The scholarship was established by Mr. and Mrs. Daniel F. Currie in tribute to the memory of their son, Daniel Robert Currie, and has been supported by numerous friends and members of the Currie Family. The scholarship is renewable for a second year upon satisfactory academic performance.

The Jackson L. Dawkins, Jr. Scholarship

The Jackson L. Dawkins, Jr. Scholarship is awarded to a full-time student in a vocational, technical, or college transfer curricula. The recipient of the award must have a grade point average of 2.5 for all courses taken in high school, or a minimum score of 275 of the GED test and demonstrate financial need. The award is renewable for a second year upon satisfactory academic progress.

The Lindsey G. DeWitt Memorial Scholarships

These scholarships were established in memory of Lindsey Guy DeWitt by the DeWitt family to help full-time students entering the Mechanical Engineering Technology, Electronics Engineering Technology, or Machinist curriculum. Preference is given to Richmond County residents. The recipient must demonstrate academic achievement, scholastic ability, and financial need. The awards are renewable for a second year upon satisfactory academic performance.

The Eleanor and Sairfax Mary Dockery Memorial Scholarship

Miss Betsy Sairfax Dockery established the Eleanor Mary Dockery Memorial Scholarship in memory of her sister. After Miss Sairfax Dockery's death the family renamed the scholarship to honor both ladies. The award is available to a Richmond County resident on the basis of need. Eligible students must be enrolled full time in a vocational, technical, or college transfer curriculum. The award is renewable for a second year upon satisfactory academic performance.

The Mary Elizabeth and Nicholas West Dockery, Sr. Memorial Scholarship

Established by Mr. and Mrs. Nicholas West Dockery, Jr., the Nicholas West Dockery, Sr. Memorial Scholarship is awarded on the basis of financial need to a Richmond County resident enrolled full time in the first year of an associate degree curriculum. This award is renewable for a second year upon satisfactory academic performance.

The Rhonda W. Dunlap Memorial Scholarship

Established in memory of Mrs. Rhonda W. Dunlap by her daughters, Mrs. Leone D. McLester and Mrs. Roberta D. Sumpter, this scholarship is awarded to a first-year full- or part-time student in a curriculum program leading to an Associate in Arts degree with a stated intention of pursuing certification as a teacher associate. The part-time student must be enrolled in at least 6 hours each semester. This award is renewable for subsequent semesters with no more than a total of six academic semesters or three academic years.

The Earl G. Dunn Memorial Scholarship

This scholarship was established in memory of Chief Deputy Earl G. Dunn to help a deserving student enrolled full time in the Criminal Justice curriculum. The recipient must be a currently employed Richmond County law enforcement officer, a graduating Richmond Senior High School student, or a second-year Criminal Justice student.

The Dr. George A. Ferré Memorial Scholarship

Established by Hamlet Hospital, the family and friends of Dr. George A. Ferré to honor his memory, this scholarship is awarded to a full-time student in the Medical Assisting Technology curriculum who demonstrates scholastic promise, academic achievement, and financial need. The award is renewable for a second year upon satisfactory academic performance.

The Charles K. Fipps Scholarship

The Charles K. Fipps Scholarship is established to assist a full-time student enrolled in the Associate Degree Nursing curriculum. This award is a one-time two-year scholarship that will be awarded in the Fall of 2006 and renewable for a second year.

The Cynthia Gibson Memorial Nursing Scholarship

The Cynthia Gibson Memorial Nursing Scholarship was established to assist a single mother demonstrating financial need enrolled in the Associate Degree Nursing Program. The award is renewable for a second year upon satisfactory academic performance.

The Neill Graham Memorial Scholarship

Established by Neill Graham, a retired Business instructor at RCC, this scholarship is awarded to a student who has demonstrated excellence in business studies. The recipient shall be a second-year, full-time student who has attained the highest GPA in the Business Division after completing the first year of his/her program as a full-time student.

The Joseph W. Grimsley Memorial Scholarships

Funded by a bequest made by RCC's former president, Joseph W. Grimsley, before his death on July 13, 2001, these awards are granted to first-year students on the basis of demonstrated achievement and leadership. The awards are renewable for a second year based on satisfactory performance.

The Melva W. Hamilton Scholarship

Melva W. Hamilton established this scholarship for a first-year, full-time student in the Associate Degree Nursing curriculum who demonstrates scholastic promise and financial need. If a qualified Nursing student is not available, the award may be granted to a student in the Medical Assisting Technology curriculum who meets all of the other qualifications. The award is renewable for a second year upon satisfactory academic performance.

The J. Robert (Bob) Harrison Memorial Scholarship

The J. Robert (Bob) Harrison Memorial Scholarship was established by Mrs. Elizabeth W. Harrison as a tribute to her husband. The scholarship is awarded to a first-year, full-time student enrolled in the Electronics Engineering Technology, Mechanical Engineering Technology, or Information Systems curriculum. To be eligible for the scholarship, a student must demonstrate academic achievement, financial need, and be employed part time in the RCC Cooperative Education Program (Co-op). The scholarship is renewable for a second year upon satisfactory academic performance.

The Wyndie Daniels Brown Hayes Memorial Scholarship

This scholarship was established in memory of Wyndie Daniels Brown Hayes by her parents, Harry and Emma Brown. The award is given to a deserving Richmond or Scotland County resident enrolled full time in the Associate Degree Nursing curriculum who demonstrates scholastic promise, academic achievement, and financial need. The scholarship is renewable for a second year upon satisfactory academic performance.

The Thomas B. Hunter Memorial and Florence Ledbetter Hunter Scholarships

These scholarships were established by the children of Thomas B. and Florence Ledbetter Hunter. The Thomas B. Hunter Memorial Scholarship for Academic Excellence is awarded annually to the entering second-year Associate Degree Nursing student who has achieved the highest GPA on ADN curriculum courses taken during the first year (fall, spring and summer) of the ADN program. The Florence Ledbetter Hunter Scholarship is awarded to the second-year ADN student who has demonstrated exceptional professional and clinical nursing skills during the first year of the ADN program. Available beginning in the Fall semester of 2004.

The Johnson – Shepherd Memorial Scholarship

This scholarship was established by Lonnie T. and Eileen E. Johnson to honor the memories of their parents and grandparents. The recipient must be a first-year, full-time student in a curriculum program leading to an Associate in Arts degree who plans to attend a four-year college or university to attain a baccalaureate degree. In addition, the recipient must demonstrate scholastic promise and financial need. The award is renewable for a second year upon satisfactory academic performance.

The Faye Wilson Jordan Memorial Scholarship

This scholarship was established by Mr. Bill Jordan in memory of his wife, Faye Wilson Jordan. The intent of the scholarship is to assist a student enrolled in a program or classes that may prepare them to assist others with behavioral issues such as smoking cessation. The award is made to a student enrolled in a behavioral sciences-related program or two behavioral science-related courses in the year of the award.

The G. R. and Mary Ellen Kindley Scholarship

Mr. & Mrs. G. R. Kindley established this scholarship to assist a first-year, full-time student in the Mechanical Engineering Technology curriculum. The recipient must be a resident of Richmond County and have a minimum grade point average of 2.5 for all courses taken in high school, or a minimum of 275 on the GED. The scholarship may be renewable for a second year upon satisfactory academic performance.

The Kiwanis Club of Laurinburg Bookship

This scholarship was established by the Kiwanis Club of Laurinburg to assist a deserving Scotland County resident in his or her educational efforts at RCC. The stipends are awarded to full- or part-time students who need financial assistance in purchasing required books and educational materials.

The Kiwanis Golden K Club Scholarships

The Kiwanis Golden K Club of Laurinburg established these scholarships to provide assistance for full-time students entering the Associate Degree Nursing curriculum. These scholarships are awarded to Scotland County residents who demonstrate scholastic promise, academic achievement, and dedication to the nursing profession. The awards are renewable for a second year upon satisfactory academic performance.

The Annie Louise Lackey Memorial Scholarship

This scholarship was established to provide assistance to a student enrolling full time in the Associate in Arts or Associate in Science curriculum. The scholarship is awarded to a Richmond County resident based on need and ability. Preference will be given to applicants who express an interest in completing their baccalaureate studies at Wingate University. The scholarship is renewable for a second year upon satisfactory academic performance.

The Phyllis D. Long Memorial Nursing Scholarship

This scholarship was established in memory of Mrs. Phyllis D. Long by her family honoring her life-long service to the citizens of Richmond County. The recipient must be a resident of Richmond County and enrolled in the Associate Degree Nursing Program at RCC. The stipend is awarded primarily based on need and is renewable for a second year upon satisfactory academic performance.

The Thomas and May Burch MacCallum Scholarship

The MacCallum Scholarship is awarded to a resident of Richmond County who is enrolled full time in a vocational, technical, or college transfer curriculum. The scholarship is awarded based on demonstrated financial need and academic achievement and is renewable for a second year upon satisfactory academic performance.

The Woodrow and Mary McInnis Educational Scholarship

This scholarship is established in memory of Woodrow and Mary McInnis with an initial gift from Mr. Thomas M. McInnis and Jeff, Mary Ann, Olivia, and Will Meacham. The scholarship is awarded to a recipient who has passed the 8th grade of Ellerbe Middle School (or the 9th grade of the former Ellerbe Junior High) or resides in the portion of Richmond County served by Ellerbe Middle School. The recipient must be enrolled in a program that supports completion of a four-year degree leading to certification as a teacher in the North Carolina public schools. The award is for a first-year full-time student who demonstrates financial need and is not renewable for a second year.

The Harris McKinnon McRae Memorial Scholarships

These scholarships were established by the McRae Family in memory of Harris McKinnon McRae to help deserving full-time Business Administration students. Preference for the McRae scholarships will be given to graduating high school seniors residing in the northern part of Richmond County (Ellerbe and above). These scholarships are awarded to full-time students and are renewable for a second year upon satisfactory academic performance.

The Kimberly C. Melton Memorial Scholarship

This scholarship was established in memory of Kimberly C. Melton by her family to assist a full-time student in the Nursing Assistant curriculum. This scholarship is awarded based on financial need and is normally the only financial aid for which CNA students are eligible to apply through RCC's Financial Aid Office.

The Dr. Samuel D. Morgan Memorial Scholarship

Established by Mrs. Anne M. Morgan to honor the memory of her husband who was the first president of RCC (then Richmond Technical Institute), the Morgan Scholarship.

The Morrison Correctional Institution Scholarship

This scholarship was established by the Morrison Youth Institution Social Interaction-Development (SID) Group. A recipient must be enrolled full time in the first year of a technical or vocational curriculum program and have a financial need. Priority of selection will be given to an applicant who is on probation/parole in the correctional system or a former inmate of a correctional institution. The scholarship may be renewed for a second year if the recipient maintains a grade point average of 2.0 or higher. Employees or immediate family members of employees of Morrison Youth Institution are not eligible to apply.

The Pee Dee Electric Membership Corporation Scholarship

This scholarship was established to assist a deserving full-time student who demonstrates scholastic promise, academic achievement, and financial need. Preference will be given to a student whose family is a member of the Pee Dee Electric Membership Corporation; however, this is not a requirement.

The Margaret Ussery and Robert Franklin Pence, Jr. Memorial Scholarship

Established by Mrs. Margaret U. Pence in memory of her husband, this scholarship is awarded to a student enrolled full time in the first year of the Associate Degree Nursing curriculum, is a resident of Richmond County, and who demonstrates scholastic promise, academic achievement, and financial need. After the death of Mrs. Pence, her family requested the scholarship be renamed to honor both of their parents. The award is renewable for a second year upon satisfactory academic achievement.

The Angus D. and Mary T. Phillips Memorial Scholarship

This scholarship was established in memory of Angus D. and Mary T. Phillips. The recipient must be a second-year student enrolled in the Associate Degree Nursing Program and have a first year grade point average not less than a "B".

The Meg Queen Memorial Scholarship

The Meg Queen Memorial Scholarship was established by the family and friends of Meg Queen in commemoration of her service to RCC and Richmond County. The scholarship is awarded to a first-year student enrolled full time in a vocational, technical, or college transfer curriculum who demonstrates scholastic promise, academic achievement, and financial need. The award is renewable for a second year upon satisfactory academic performance.

The RCC Trustees' Basic Skills Scholarship

Established by the RCC Board of Trustees, this endowed scholarship is awarded to graduates of the RCC Basic Skills Program who have been admitted into a RCC curriculum program. This award is available to both part- (prorated) and full-time students and is renewable through the equivalent of two years of full-time study with satisfactory academic performance.

The John T. Robich Human Services Scholarship

This scholarship was established in honor of Professor John T. Robich by a former student, Rachel Thompson. It is awarded to a student enrolled full or part-time in the RCC Human Services curriculum. It is awarded based on need then merit. It is renewable for a second the equivalent of two full years of study..

The Richmond Community College Basic Skills "Ride for Adult Education" Scholarships

These scholarships are awarded to Richmond or Scotland County residents enrolled as a first-year, full-time student in a curriculum or technical program at RCC. They are awarded to GED graduates with commendations on the GED exam. The scholarships are funded by the participants of the "Ride for Literacy" Motorcycle Ride.

The Richmond Community College Foundation Scholarships

These scholarships are awarded to students enrolled full time in any curriculum. One Richmond County and one Scotland County recipient will be selected. The recipients must demonstrate scholastic promise, academic achievement, and financial need. The scholarships are renewable for a second year upon satisfactory academic progress.

The Richmond Community College Human Services Club Memorial Scholarship

The Human Services Club of Richmond Community College established this scholarship in memory of Rosa Chambers and Versa Morman, former students who died in the Imperial Foods fire in 1991, to provide assistance to Human Services Technology Students who demonstrate scholastic promise, academic achievement, and dedication to the Human Services profession. The recipients must be entering the second year of studies and maintaining an overall grade point average of 3.0 or better.

The Richmond Community College Merit Scholarships

These scholarships were established by the RCC Faculty and Staff to assist first-year students enrolling full time in any diploma or degree curriculum. The scholarships are renewable for a second year upon satisfactory academic progress. The recipients must be legitimate scholars as demonstrated by prior academic excellence and must be committed to community involvement and lifelong learning.

The Riggins Family Nursing Scholarship

This scholarship was established to benefit a student enrolled in the Associate Degree Nursing Program at Richmond Community College. Recipients must be enrolled full-time in the nursing program and be residents of Scotland County.

The Rockingham Civitan Club Basic Skills Scholarship

This scholarship was established to provide support and encouragement to graduates of the Richmond Community College Basic Skills Program to continue their education at the postsecondary level. The scholarship is awarded to a graduate of the RCC GED or Adult High School program who enrolls at least half-time in a curriculum program at the College. The recipient must be a resident of Richmond County and is selected on the basis of need and merit.

The Vera Anderson Rose Memorial Scholarship

This scholarship is established in memory of Vera Anderson Rose by a bequest from the estate of her sister, Madeline A. Jones, to assist a student enrolled in the Associate Degree Nursing curriculum. A recipient must be a resident of Richmond or Scotland County and the award is based on need and merit. The scholarship may be renewable for a second year upon satisfactory academic performance.

The SECU "People Helping People" Scholarship

Established by the State Employees Credit Union Foundation, two $2,500 annual awards to individuals most deserving of an opportunity to attend college are presented. Students must be full-time; NC residents; demonstrate financial need using the FAFSA; preference will be given to students whose parents or guardians and family members are public sector employees who live and work in NC; preference may be given to students with limited financial aid from other programs; consideration will be given to students who best exemplify the SECU membership philosophy of credit unions, "People Helping People", and have demonstrated leadership, excellence of character, integrity, and community involvement.

The Sealed Air Corporation Scholarships

These scholarships were established by the Sealed Air Corporation to assist full-time students enrolled in the first year of a two-year Associate Degree program. The recipient must demonstrate scholastic promise, academic achievement, and financial need. The scholarship is renewable for a second year upon satisfactory academic performance.

The Lou Ann Smith Singleton Memorial Scholarship

Established in memory of Lou Ann Smith Singleton by her mother, Margaret Smith, this scholarship will be awarded to a first-year, full-time student enrolled in Mechanical Engineering Technology who demonstrates financial need. The scholarship is renewable for a second year upon satisfactory academic performance.

The Jean and John Benjamin Smith, Jr. Memorial Scholarship

Established in memory of her parents by Ms. Gretchen Smith, this scholarship is awarded to a full-time student enrolled in a vocational, technical, or college transfer curricula. The recipient must be a resident of Richmond County and have a minimum grade point average of 2.5 for all courses taken in high school or a minimum score of 275 on the GED test. The award is renewable for a second year upon satisfactory academic performance.

The Emma M. and Captain Walter R. Stancil, Jr. Memorial Scholarship

Established by Mr. Walter R. Stancil, Sr., a graduate and trustee of Richmond Community College, to honor the memory of his wife, Emma M. Stancil, and son, Captain Walter R. Stancil, Jr., both of whom were killed in an automobile accident on February 10, 2002. The scholarship is awarded annually on the basis of merit and need to a graduate of RCC's Basic Skills Program who has been admitted to a RCC curriculum program. The award is renewable for a second year upon satisfactory academic performance.

The Dr. Robert D. Street Scholarship

Established by Dr. Robert D. Street, retired Vice President for Administration at RCC, this scholarship provides an award to a first-year, full-time student in a curriculum program within the Business Technology Division. Recipients will be selected on the basis of academic achievement and financial need. The award may be renewable for a second year upon satisfactory academic performance.

The Prentice Taylor Memorial Scholarship

This scholarship is provided by the Hamlet Rotary Club to commemorate the service of Prentice Taylor to Richmond County. The scholarship is awarded annually to a deserving full-time, second-year student.

The Richard Thorpe Memorial Scholarship

Established by his wife and by his lifelong friend, Bobby Singletary, the Richard Thorpe Memorial Scholarship is awarded to a full-time, first-year student enrolled in a vocational, technical, or college transfer curriculum and may be renwed for a second year. The recipient must be a resident of Richmond County and demonstrate financial need. Priority will be given to applicants who are (a) employed in the textile industry or whose parents are employed in the textile industry (or who have a family member, living or deceased, who is or was employed in the textile industry) and/or (b) are graduates of Rohanen High or Junior High School or children of Rohanen graduates.

The Time Warner Cable Scholarships

Time Warner Cable of Richmond County provides scholarships to full-time students enrolled in a vocational, technical, or college transfer curriculum who demonstrates scholastic promise, academic achievement, and financial need. The scholarship may be renewable for a second year if the recipient maintains a grade point average of 2.5 or higher.

The UNIMIN Corporation Scholarship

This scholarship was established by the UNIMIN Corporation to benefit students pursuing an Associates Degree or Diploma in a program related to math, science, engineering, or industry with continuation of studies toward a four-year degree. Preference will be given to family members of current UNIMIN employees. The scholarship is available to full- and part-time students with the stipend varying based on hours of enrollment. This award is renewable upon satisfactory academic performance not to exceed the equivalent of two years of full-time study.

The Thad and Mary Jane Ussery Scholarship

This scholarship was established by Thad and Mary Jane Ussery with the intent to support Richmond Community College's efforts to provide a trained and ready workforce. Awards are made to residents of Richmond County enrolled in the Welding or other Science, math, Engineering, or Technology-related programs. Selection is based on a combination of need and merit.

The Vulcan Materials Company Scholarship

The Vulcan Materials Company offers this scholarship to a full-time student in a curriculum program who demonstrates academic achievement and financial need. Priority will be given to Vulcan employees or their family members before considering other qualified applicants. If awarded to a first-year student, the scholarship may be renewable for a second year upon satisfactory academic performance.

The Wachovia Technical Scholarships

The Wachovia scholarships are awarded to two full-time students in the second year of a two-year program. The scholarships are awarded on the satisfactory evidence of financial need, scholastic promise, and prior performance at RCC. Each student's performance during the first year of enrollment is a criterion for selection. These scholarships are used for books, tuition, and transportation.

The D. D. and Esta C. Wicker Memorial Scholarship

The D. D. and Esta C. Wicker Memorial Scholarship is awarded to a full-time student entering a college transferable curriculum. This $1,000 award is given by Thomas G. (Tom) and Kathleen C. Wicker in memory of their parents to a deserving Richmond County resident who demonstrates scholastic promise, academic achievement, and financial need. The scholarship is renewable for a second year upon satisfactory academic performance.

The Dr. Bill and Bobbie Williams Scholarship

The Dr. Bill Williams Scholarship is awarded to a full-time student enrolled in a vocational, technical, or college transfer curriculum. The recipient must be a resident of Hamlet, have a minimum grade point average of 2.5 for all courses taken in high school or a minimum score of 275 on the GED test, and demonstrate financial need. This award may be renewed for a second year if the recipient maintains a cumulative grade point average of 2.5 or higher with no grade lower than "C."

The Dr. B. Wingate Williamson, Jr. Scholarship

Dr. B. Wingate Williamson, Jr. established this scholarship to assist a first year, full-time student in a two-year curriculum. The recipient must be a resident of Richmond County and have a minimum grade point average of 2.5 for all courses taken in high school, or a minimum score of 275 on the GED. The $750 scholarship may be renewed for a second year if the recipient maintains a cumulative grade point average of 2.5 or higher with no grade lower than "C."

The Woman's Club of Hamlet Susie B. Powers Memorial Scholarship

This scholarship was established in tribute to the memory of Susie B. Powers, a charter member of the Woman's Club of Hamlet. The recipient must be a second-year student enrolled full time in the Associate Degree Nursing curriculum and must have a minimum grade point average of 2.5 for all courses taken in the first year. Preference will be given to a female resident of Hamlet; however, this is not a requirement.

Work Scholarships

These scholarships are awarded to second-year students in a two-year curriculum or second semester students of a one-year curriculum on the basis of academic achievement and expressed need. The work scholarship recipients will be assigned worthwhile duties on campus which will give them on-the-job training related to his/her curriculum. Recipients will be assigned to supervisors who closely evaluate the work performed and the level of performance. The qualifications are as follows:

1. Student must be full-time in his/her second year of a two-year curriculum at RCC or second semester of a one-year curriculum.
2. A minimum of a 2.8 grade point average is required of all students applying.

VOCATIONAL REHABILITATION

Students with physical disabilities that constitute vocational handicaps are eligible for scholarships from the Division of Vocational Rehabilitation. The nearest Vocational Rehabilitation district office can supply full details on these scholarships.

DEPARTMENT OF VETERANS AFFAIRS

Richmond Community College education programs are approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the U. S. Department of Veterans Affairs. Those entitled to DVA benefits are eligible veterans, participants in the Montgomery G.I. Bill contributory program, active duty military in voluntary education programs, drilling National Guard, drilling Reservists, and spouses and children of disabled or deceased veterans. The VA Certifying Official provides information and assistance to students applying for DVA educational benefits.

To be eligible for educational benefits, the student must be enrolled in an approved curriculum, taking only those courses required for graduation in the chosen curriculum. The student must maintain satisfactory academic progress as set by the policy of RCC.

PROCEDURES FOR VETERAN'S BENEFITS

VA regulations governing institution-approved training of veterans and/or dependents of veterans require that certain documents be on file prior to certification for veterans' benefits.

1. Application for admission.
2. Proper application for VA benefits (available from the VA Certifying Official).
3. High school transcript or GED scores and transcript of academic record for each college previously attended.

The veteran or other eligible student may not receive DVA benefits for enrollment in the following: (1) course audits, (2) independent study, (3) repeated courses previously passed, (4) courses not required in chosen curriculum, (5) courses completed by proficiency.

DVA WEEKLY ATTENDANCE REQUIREMENT

	Vocational and Associate Degree Programs Semester Credit Hours	Guided Studies Contact (Clock) Hours
Full-Time Benefits	12 or more	20
3/4 Time Benefits	9-11	15
1/2 Time Benefits	6-8	10

SATISFACTORY PROGRESS FOR VETERANS

A veteran enrolled at RCC is required to maintain the following minimum grade point average in order to be classified as maintaining satisfactory progress.

Associate Degree Credit Hours Attempted	GPA	Vocational Diploma Credit Hours Attempted	GPA
1-12	1.35	1-12	1.50
13-24	1.55	13-24	1.75
25-36	1.70	25-48	1.90
37-48	1.85	Required for Graduation	2.00
49 or more	2.00		
Required for Graduation	2.00		

A veteran who does not maintain satisfactory progress will be placed on probation for one semester. In the event the grade point average is not increased, the veteran's benefits will be terminated.

DVA benefits may be restored by enrolling in the curriculum with no DVA benefits for a period sufficient to increase his/her grade point average to the acceptable minimum for hours attempted and reinstatement by the DVA.

The veteran student who enrolls in two or more subjects and fails or withdraws from all of them will be classified as having made unsatisfactory progress and benefits will be automatically terminated by the DVA.

When the veteran is dropped from classes by the instructor for non- attendance, the veteran's benefits will be terminated. To be recertified the veteran must contact the VA Certifying Official.

CREDIT HOURS REQUIRED FOR GRADUATION

A Richmond Community College student, including the veteran, must successfully complete the required and elective courses needed to meet the minimum number of credit hours required for graduation from a curriculum.

Veterans are totally responsible for course repeats, courses for which he/she received credit, and courses which exceed the minimum number of credit hours required for graduation. In cases of doubt, please consult with your Advisor or the Registrar. An exception to this is that a grade of "F" on a mandatory subject must be repeated. Any veteran, or other eligible person, who does not meet graduation requirements within the time limits imposed will be deemed to not be making satisfactory progress and his/her benefits will be terminated.

Other than the exception noted above, any veteran or other eligible person, who exceeds the total hours and/or takes too many electives, will be required to reimburse the Department of Veterans Affairs.

OVERPAYMENT OF DVA BENEFITS

The law requires that the DVA must collect all benefits paid to a beneficiary for a course for which the grade assigned is not used in computing the requirements for graduation including a course from which the beneficiary withdraws, unless there are mitigating circumstances.

This means that if the veteran or other eligible person drops a course, unless he/ she can show the DVA that there are mitigating circumstances, he/she must return all the money paid to him/her for pursuit of that course from the start of the term, not merely from the withdrawal date.

Examples of acceptable mitigating circumstances are prolonged illness, severe illness or death in the immediate family and unscheduled changes in employment or work schedule.

Examples of unacceptable mitigating circumstances include withdrawal to avoid a failing grade, dislike of instructor and too many courses attempted.

The veteran or other eligible person will be required to submit evidence to support his/her reasons for withdrawal. If the DVA determines that the veteran did not have acceptable mitigating circumstances, an overpayment of benefits will be created.

The DVA will attempt to collect any overpayments from a veteran or other eligible person by making a written request for payment and withholding future benefit payments. Debts may be referred to collection agencies or the Justice Department. Approval of DVA home loan guarantees may be delayed pending satisfactory repayment arrangements. Federal income tax refunds may be withheld and applied to DVA debts.

ATTENDANCE

Veterans will comply with RCC class attendance policies.

Student Development Services

The College offers a comprehensive program of student development services designed to meet the needs of part-time and full-time students. Commitment of college personnel to the concept of total student development involves extending traditional teaching/learning experiences beyond the classroom into other out-of-class teaching/learning situations which may or may not involve typical classroom activities. While student development is a college-wide priority, the primary responsibility for developing and coordinating student development services lies with the Vice President for Student Development.

COUNSELING

The total growth, welfare, and development of all students are of primary concern to the staff and faculty of Richmond Community College (RCC). In addition to academic achievement, the counselors at RCC have a genuine concern for the overall growth and development of RCC students and are dedicated to the betterment of all human beings. RCC is truly fortunate to have well-qualified counselors who meet or exceed the minimum qualifications necessary to hold the title of Professional Counselor. All counselors employed at RCC have at least a master's degree in counseling and several are certified by the National Board of Certified Counselors.

To promote the growth and development of students, the counselors use a variety of skills to help individuals improve their feelings of self-worth and their ability to relate to others. Students desiring personal counseling can receive individualized assistance in a number of areas including:
- Stress management
- Interpersonal communications
- Personal motivation
- Anxiety reduction
- Career concerns
- Goal planning
- Self-esteem

RCC has also developed cooperative agreements with a number of public and private human service agencies that accept referrals from counselors at RCC for students who encounter problems requiring specialized professional assistance.

CAREER CENTER

RCC offers many services for individuals seeking employment and for employers who need a quality workforce. These services include interests, abilities, and values assessments, career counseling, resume writing, training, and preparation for new job opportunities. Before students enroll in college or become too involved in their chosen degrees, they should ask themselves the following questions:
1. Why do I want a degree in this field?
2. What do I plan to do with this degree when I graduate?
3. Do I, or will I, enjoy most of the courses I am required to take?
4. Am I aware of my capabilities and interests?

If students have difficulty answering these questions, they may want to schedule an appointment with one of the counselors in Student Development to participate in the assessment services offered through the Career Center.

If students are satisfied with their chosen majors, the Career Center can still serve them in a variety of ways. Many students use the Career Center daily to acquire valuable, up-to-date information on:
1. Colleges and universities throughout the country.
2. Occupations, job descriptions, employment outlook, and salary possibilities.
3. Resume writing.
4. Job interview skills.
5. Financial aid sources.
6. College transfer opportunities.

There are no charges for any of the services offered by the Career Center.

SERVICES FOR DISABLED STUDENTS

RCC recognizes a "qualified handicapped person" as one who meets the federal definition of handicapped. A handicapped person is defined as "any person who (1) has a physical or mental impairment which substantially limits one or more major life functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working; or (2) has a history of having been classified as having a mental or physical impairment that substantially limits one or more major life activities."

RCC is committed to providing support and services to disabled students to help them obtain a quality education and to reach their goals with the least amount of difficulty possible. Assistance is provided as necessary as related to a student's individual impairment, and functions to help them participate and benefit from the programs and activities enjoyed by all students.

Counseling services, such as help with financial aid applications, adaptive classroom facilities, community services information, mobility and accessibility arrangements, and note-taking and tutorial needs are addressed and coordinated.

Any student wishing to utilize these services should contact the Special Populations Coordinator at (910) 410-1867 or the Vice President for Student Development in the Student Development Office at (910) 410-1722. Referrals from RCC faculty, staff, or others who may be aware of students with special needs are strongly encouraged.

ADA Student Coordinators: Special Populations Coordinator
Vice President for Student Development

Students with impairments or special needs are requested to contact the Student Development Department at least one (1) month prior to the beginning of the semester in which the student enrolls in order to arrange for reasonable accommodations for the student.

REGISTRATION

Registration is the process by which students schedule classes and pay tuition each semester. The registration period is specified in the Academic Calendar. During registration, students confer with their assigned advisors, complete the necessary registration forms, pay tuition and activity fees, and purchase books and supplies. Students are expected to attend any scheduled classes on the first day of classes.

Currently enrolled students are allowed to schedule their classes early during the Advising and Class Scheduling week (as indicated in the Academic calendar) and may be allowed to preschedule classes prior to the regular registration period. Prescheduling dates are announced to currently enrolled students. Students who schedule classes during the early scheduling period and do not pay tuition during the tuition payment period for advised students will lose their scheduled classes. Students must pay tuition to reserve their schedules. These students must go through the scheduling and registration process again during the regular registration period.

WEB ADVISOR

WebAdvisor is RCC's on-line source for students to have access to their grades, program evaluations, schedules, student financial accounts, and to register for courses. Students who are currently enrolled will have the opportunity to view and print their schedules, their grades, and any other information, from their homes or from any computer lab on campus. The link to gain access is on the College website. A student instructional manual is also located on the website for assistance. The system easily guides students through getting their login names and passwords.

GRADING POLICY

Final grades are given at the end of each semester based on the following system:

GRADE	GRADE MEANING	GRADE NUMBER	GRADE POINTS
A	Excellent	93-100	4
B	Above Average	85-92	3
C	Average	78-84	2
D	Passing	70-77	1
F	Failure	Below 70	0
AU	Audit	N/A	
AP	Advanced Placement	N/A	
AR	Articulated Credit	N/A	
I	Incomplete	N/A	
MT	Credit for Military Training	N/A	
NA	Never Attended	N/A	
NC	No Credit	N/A	
S	Satisfactory (Co-op Only)	N/A	
U	Unsatisfactory (Co-op Only)	N/A	
W	Withdrawal/Student Initiated	N/A	
WU	Withdrawal/Unsatisfactory/Stopped Attending		0
X	Proficiency	N/A	

A student who receives a grade of "NA" was registered for, but never attended, the course. This grade is not included in hours attempted in GPA calculations. The course grade does, however, count as attempted but not earned hours. Students receiving financial assistance should review the Satisfactory Academic Progress Policy to understand how a grade of "NA" affects their financial assistance.

The grade of "I" is assigned at the discretion of the instructor when a student who is passing has not completed all work in the course due to circumstances beyond his/her control. The "I" must be removed by making up the work during the first six weeks of the next semester (including summer semester) at which time a grade will be assigned by the instructor. Failure to do so will result in the "I" grade being changed to a grade of "F."

When a course is repeated, both grades will remain on the student's permanent record, but only the higher grade will be counted in determining hours earned and grade point average.

GRADE POINT AVERAGE

The grade point average (GPA) is a way to give objective value to grades on courses that have different hours.

In order to receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study. Core courses are listed with each curriculum requirements section of the catalog.

HOW TO FIGURE GPA

List the courses taken, the credit hours for each course, the grades earned, and the quality point credit for each grade.

Grade points are as follows: A = 4 points, B = 3 points, C = 2 points, D = 1 point. Multiply the credit hours times the quality points earned for each course.

Course	Credit Hours	Grade	Points	Total Quality Points
ENG 111	3	C	2	6
MAT 140	3	C	2	6
ACA 111	1	A	4	4
BIO 111	4	B	3	12
HIS 112	3	D	1	3
	14			31

Divide the total number of quality points by the number of credit hours attempted. Ex. 31 ÷ 14 = 2.21 grade point average (GPA).

COURSE WITHDRAWAL

W – Withdrawal/Student Initiated

In order to officially withdraw from a course without academic penalty, a student must complete a "Change in Registration Status" and submit it to the Registrar's Office.

A student may withdraw from classes on his/her own signature through the tuition refund date (10% point of the term) as indicated in the academic calendar. To withdraw from a course, the student should complete a "Change in Registration Status." This form can be obtained in the Student Development Office. If the student completes this procedure, the course(s) will not be included on the transcript, and the student may receive a tuition refund in accordance with the tuition refund policy.

After the tuition refund date (10% point of the term), a student wishing to withdraw from a course(s) must:

- Complete a "Change in Registration Status."
- Have the form signed by the instructor and the advisor, who indicates the last day the student attended the course.
- Submit the form to the Registrar's Office by the date listed in the academic calendar (75% point of the term).

A student who voluntarily withdraws from a course(s) before the 75 percent point of the term (as indicated in the academic calendar) will receive a grade of "W." A course for which a "W" grade is given will not count as an attempted course.

WU – Withdrawal/Unsatisfactory/Stopped Attending

A student who withdraws after the 75 percent point of the term or who is withdrawn by the instructor for violating the attendance policy at any point during the term will receive a grade of "WU." A course for which a "WU" grade is given will count as an attempted course and will be counted as an "F" in computing grade point averages. The registrar will inform the student by mail of an instructor-initiated withdrawal and the right to appeal.

If the student should desire to appeal the instructor's withdrawal, he/she must submit a written request of appeal to the instructor of the course. This request must be submitted within a week of the date in the heading of the letter informing the student of his/her withdrawal from the course. The student must be prepared to support his/her appeal with extenuating circumstances (i.e. documented illness whereby the student has kept up with work in class). If the instructor decides not to readmit the student, the student may request a meeting with the department chair to review the appeal. If the department chair decides not to readmit the student, the student may request that the division chair review the appeal. If the division chair decides not to readmit the student, the student may request that the Vice President for Instruction review the appeal. The Vice President for Instruction will make a decision regarding the appeal based on the evidence. The decision of the Vice President for Instruction is final.

Once a withdrawal has been submitted, the student can be readmitted to class only through the appeals process listed above. Once the student has submitted a written appeal, the student is expected to attend all classes, complete assignments, and take tests required for the course until a decision is rendered. If a student is readmitted, he/she is expected to strictly adhere to the class attendance policy. Failure to do so will result in a grade of "WU."

Exceptions (such as serious illness or job transfer) requiring withdrawal from all courses after the 75% point of the term will be considered on an individual basis by the Vice President for Student Development with appropriate documentation.

SATISFACTORY PROGRESS STANDARDS ACADEMIC WARNING, PROBATION, RESTRICTION, AND SUSPENSION POLICY

Satisfactory Progress Standards

Each student is expected to make satisfactory progress toward meeting his/her academic goals. The cumulative Grade Point Average (GPA) is reviewed at the end of each semester to determine whether the student has made the expected progress. The minimum cumulative GPA to remain in good standing at RCC is a 2.0.

Academic Warning, Probation, Restriction and Suspension

A student whose cumulative GPA falls below 2.0 for any given semester will be placed on academic warning for the following semester. Notification will be sent to the student and his/her advisor within a week after semester completion. The student should meet with his/her advisor to discuss ways to improve his/her grades and to discuss services available at RCC.

A student on academic warning, whose cumulative GPA remains below the Satisfactory Progress Standards (2.0), will be placed on academic probation for the following semester. Notification will be sent to the student, as well as to the advisor, before the next registration process begins and within a week after semester completion. To improve his/her GPA, a student on academic probation should retake courses where he/she has a D, F, or WU. The student will be required to meet with the Director of Enrollment Management or his/her designee to work out a plan to improve his/her academic performance.

A student on academic probation, whose cumulative GPA remains below the Satisfactory Progress Standards (2.0), will be placed on academic restriction. A student on academic restriction may register for academic courses but must take a reduced load of no more than nine (9) semester hours during fall or spring semesters or no more than two (2) courses in the summer session. The student will be required to meet with the Director of Enrollment Management or his/her designee to work out a plan to improve his/her academic performance.

A student on academic restriction, whose cumulative GPA remains below the Satisfactory Progress Standards (2.0), will be placed on academic suspension. A student on academic suspension will not be eligible to register for academic courses the following semester. If the student feels extenuating circumstances exist that should prevent the suspension, he/she must submit a written appeal to the Academic Appeals Committee consisting of the Vice President for Student Development, the Vice President for Instruction, the Director of Counseling, and the Dean of Instructional Services. The decision of the committee shall be final.

A student who is given permission to enroll without a semester suspension will be allowed to register for a maximum of six (6) credit hours repeating any courses where he/she has a D, F, or WU, if those courses are available. The student's status will

remain on academic restriction, and his/her progress will be reviewed by the Registrar, and referrals made if necessary, after semester completion.

Re-enrollment after Academic Suspension

A student may re-enroll at the College after one semester of academic suspension by contacting a counselor to update his/her plan for improving academic performance. The student who is re-enrolling after academic suspension must follow the conditions required during academic probation and meet with his/her advisor. The student will be required to retake courses where he/she has a D, F, or WU to increase his/her GPA and will be limited to a reduced load of no more than nine (9) credit hours.

Note: This policy applies to all curriculum programs except Associate Degree Nursing and Practical Nursing which are governed by their progression policies as outlined in the current RCC catalog.

Financial aid recipients should refer to the Academic Progress Policy under Student Financial Assistance.

STUDENT GRADE FORGIVENESS POLICY

Any RCC student who has experienced a lapse of enrollment at the College for a period of ten consecutive academic years may, upon reenrollment, make a request with the Director of Admissions/Registrar to have prior course work forgiven. The following criteria must be met:

1. The student must first complete at least 12 semester hours of credit with a 2.0 grade point average before requesting grade forgiveness.
2. The request must be made during the subsequent semester (excluding the summer session) after the 12 semester hours have been completed.
3. Prior course work must be at least ten years old.
4. Only prior courses with grades below a "C" will be eligible for grade forgiveness.
5. The student must complete a Grade Forgiveness Request Form, which is available in the Student Development Admissions Office.
6. Only one grade forgiveness request will be accepted per student. If the request is approved, the record of the earlier course work affected remains on the student's transcript but is not calculated in the cumulative grade point average for academic purposes only.
7. Financial aid and/or veterans' benefits are subject to federal regulations requiring satisfactory academic progress based on all academic work attempted and are, therefore, not affected by any grade forgiveness.

In instances in which grade forgiveness is granted for courses completed at RCC and then transferred to another college or university, the receiving institution is not required to disregard those course grades. Other colleges or universities may elect to include the grades forgiven in computing the student's grade point average, possibly disqualifying the student from consideration for admission.

STUDENT RECORDS

The Registrar is in charge of all student records. Because these records are of utmost importance, they are kept in locked, fireproof files in a locked storeroom. Student records are available to instructors or advisors only through authorization by the Registrar. Under no circumstances are student records removed from the Student Development Office without prior approval of the Registrar. Students are not allowed access to the records room. A student may view his record only when in conference with his instructor, advisor, or an authorized administrative officer. A student may view his records by submitting a written request to the Vice President for Student Development.

ACCESS TO STUDENT RECORDS

The "Family and Education Rights and Privacy Act of 1974" (P.L.93-380, S513) signed by the President of the United States became law as of November 9, 1974. Included in this law are requirements related to the privacy of student files and records.

The law specifically states that no institution of higher education shall prevent its students from inspecting and reviewing "any and all official records, files, and data including all material that is incorporated into each student's cumulative folder."

Although that act specifically refers to the access rights of parents, it provides that "whenever a student has attained eighteen years of age or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student."

The only individuals or agencies authorized to see a student's record, other than the student himself/herself, without the student's written consent, are school officials with "legitimate" educational interests, officials of other schools in which the student "intends to enroll," and certain government representatives.

A copy of the law and the complete policy is on file in the Registrar's office. Any student desiring to review his/her file will fill out a form in the Student Development office, and an appointment will be made with one of the counselors, the Registrar, or the Vice President for Student Development to review the file within 45 days of the signing of the request form.

Records will be released to parents and outside agencies only with the written release of the student. In keeping with federal regulations on student information, RCC has designated the following as "Directory Information":

1. Dean's list.
2. President's list.
3. Graduation list.
4. Sports activities.
5. Recognized student activities.
6. Other student honors or awards.
7. Special achievement.
8. Photographs of students involved in RCC activities.

This "Directory Information" will be routinely released to the news media and/ or utilized for RCC publications.

Any student who does not wish any or all of this information to be released must give written notification to the Vice President for Student Development on or before the "last day for tuition refund" as listed in the Academic Calendar of the semester in which he/she is enrolled.

The Executive Vice President is the designated school official for handling violations of the law or alleged violations of the law and is RCC's designated law enforcement official. Investigative reports and other records created and maintained by the law enforcement units are not considered to be education records subject to FERPA. We may disclose information from law enforcement unit records to anyone, including outside law enforcement authorities, without student consent.

TRANSCRIPT REQUESTS

An official record of curriculum academic credit earned at RCC will be sent to any school or prospective employer if the student requesting the transcript submits a Transcript Request Form for release of the transcript to the Registrar. All of the student's accounts with RCC must be satisfactorily settled before the College will send a transcript. The Registrar's office requires a 24-hour notice of the request.

During registration, schedule adjustment, and end of semester activities processing of transcripts will be limited. RCC does not FAX transcripts. Unofficial transcripts for currently enrolled students may be printed from WebAdvisor.

See the Continuing Education Programs chapter for information on GED, Adult High School, and Occupational transcripts.

CHANGING A CURRICULUM MAJOR

A student wishing to change his major must see a counselor for approval. When a student changes majors, any courses applicable to the new major will be transferred. Grades earned, credit hours, and quality points will be counted in the new major.

TRANSFERRING TO ANOTHER COLLEGE

RCC received community college status in July 1987 and offers the Associate in Science and Associate in Arts curricula. A student graduating from RCC in good standing with an Associate in Arts or an Associate in Science (College Transfer) degree, is assured admission into one of the 16 University of North Carolina system schools. Admission is not assured to a specific institution, specific program, or major. There are also articulation agreements with many private colleges and universities in the state. A student wishing to transfer from RCC to another college should refer to that college's catalog or website for transfer information. If a transcript of coursework completed at RCC is required by the other institution, it will be provided when the student submits a "Transcript Request Form" or a written approval for release of the transcript. All accounts with RCC must be settled before a transcript will be furnished to another institution. A 24-hour notice is required for transcript requests.

The Associate in Arts and Associate in Science curricula are transfer intensive programs. The Associate in Applied Science Degree from RCC is acceptable for junior status in many public universities in North Carolina. In addition, a number of private institutions accept this degree. In both the public and private sector, the College has many individual institutional and program arrangements for transfer of credits. In some cases these arrangements are on a course-by-course basis or for a particular program.

North Carolina Community College Systems – University of North Carolina Comprehensive Articulation Agreement (CAA)

Assurance of Admission to UNC System

The CAA addresses the admission of community college graduates to UNC institutions and the transfer of credits between institutions within the North Carolina Community College System and institutions within The University of North Carolina. The CAA assures admission to one of the 16 UNC institutions with the following stipulations:
• Admission is not assured to a specific campus or specific program or major.
• Students must have graduated from a North Carolina community college with an associate in arts or associate in science degree.
• Students must meet all requirements of the CAA.
• Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" of better in all CAA courses.
• Students must be academically eligible for re-admission to the last institution attended.
• Students must meet judicial requirements of the institution to which they apply.
• Students must meet all application requirements at the receiving institution including the submission of all required documentation by stated deadlines.

If a student is denied admission to a UNC institution, then he or she will receive a letter from that institution directing the student to the College Foundation of North Carolina (CFNC) website. At the CFNC website (CFNC.org), the student will be presented with the conditions of the TAAP (specified above), and if these conditions are met, the student will be given information regarding space availability and contacts within the UNC system. The students should contact those institutions to get specific information about admissions and available majors. If the previous steps do not result in admission to a UNC institution, then the student should contact the CFNC Resource Center at 1-866-866-CFNC.

Transfer of Credits

The CAA establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a constituent institution of The University of North Carolina. The CAA does not address admission to a specific institution or to a specific major within an institution.

Eligibility: To be eligible for the transfer of credits under the CAA, the student must graduate from the community college with an Associate in Arts (AA) or Associate in Science (AS) degree or have completed the 44-hour general education core as defined in Associate Degree information of this catalog and have an overall grade point average (GPS) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses.

TRANSFER OF CREDIT TO RCC

Students may transfer credit earned at other postsecondary institutions provided: (1) a grade of "C" or above was attained; (2) subject, content, and length of course are comparable; and (3) the courses were completed at an accredited postsecondary institution. There is no specific time limit on transferability of credit; however, time may be a factor in awarding credit in courses where technological or societal changes affect the applicability. The Registrar and appropriate instructors will review official transcripts and determine which courses may transfer.

The RCC transcript will show courses accepted for transfer with a grade of "T." These courses will not count in the student's grade point average. Transfer students must earn at least 25% of the total credit hours for the degree, diploma, or certificate as students at RCC. The Nursing program has special requirements for transfer of credit. See the Nursing section of the catalog for details.

Students may transfer credit earned at RCC between curricula programs under the same conditions outlined above. Courses will transfer grade for grade and all grades earned will be used in computing the program grade point average. No transfer credit is permitted for courses completed by proficiency at other institutions.

CATALOG REQUIREMENTS FOR GRADUATION

Students who are continuously enrolled full-time may graduate under the program requirements listed in the catalog at the time of their enrollment; the requirements printed in the catalog the semester they are scheduled to graduate; or a combination of the two if approved by the faculty advisor and the Vice President for Instruction. The courses must follow the NCCCS Curriculum Standards.

Students not continuously enrolled are required to meet the graduation requirements of the catalog that is current at the time of re-enrollment. (Another option available to students not continuously enrolled is that they may graduate under the most previous catalog. If the student chooses this option, he/she must discuss his/ her intentions with the Registrar and submit his/her intentions to the Registrar in writing at the time of his/ her re-enrollment. However, the College is not obligated to offer courses not listed in

the current catalog.)

Students entering in semesters other than fall, failing to take a full load, failing to take all courses as listed on the schedule and in the catalog, or taking required developmental courses may take longer to complete requirements for graduation than outlined in the catalog.

GRADUATION PROCEDURES

Graduation exercises to award degrees and diplomas are held at the end of the spring semester each year. Dates for graduation exercises are listed in the Academic Calendar. During the last semester at RCC, each graduating student is required to file an application for the degree or diploma, see his/her academic advisor to run a program evaluation for graduation requirements, and pay the graduation fee in the Business Office. The application form is available in the Student Development Department.

In order to receive a degree, diploma or certificate from RCC, a student must:

1. Complete all of the required courses for the curriculum as listed in the catalog prior to the day of graduation exercises.
2. Complete the minimum number of credit hours required for the degree, diploma, or certificate.
3. Have a minimum 2.0 cumulative grade point average in courses for program of study.
4. Have a grade of "C" or better in all core courses for the program of study. Core courses are listed with each curriculum requirements section of the catalog.
5. Have completed 25% of all required courses in residence at RCC.
6. Satisfy all financial obligations to the College.

Graduating students enrolled in a course(s) at another institution during their last semester must a) show proof of enrollment, b) have the instructor of the course give feedback to the Registrar regarding successful completion before the last week of the semester, and c) have an official transcript sent to the Registrar's office for transfer credit before the degree, diploma, or certificate can be received.

CERTIFICATE PROGRAMS

Students completing requirements for certificate programs must complete an Application for a Certificate form and return it to the Registrar's office. Certificates will be mailed to the student at the end of the semester in which requirements are completed.

GRADUATION HONORS

Honors at graduation are based upon the grade point average earned in courses required for the degree or diploma. Students who have earned grade point averages of 3.5 will graduate Cum Laude. Students who have earned grade point averages of 3.75 will graduate Magna Cum Laude. Students who have earned grade point averages of 4.0 will graduate Summa Cum Laude.

Members of Phi Theta Kappa wear both the honor stole and the double honor cord at graduation. The golden honor stole has been worn by Phi Theta Kappa graduates for more than 25 years. This gold satin stole is embroidered with the navy Greek letter monogram of Phi Theta Kappa. The double honor cord twin set in blue and gold is an additional accompaniment worn to signify our student's academic achievement and membership in Phi Theta Kappa.

GRADUATION AWARDS

JOSEPH D. BEAM EXCELLENCE IN ENGINEERING AWARD

The Joseph D. Beam Excellence in Engineering Award, established by Joseph D. Beam, Jr., is given to an engineering student who has demonstrated academic excellence and potential in his chosen field.

DODD-MOORE HUMANITIES AWARD

The Dodd-Moore Humanities award was established by the faculty to honor the 60+ years of service that English faculty members Carol Dodd and Audrey Moore gave to RCC. This award is presented to the graduating Associate in Arts or Associate In Science student who exemplifies both academic achievement in the humanities and, more importantly, a humanitarian spirit in his or her interactions with faculty, staff and classmates.

THE EXCELLENCE IN SCIENCE AWARD

The Excellence in Science Award is given to an Associate in Arts or Associate in Science graduate who has demonstrated special interest and competency in science.

DR. SAMUEL D. MORGAN MEMORIAL LEADERSHIP AWARD

A cash award of $100 will be made annually to the president of the Student Government Association. Dr. Morgan (1930-1999) was RCC's first president, serving from 1964-1969.

DR. ROBERT D. STREET ACADEMIC EXCELLENCE IN BUSINESS STUDIES AWARD

The Academic Excellence Award in Business Studies was established by Dr. Robert D. Street, former RCC Vice President for Administration, in 1976. The award is made annually to a selected student in the Business Division.

RICHMOND COUNTY HISTORICAL SOCIETY EXCELLENCE IN HISTORY AWARD

The Richmond County Historical Society presents an award at graduation to the student with the best record of achievement in history and government. To be eligible for the award a student must have completed at least three history and/or government courses and have an overall GPA of at least 3.0.

Student Life

At Richmond Community College (RCC) each student is a person, not a number. Counselors are always available to help with problems or to share an experience. Faculty are available before and after class or during scheduled office hours to answer any questions students might have.

All students enrolled in curriculum off-campus courses are afforded comprehensive Student Development Services. These services consist of registration, advising, and placement and are offered on an as-needed basis. Off-campus classes are classes taught at locations not owned by the College. The James Building, the Purcell Building, and the F. Diane Honeycutt Center are considered on-campus locations. Students enrolled in off-campus programs may use the on-campus services at any time.

Classes at RCC are usually small. Students are encouraged to ask questions and to participate rather than just sit and listen to a lecture. If a student encounters academic difficulties, tutors are usually available to assist. Because many RCC students work in addition to attending school, a major effort is made to schedule classes during hours convenient to students.

Student opinion is sought and respected. Richmond Community College is one of the few colleges where the students decide how most of the student activity funds are utilized. Students serve on College committees and the SGA President is a nonvoting member of the College's Board of Trustees.

The student activities program at Richmond Community College is sponsored by the Student Government Association (SGA). Members of the SGA provide students social, recreational, and service-oriented activities. The SGA also supports various clubs which students are encouraged to join. A complete listing of the clubs and more information about the SGA can be obtained from the SGA advisor. All students enrolled in curriculum programs are members of the SGA.

STUDENT ACTIVITIES

Student activities offer every student an opportunity to make new friends and to help the academic community at large. All student activities are assisted and supported by the Student Government Association (SGA).

A number of clubs have been organized with faculty and staff serving as advisors. No student will be excluded from membership in an organization because of race, creed, religion, sex, age, color, disability, or national origin.

Special activities are sponsored periodically by the SGA for the enjoyment of all RCC students. Students interested in forming new organizations should consult the SGA President for assistance.

STUDENT GOVERNMENT ASSOCIATION

The SGA was organized and chartered in 1967 and is responsible for governing students, assisting in the execution of institutional policies, and maintaining an appropriate image of RCC in the community. Every student is a member of the SGA, which controls and allocates most of the student activity funds under the guidance of the SGA advisor. SGA officers are elected each May by the student body and serve during the next academic year. The SGA president is an ex officio (nonvoting) member of the RCC Board of Trustees. The SGA Legislative Council is composed of two representatives from each curriculum. These representatives must be elected by September 30.

STUDENT ORGANIZATIONS

The African-American Club was organized in 1973. The purpose of the club is to improve race relations and to create greater awareness of Afro-American heritage. Membership is open to all RCC students.

The Criminal Justice Club is designed for students in the Criminal Justice curriculum who are interested in professionalism in related careers.

The Human Services Club is open to students enrolled in the Human Services curriculum.

The Native American Club was organized in the fall of 1986. The purpose of the club is to create a greater awareness of American Indian culture, emphasize American Indian heritage and stress the need and importance of education. Membership is open to all RCC students.

The Student Nurses Association is open to students enrolled in the Associate Degree Nursing curriculum.

The Phi Theta Kappa Honor Society is open to all students who meet the academic requirements.

The Mechanical Engineering Club is open to all students interested in this field of study.

The RCC Business Students' Association provides a medium for all students registered in any of the Business Administration Division curricula to network with leaders within the community. In addition, the association advocates seminars for personal and professional development.

Campus Crusade for Christ provides regular opportunities to study and discuss the Bible, worship, and pray, all in a group setting, which provides opportunities for fellowship, encouragement, and spiritual development among members. In addition the organization seeks to be a resource to the student body by offering opportunities to discuss spiritual matters and provide materials in the form of outside speakers, videos, books and articles, all for their benefit and consideration.

The Drama Club of RCC is open to all members of the RCC community who are interested in developing their skills in every area of theater production. It will provide an outlet for creative impulses with the goal of building school spirit and campus community.

The Social Diversity Club's purpose is to increase awareness of diversity. This is done by focusing on the characteristics that make each person unique, so that these unique characteristics can be celebrated.

AMBASSADORS

RCC Ambassadors represent the College at different functions and help with recruiting efforts. They receive a $500 scholarship each semester. To become an ambassador, students must have a 2.5 grade point average and be nominated by a faculty or staff member. Nominees complete an application and are interviewed for final selection.

TELEPHONE CALLS

Only emergency telephone messages will be given to students during classes. Two pay telephones are available for student use. Students may use a designated telephone in the Student Development Office at no cost. There is a three minute limit on calls placed from this telephone. Other official telephones of the College may not be used by students for outgoing calls.

CARD PLAYING

Card playing is not allowed on the RCC campus.

FOOD/BEVERAGES

Food and beverages are permitted only in the Student Center and outside patio areas. Students are expected to help keep the campus clean by using trash and recycling containers located throughout the campus.

STUDENT HEALTH

Any faculty or professional staff member may recommend a student be referred for professional evaluation of physical and/or mental health. Physical health is defined as being free of communicable disease, being able to perform motor skills required in the curriculum the student has chosen, and having no limitations to participate fully in all required learning activities without directly or indirectly endangering the safety of self and/or others. Mental health is defined as being able to function in all learning environments using appropriate defense mechanisms to deal with stressful situations without directly or indirectly endangering the safety of self and/or others.

The recommendation of the faculty or professional staff should be made to the Vice President for Student Development. The recommendation must be accompanied by documentation to show that the behavior may adversely affect the student's continuation in a program of study or may preclude employment upon completion of the program of study.

If the Vice President for Student Development, in consultation with an instructor and/or department chairman of the curriculum in which the student is enrolled, finds that such evaluation is warranted, the student will be required to seek evaluation and treatment as recommended or be subject to dismissal from the College. The Vice President for Student Development, in consultation with an instructor and/or department chairman of the curriculum in which the student is enrolled, will decide if the student may continue to participate in class and other learning experiences during evaluation and treatment.

Upon recommendation of the medical and/or mental health professional in charge of the student's case, the Vice President for Student Development, in consultation with an instructor and/or department chairman of the curriculum in which the student

is enrolled, may readmit or decline readmission. If the student disagrees with the recommendation of the Vice President for Student Development, he/she may appeal to the President of the institution whose decision is final.

COMMUNICABLE DISEASES

1. RCC has established a Student Health Committee to provide educational information concerning issues related to student health and communicable diseases (C.D.).
2. Educational programs about health and C.D. will be available to all RCC students and employees.
3. No person with a communicable disease will be denied admission to RCC on that factor alone. The College will analyze and respond to each case as required by its own particular facts. Persons with C.D. who represent no threat for C.D. transmission in the classroom, lab, or clinic should be provided an education in the usual manner.
4. Students will be encouraged to inform the Vice President for Student Development and appropriate Department Chairman if they have a C.D. and/or positive C.D. test. Strict confidentiality will be maintained on any information and will only be used by the College to provide education and protection of other students, faculty, and staff.
5. When there is concern for the health of others, the Student Health Policy shall be invoked.

THE CONSTITUTION OF THE STUDENT GOVERNMENT ASSOCIATION

Preamble:

We, the students at Richmond Community College, in order to establish justice, maintain high standards of conduct, protect the good names and liberties of all, and to promote unity among the community, faculty, and ourselves, do hereby establish this Constitution. From this day forward, we shall uphold this Constitution by use of the Student Government Association of Richmond Community College.

ARTICLE I

Membership:

The Student Government Association shall be composed of all registered students of Richmond Community College. Any student attending classes at Richmond Community College shall be a part of the Richmond Community College Student Government Association.

ARTICLE II

Elections and Procedures:

Any curriculum student registered at Richmond Community College shall be entitled to vote in any student body election. The Elections Committee shall have sole power to administer rules, verify all candidates' eligibility, and supervise all campus elections.

The annual Student Government elections shall be in May. At this time, all officers of the Executive Council shall be elected. Eligible students may become candidates for an office by submitting in writing a letter of intent with the SGA advisor. Prior to the nominee being accepted as a candidate, the Elections Committee shall obtain, from the director of Student Development, certification of academic eligibility.

Nominations shall be posted, on the student bulletin board, at least one week prior to the election. A polling place, time, and date shall be posted for each election. Voting will be by secret ballot. The Elections Committee will be custodians of the ballot box. The Elections Committee will hold an alphabetical list of all eligible voters and may explain only the rules of the election.

The Election Committee will count the ballots. Each candidate may have one representative present at the ballot count. The candidate receiving the simple majority of votes is declared the winner. In the event of a tie, the Elections Committee shall conduct another election for that office. Newly elected officers shall take office at the opening of the next semester following the election.

ARTICLE III

Qualifications of Officers:

In order for a student to hold the office of Student Government President, he/she must be a second semester student enrolled at least 3/4 time in a two-year curriculum.

All other officers must be second semester students enrolled at least halftime in two-year curricula.

All officers must maintain at least a 2.5 GPA and be approved by the Elections Committee.

ARTICLE IV

Officers and Duties:

The board of officers of the Student Government Association shall be comprised of the President, Day Vice President, Evening Vice President, Secretary, Treasurer, and Public Information Officer. The duties of all officers shall be to promote cooperation and unity among each other and the greater Richmond Community College student body, participate in all day and evening registration activities, ensure that the student body is represented professionally, aid in creation and performance of committees for elections and SGA sponsored activities.

Duties:

Section I.   SGA President:
 1. Preside over all meetings of officers and Legislative Council.
 2. Nominate committees necessary to SGA.
 3. Appoint chairpersons to all SGA committees.
 4. Promote cooperation among officers, Legislative Council, and student body.
 5. Maintain a minimum of four office hours a week, and of those four hours, at least one hour must be served in the evening.
 6. Participate in assigned day and evening registration activities.
 7. Participate in assigned graduation activities (ex., rehearsal dinner, ushering).
 8. Attend Board of Trustees meetings. Take notes and share pertinent information with other officers.
 9. Represent the SGA by participating in activities as requested by the President or other administrators at Richmond Community College.
 10. Plan and organize events for student participation.
 11. Attend and participate in all SGA sponsored functions. (ex., community and school projects, and recreational activities.)
 12. Attend weekly meetings of the SGA Executive Council.
 13. Assist the Secretary in organizing, planning, and publishing the SGA newsletter.
 14. Other duties as deemed necessary by the SGA Advisor.

Section II.   SGA Vice-President (DAY)
 1. Preside over all meetings of officers and Legislative Council in the absence of the president.
 2. Assist the president in nominating committees necessary to SGA.
 3. Assist in planning or organizing events for student body participation.
 4. Attend and participate in all SGA sponsored functions. (ex., school and community projects and recreational activities.)
 5. Represent the SGA by participating in activities as requested by the President or other administrators of Richmond Community College.
 6. Attend weekly meetings of the SGA Executive Council.
 7. Maintain a minimum of four office hours a week, and of those four hours, at least one hour must be served in the evening.
 8. Assist the Secretary in organizing, planning, and publishing the SGA newsletter.
 9. Other duties as deemed necessary by the SGA Advisor.

Section III.   Vice-President (EVENING)
 1. Work closely with the evening counselor disseminating information to evening students.
 2. Promote cooperation among officers, Legislative Council and students.
 3. Maintain a minimum of four office hours a week, and of those four hours, at least one hour must be served in the evening.
 4. Attend and participate in all evening SGA sponsored functions.
 5. Participate in all evening registration activities.
 6. Represent the SGA by participating in activities as requested by the President or other administrators of Richmond Community College.
 7. Assist in planning and organizing events for student body participation.
 8. Assist the secretary in organizing, planning, and publishing the SGA newsletter.
 9. Attend and participate in all graduation and rehearsal activities.
 10. Attend weekly meetings of the SGA Executive Council.
 11. Other duties as deemed necessary by the SGA Advisor.

Section IV.   Secretary
 1. Preside over News Committee.
 2. Organize, plan and publish a monthly news bulletin.
 3. Keep accurately typed minutes and records of all SGA meetings.
 4. Work with the treasurer in maintaining accurate records regarding SGA sales.
 5. Attend and participate in all registrations.
 6. Attend and participate in all SGA sponsored functions.
 7. Represent the SGA by participating in activities as requested by the President or other administrators of Richmond Community College.
 8. Promote cooperation among officers, Legislative Council, and students.
 9. Assist in planning and organizing events for student body participation.
 10. Attend and participate in all graduation activities as assigned by SGA advisor.
 11. Maintain a minimum of four office hours a week, and of those four hours, at least one hour must be served in the evening.
 12. Attend weekly meetings of the SGA Executive Council.
 13. Other duties as deemed necessary by the SGA Advisor.

Section V.   Treasurer
 1. Oversee the annual SGA budget.
 2. Write purchase orders for items needed for any SGA sponsored activity.
 3. Promote cooperation among officers, Legislative Council, and students.
 4. Maintain a minimum of four office hours a week, and of those four hours, at least one hour must be served in the evening.

5. Assist the secretary in producing a monthly newsletter.
6. Coordinate with other clubs to develop an SGA calendar.
7. Participate in all assigned day and evening registration activities.
8. Attend and participate in all SGA sponsored functions. (ex., school and community projects and recreational activities.)
9. Represent the SGA by participating in activities as requested by the President or other administrators of Richmond Community College.
10. Participate in all assigned day and evening registration activities.
11. Assist in planning and organizing events for student body participation.
12. Participate in assigned graduation activities. (ex., rehearsal dinner, ushering).
13. Attend weekly meetings of the SGA Executive Council.
14. Other duties as deemed necessary by the SGA Advisor.

Section VI.   Public Information Officer
1. Work directly with the SGA secretary in the production of the SGA newsletter.
2. Assist the different committees in the publication of information needed for an SGA event.
3. Work closely with the college's Director of Public Information in relating pertinent information to the student body.
4. Assist the president as a liaison officer to the different clubs on campus.
5. Maintain a minimum of four office hours a week, and of those four hours, at least one hour must be served in the evening.
6. Promote cooperation among faculty, officers, and the student body.
7. Attend all SGA sponsored functions and activities.
8. Assist in the planning and organization of quarterly events for the students.
9. Represent the SGA by participating in activities as requested by the college president or his/her representative.
10. Participate in all registration activities.
11. Other duties as deemed necessary by the SGA Advisor.

Section VII.   Parliamentarian
1. Ensure order, speed, and efficiency in all Executive and Legislative Council meetings by insuring that parliamentarian procedure is followed in every meeting.
2. Preserve the spirit of harmony and protect the rights of the Executive and Legislative Councils.
3. Make sure the will of the majority is carried out and that the rights of the minority are preserved.
4. Attend all weekly meetings of both the SGA Executive and Legislative Councils.
5. Represent the SGA by participating in activities as requested by the President or other administrators of Richmond Community College.
6. Assist in planning or organizing events for student body participation.
7. Attend and participate in all SGA sponsored functions. (ex., school and community projects and recreational activities.)
8. Assist in all registration activities.
9. Maintain a minimum of four office hours a week, and of those four hours, at least one hour must be served in the evening.
10. Other duties as deemed necessary by the SGA Advisor.

Section VIII.   Delegates
1. Assist all SGA officers in preparing for functions and in an emergency assist with responsibilities of any given officer.
2. Attend all Legislative Council meetings and, when requested, Executive Council meetings.

3. Attend and participate in all SGA sponsored functions. (ex., school and community projects and recreational activities.)
4. Represent the SGA by participating in activities as requested by the President or other administrators of Richmond Community College.
5. Assist in planning and organizing events for student body participation.
6. Serve two office hours per week.
7. Other duties as deemed necessary by the SGA Advisor.

ARTICLE V

Office Vacancies:

In the event any officer's position should become open for any reason, the position shall be offered to the next succeeding officer. In case no officer wishes to accept the vacant position, the Executive Council shall, by 2/3 majority vote, appoint someone to fill the position until the next general election.

ARTICLE VI

Student Legislative Council:

The Student Legislative Council shall consist of the Executive Council and two (2) representatives from each curriculum. Representatives shall be required to attend the meetings of the SGA in order to inform the students within their curricula of any information necessary. Representatives are to assist in the planning of and to participate in SGA sponsored events. If a curriculum fails to elect representatives by the third week of fall semester, the Executive Council will appoint representatives to fill the vacancies. The appointed representatives must be from the curriculum in question.

ARTICLE VII

Meetings:
Section I.   Meetings of the Student Government Association may be called by the President at any time, or by two (2) Executive Council members.
Section II.   A minimum of one meeting must be held per month. All meetings (except Executive Council meetings) shall be open to all members of the student body. These students may participate in any and all discussions before the council, but they may not vote in the Legislative Council. Executive Council meetings are closed sessions with only officers in attendance. Groups wishing to present business before the Legislative Council should present a written notice of their business to the secretary no later than 48 hours preceding the scheduled meeting.
Section III.   In the event a member of the Legislative Council or Executive Council is absent from three (3) consecutive meetings without legitimate reason to council, the presiding officer may declare the position vacant and fill the vacancy in accordance with Article V.

ARTICLE VIII

Powers:

The Legislative Council shall have the power to investigate student complaints related to the college or campus and make recommendations; to discuss issues of importance with the faculty or administration in order to express student opinion; to recommend allocation of part of the student activity fees for events for student participation; to replace by a 2/3 majority vote an officer, chairperson, or representative who does not fulfill the duties of his/her office, or acts in a manner unfavorable to the SGA or Richmond Community College; to require periodic reports from all

organizations receiving funds from SGA funds and to make their rules necessary and proper for the general welfare of the student body.

ARTICLE IX

Impeachment:
Section I.   Any officer of the SGA may be removed from office by a 2/3 majority vote of the Executive Council following impeachment proceedings.
Section II.   Grounds for impeachment shall be, but not limited to, any demeanor unbecoming a student of this college; malfeasance of office, duty, and responsibility; or failure to comply with any part of this Constitution.
Section III. The Executive Council, by 2/3 vote, may initiate impeachment proceedings by filing a written grievance with the Disciplinary Committee. Once the grievance is filed, the SGA advisor will hold a hearing of the Executive Council. After all arguments are heard, the Council will vote.
Section IV.   Appeals may be made to the college president. The college president's ruling is final.
Section V.   No one may be tried for impeachment twice for the same charge.

ARTICLE X

Amendments:
Section I.   Amendments to this Constitution may be proposed by a 2/3 vote of the Legislative Council
Section II.   The text of the proposed amendment shall be published and circulated among the members of the SGA at least one week prior to the election in which the proposed amendment is to be considered.
Section III. An amendment shall become part of this Constitution immediately upon receiving an affirmative vote of 2/3 of the voters voting on the issue in an all campus general election.

ARTICLE XI

Ratification:
    We, the Executive Council of the Student Government Association, in order to eliminate unnecessary wording and to bring our Constitution on-line with that of the North Carolina Council of Community College's Student Government Associations, do hereby submit for review and ratification this copy of the Student Government Association Constitution. On the days of November 9th and 10th, 1997, this Constitution was ratified by the student body of Richmond Community College.

ARTICLE XII

Amendments:
Section I.   If an SGA officer fails to perform his/her mandatory four (4) office hours per week without legitimate written notice provided one week in advance to the SGA Advisor, SGA President, and Executive Council three times throughout the curriculum year he/she is currently serving his/her term of office, the presiding officer may declare the position vacant and fill the vacancy in accordance with Article V. *Events and SGA meetings (of any nature) cannot be credited towards office hours.
Section II.   If an SGA Officer fails to attend an Executive Council meeting without prior legitimate notice or presenting a legitimate reason to Executive Council (and the officer must provide proof) three times in the curriculum

year the officer is serving his/her term of office, the presiding officer may declare the position vacant and fill the vacancy in accordance with Article V. *Legitimacy of reason will be determined by the Executive Council.
Section III. If an SGA Delegate fails to perform his/her mandatory two (2) office hours per week without legitimate written notice provided one week in advance to the SGA Advisor, SGA President, and Executive Council three times throughout the curriculum year he/she is currently serving his/her term of office, the presiding office may declare the position vacant and fill the vacancy in accordance with Article V. *Events and SGA meetings (of any nature) cannot be credited towards office hours.

STUDENT PARTICIPATION IN RCC'S PLANNING PROCESS AND DECISION MAKING

Students are involved in the planning process at RCC in many ways.
1. The president of the Student Government Association is an ex officio member of the college's Board of Trustees, which approves all planning procedures and processes.
2. Students evaluate faculty performance regularly. These evaluations are used as a part of the planning process.
3. Students serve on most formal campus committees, which give input to the planning process.
4. The Student Government Association regularly makes suggestions to the administration regarding ways to improve the quality of student life. These suggestions are used in planning.
5. Students are surveyed annually regarding their level of satisfaction with college services. The results of these surveys are used in the planning process.

Student Rights, Responsibilities, and Due Process

STUDENT RIGHTS AND RESPONSIBILITIES

Richmond Community College's (RCC) students possess all of the rights and freedoms conferred on them by the constitutions of the United States and the State of N. C. In addition, RCC recognizes the following specific rights and responsibilities of students:

A.   Rights
1. The right to the opportunity for an education.
2. The right to participate in any club or organization chartered or recognized by RCC regardless of race, color, sex, religion, national origin, age, handicap, marital or veterans' status.
3. The right to know all RCC rules, regulations, and policies by which students are governed.
4. The right to due process in all student disciplinary proceedings as defined by the constitutions of the State of North Carolina and of the United States.
5. The right to be accompanied by an advisor of the student's choice during all stages of the formal disciplinary process set forth herein.
6. The right to use the appeals procedure set forth herein when disciplinary action adversely affects the student.
7. The right to confidentiality of educational records consistent with 20 USC & 1232g; 34CFR Part 99.

B.   Responsibilities
Membership in the RCC community carries with it certain responsibilities and an obligation to abide by the policies, rules, regulations and standards of RCC. No student is compelled to be a participant in the College community; each does so voluntarily. Each student shall abide by the laws of the United States and the State of North Carolina, all local laws and ordinances, and all policies, regulations and rules of RCC. Any student who violates any of these may be subject to disciplinary sanctions under the Code. Specific responsibilities include the following:
1. Learning and complying with all policies, rules, regulations, and standards of RCC related to student conduct and College activities.
2. Respecting the right and freedoms of others.
3. Maintaining personal and academic integrity, thus contributing to the integrity of the College community.
4. Using RCC facilities and property in ways that are not damaging to the facilities and property.
5. Exhibiting behavior that is consistent with generally accepted standards of conduct.

C.   Expected Classroom Conduct
In an educational environment, each instructor has the responsibility to maintain a classroom climate conducive to student learning. The instructor also has the authority to dismiss from class or have removed any element that disrupts that climate or interferes with the rights of other members to learn. The instructor does have an obligation to make students aware of rules for the class and to inform students if they are violating any class rules. Students are encouraged to express their opinions and ideas in class in an orderly manner since a free exchange of views enhances the learning process. However, verbal combat and abuse between students and instructors is not condoned and is unacceptable in the teaching/learning situation.

RCC is an institution for adult learning. It is a partnership between instructors with the desire to teach and students with the desire to learn. In order to create an appropriate environment for teaching and learning, students must show respect for their instructors and fellow students. Listed below are guidelines for classroom behavior, which the College has established to ensure that the learning environment is not compromised.
1. **Curriculum and Continuing Education Students**
   a. Attendance: You are expected to be in class the entire class time. Do not enter late or leave early. Rare exceptions may be made, particularly in emergency situations, but you should be prepared to explain to the instructor before class.
   b. Absences: Inform the instructor in advance if you know you are going to miss a class. Also, take responsibility for getting missed assignments from other students. Do not expect that you will be allowed to make up work, such as unannounced quizzes or tests, after an absence. Instructors are not responsible for re-teaching the material you missed due to an absence.
   c. Conversation: Do not carry on side conversations in class.
   d. Other Activities: You may not work on other activities while in class. This includes homework for other courses or other personal activities.

e. Internet: In classes where internet access is provided, you may use the internet for valid academic purposes only. You may not use it for open access to other non-academic sites unrelated to the course.

f. Sleep: Do not sleep in class.

g. Attitude: You are expected to maintain a civil attitude in class. You may not use inappropriate or offensive commentary or body language to show your attitude regarding the course, the instructor, assignments, or fellow students.

h. Profanity and Offensive Language: You may not use profanity or offensive language in class.

i. Cell phones and pagers: You may not receive or send telephone calls, text messages, or pages during class. You are responsible for turning off all electronic devices upon entering class.

j. Guests and Children: You may not bring friends or children to class. The Board of Trustees of RCC approved the following Children on Campus Policy: RCC welcomes visitors and students to its campus. To avoid disruption and to insure the safety of young visitors, all children (under sixteen) must be under the direct supervision of an adult. Under no circumstances are children to be taken to class or left unattended anywhere on campus. RCC assumes no responsibility for children left without direct supervision. Students who violate this regulation are subject to disciplinary action.

k. Food, Drink, Tobacco Products: You may not have food or drink in class. All RCC sites became tobacco-free as of January 1, 2010. While parking lots are considered tobacco-free, this policy will not adhere to a person's tobacco use inside a personally-owned vehicle.

l. Personal Business: You may need to transact personal business with the instructor, asking him or her to sign forms. Plan to do this before class begins or after class.

m. Animals/Pets on Campus: Animals may not be brought on the RCC campus. Exceptions are made for animals used in class demonstrations or for class research with the instructor's approval.
  (1) Service animals are exempt from this policy provided they meet all the following guidelines:
    (a) The person bringing the animal on campus qualifies for accommodations under the Americans with Disabilities Act.
    (b) The animal is individually trained.
    (c) The animal is trained to do specific work or tasks.
    (d) The work or tasks that the animal is trained to perform are for the benefit of an individual with a disability.
  Anyone with questions regarding this policy should see the Vice President for Student Development.

2. **Continuing Education Students Only**

a. Appearance: You are expected to dress appropriately for the classroom environment. Sagging pants, clothing/jewelry with drug related signs, low cut tops, see thru garments, short skirts, halter tops, short midriff tops are not acceptable. No hats or head gear are allowed in the classroom. No gang affiliation is to be displayed. The instructor will notify any student if he/she is inappropriately dressed.

b. Headphones, CD Players, iPods, and all other music devices: Are not allowed. The instructor has the authority to remove the element that

disrupts the instruction process or interferes with the rights of other students to learn.

c. Book Bags: Are not allowed.

d. Breaks: Are set by the instructor and/or Continuing Education Directors. Noise, both inside and outside the building, should be kept to a minimum during breaks.

e. Parking Lot/Loitering: Loitering is not allowed in the parking area.

f. Early Arrivals: Students who arrive early for class must wait in the lobby area of the building.

D. Student Conduct

RCC reserves the right, in the interest of all its students, to reprimand, place on probation, suspend, expel, or require the withdrawal of a student for just cause when it is deemed to be in the best interest of the College. Procedural due process will be adhered to in all cases. Students are expected to conduct themselves in accordance with generally accepted standards of conduct and to fulfill the responsibilities of their particular roles within the college community.

College students have a legal and moral right to know the specific areas of prohibited conduct and to be judged as to charges of commission of such conduct by a fair and impartial hearing. Set forth below are school regulations prohibiting certain types of student conduct and constitute offenses against the college community.

1. These regulations are applicable to Curriculum and Continuing Education students.
  a. Academic dishonesty or any form of cheating.
  b. Stealing property; knowingly possessing, receiving, or selling stolen property on campus or at any off-campus College-sponsored function.
  c. Behaving in an abusive, obscene, violent, excessively noisy, or drunken manner on College property or at a College-sponsored function or activity.
  d. Damaging or destroying College property or property belonging to a member of the College community.
  e. Intentionally causing or attempting to cause physical injury to an employee, a student, or guest. Behaving in such a manner that could reasonably be interpreted as possibly leading to the physical injury of a college employee, student, or guest.
  f. Deliberately and knowingly passing a worthless check or money order in payment of any financial obligation to the College.
  g. Violation of College regulations regarding the operation and parking of motor vehicles.
  h. Misusing student status or right to use College property to commit, or induce another student to commit, a serious violation of local, state, or federal laws, or any College regulation.
  i. Engaging in any conduct that causes any material disruption of any lawful function or activity of the College, engaging in conduct in which disruption is reasonably certain to result or urging others to engage in conduct where disruption occurs or is reasonably certain to occur.
  j. Unauthorized entry into any office or building on College property or property used by the College.
  k. Bringing or using firearms, fireworks, explosives, incendiaries, and all other type of weapons on College property or at any College function,

except on-duty law enforcement personnel or upon prior approval of the President of the College.

l. Failing to comply with the lawful directions of instructors, administrators, or any other authorized College personnel during any period of time when he/she is under the authority of College personnel. This includes Early College High School faculty and staff.

m. Hazing or harassing any student, staff member, or guest of the College.

n. Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, marijuana, alcoholic beverage, or intoxicant of any kind on College property or at any College-sponsored function at any time. Using legally prescribed drugs is not a violation.

o. Violation of probation requirements.

2. Curriculum Students

If the student is found guilty of violation of any of the above regulations, the RCC Discipline Committee may impose any one or combination of the following penalties: (e.g. 1 semester suspension and 1 year probation)

a. Re-enrollment prohibited—(Not being allowed to return to RCC)

b. Suspension—(Not being allowed to return to RCC for a specified amount of time)

c. Restitution—(Repayment for damages)

d. Probation—(Behavior while at RCC under close supervision of Vice President for Student Development for a specified amount of time; student will be allowed to stay in College as long as appropriate behavior is observed)

e. Reprimand—(A severe or formal reproof)

f. Grade Change (Cases involving academic dishonesty)

3. Continuing Education Students

If the student is found guilty of violation of any of the above regulations, the Continuing Education Discipline Committee may impose any one, or combination of, the following penalties:

a. Re-enrollment prohibited—(Not being allowed to return to RCC)

b. Suspension—(Not being allowed to return to RCC for a specified amount of time)

c. Restitution—(Repayment for damages)

d. Probation—(Behavior while at RCC under close supervision of Director of Basic Skills for a specified amount of time; student will be allowed to stay in college as long as appropriate behavior is observed)

e. Reprimand—(A severe or formal reproof)

RCC is committed to providing due process protection for its students. To ensure due process, all RCC policies, rules, regulations, and standards are described in properly promulgated documents. All regulations affecting conduct of students and sanctions for misconduct by students are based on the principle of equal treatment, including like sanctions for like violations, without regard to race, color, religion, sex, national origin, age, disability, or marital or veteran's status.

This Code of Conduct is RCC's basic policy statement regarding student conduct and discipline. No disciplinary sanction may be imposed upon a student by RCC except in accordance with the provisions of this Code. A student accused of violating any RCC rule, regulation or policy will have the accusation(s) adjudicated in accordance with the provisions of this Code. Any sanction imposed by RCC must be consistent with provisions in this Code. This does not preclude a student's voluntary acceptance of divisional or administrative discipline in the alternative to formal disciplinary sanctions or proceedings pursuant to this Code.

PROCEDURES FOR CHARGES, HEARINGS, AND APPEALS
CURRICULUM STUDENTS

Any student or College employee may initiate disciplinary action against any student observed violating regulations of the College on campus or at any officially sponsored College function away from the campus. Such charges must be submitted in writing to the Vice President for Student Development. Upon receipt of the charges, the Vice President for Student Development will be responsible for investigating and determining whether there is probable cause that a regulation of the College has been violated.

The Vice President for Student Development shall notify the student in writing of the charges against him/her and shall schedule a hearing before the Curriculum Discipline Committee. The notice shall contain the following:

1. The regulation alleged to have been violated by the student.
2. The witnesses for the College.
3. The penalties which might be imposed.
4. The time, place, and date of the hearing.
5. That the student may present evidence and witnesses in his/her defense.
6. That the student may be represented by counsel at his/her expense.
7. The hearing will be recorded. The student may have a copy of the recording.

The Vice President for Student Development shall hand deliver or mail the notice to the student at his/her most recent address on file at the College. The Vice President for Student Development may suspend a student prior to the full hearing upon a determination from the facts that the student's continued presence on the campus constitutes a danger to the normal functions of the institution, to property, to the student himself/herself, or to others.

The student shall be provided a preliminary hearing unless it can be shown that it is impossible or unreasonably difficult to provide it.

The Vice President for Student Development shall notify the student, in writing, of the reasons for the interim suspension. This notice shall also inform the student of (1) the date, time, and place of the preliminary hearing, and (2) that the student may show why his continued presence on the campus does not constitute a danger to the normal functions of the institution, to property, to the student himself/herself, or to others. The Curriculum Discipline Committee may convene to hear the case no earlier than the third full business day after the student has received written notification of the charges against him/her.

If a student fails to appear before the Curriculum Discipline Committee and fails to notify the Vice President for Student Development, he/she forfeits his/her right to the hearing and will not be allowed to re-enroll at the College. If there are mitigating circumstances for missing the hearing, as determined by the Vice President for Student Development, the hearing will be rescheduled. The Discipline Committee shall render a decision based solely on the facts presented at the hearing.

If the student is found guilty of a violation of a student regulation, he/she may appeal the Discipline Committee's decision in writing to the President of the College. After the appeal is filed, the student, accompanied by counsel if he/she so desires, will meet with the College President. This appeal must be filed within seven days of the date of the decision of the Curriculum Discipline Committee. The student will be permitted to speak on his/her behalf. The decision of the President will be final.

If the student appeals a penalty of suspension or expulsion, the student may request the right to continue class attendance until a final disposition is made of his/her case. This request must be in writing to the College President. The President may approve or deny this request at his/her discretion.

CONTINUING EDUCATION STUDENTS

If a student is found guilty of violation of RCC's Continuing Education Student Conduct policy, he/she may appeal the decision in writing to the Vice President of Continuing Education at RCC, PO Box 1189, Hamlet, NC 28345. An appeal in writing must be filed within seven days of the date of the decision of the Continuing Education Discipline Committee. A hearing will be scheduled within seven days upon receiving the student's written appeal. The student will be notified by mail of the date, time, and place of the scheduled hearing. The student will be permitted to speak in his/her behalf. The Vice President of Continuing Education, after hearing all testimonies, will evaluate the evidence presented and determine a decision. The student will then be informed of the Vice President's decision. The decision of the Vice President of Continuing Education will be final.

GRADE APPEAL PROCESS

A student at RCC has the right to appeal a grade assigned to him/her. The following procedure will be used by the student who desires to appeal a grade:

1. The student must schedule an appointment with the instructor who has assigned the grade, discuss the matter with him/her and ask for a review of the basis for assigning the grade. If the disagreement about the grade is resolved at this time, the instructor will submit a "Request for Change of Grade" form.
2. If the disagreement is not resolved through discussion with the instructor, the student must, within ten days of notification of the instructor's decision, submit a written appeal to the appropriate department chair stating reasons for appealing the grade. (The student may consult with a counselor or his/her a c a d e m i c advisor for assistance in developing the written appeal.) If the disagreement about the grade is resolved at this time, the instructor will submit a "Request for Change of Grade" form.
3. If the disagreement is still not resolved, the student must schedule an appointment with the division chair, discuss the matter with him/her and ask for a review of the basis for assigning the grade. If the disagreement about the grade is resolved at this time, the instructor will submit a "Request for Change of Grade" form.
4. If the disagreement is still not resolved, the student should schedule an appointment with the Vice President for Instruction to discuss the appeal. The decision of the Vice President for Instruction is final.
5. The right to appeal a grade expires at the end of the semester following the one in which the grade is assigned. When a student appeals a grade assigned by an instructor no longer employed by the college, the student should initiate the process by notifying the appropriate department chair.

CHEATING

Academic cheating or dishonesty may result in grade reduction, failure of test, failure of class, or loss of credit for assignments. The course instructor will decide what punishment is appropriate unless a student's infraction could lead to dismissal from school, change in status, or dismissal from a program. Under those circumstances, the violation will be heard by the Curriculum or Continuing Education Discipline Committee. In all circumstances, the student has the right to dispute an instructor's decision and have his/her case heard before the Curriculum or Continuing Education Discipline Committee.

1. Giving or receiving information about the content of quizzes, examinations (including make-up exams), classroom, shop, or lab work, or other assignments

without instructor permission. Possessing any paper, writing or device not specifically authorized by the instructor or test administrator.
2. Copying or using unauthorized information or materials on quizzes, examinations, or other assignments.
3. Selling, buying, or otherwise obtaining a copy of a test, quiz, or examination without instructor approval.
4. Collaborating with another person or persons during quizzes, examinations or other assignments except as authorized by instructor.
5. Working with another person or persons during or prior to a make-up examination unless authorized by instructor.
6. Substituting for another person during a quiz or examination or allowing a person to substitute for you during a quiz or examination.
7. Buying or selling a report, term paper, manuscript, project, etc., to meet the requirements of an assignment.
8. Plagiarism: Using partially or totally the ideas or words of another person or persons in written assignments without crediting the source(s) of the ideas or words.
9. Failing to follow "test-taking" procedures established by instructor or staff member, such as not covering one's paper to allow someone else to see one's paper.

GRIEVANCE PROCEDURE

Any student who has a complaint or dispute about any aspect of his or her treatment (except for grades) by the College or the manner in which such person has been treated by any other college student or employee is urged to seek resolution of such complaint or dispute through the grievance procedure contained in this section. To the extent permitted by law, compliance with the grievance procedure contained in this section is required before any person may institute litigation against the College or any of the College's employees acting in their official capacities on behalf of the College.

Prior to initiating a grievance as outlined in this procedure, students should use the identified organizational levels of management of supervision to resolve their concerns. Current and former students and student applicants are expected to communicate their complaints or concerns first to their instructor and then, if the matter remains unresolved, to the department head. The College understands, however, that there are circumstances where it is appropriate for a party to skip a level in the aforementioned chain of command and present the grievance at a higher level.

Each grievance should be put in writing (preferably typed or printed) and should contain a sufficiently detailed statement of all circumstances or events as will permit understanding of the grievance to all individuals reviewing the grievance at every stage of the grievance process. If there are documents in existence that relate to the substance of the grievance or that would facilitate communication or understanding of the grievance, these should be attached to the grievance. Grievances of students should be submitted to the Vice President for Student Development. To preserve his or her entitlement to have a grievance reviewed under this grievance procedure, an individual must submit the grievance and all supporting documentation to the Vice President for Student Development within thirty (30) days after the action, incident, or conduct upon which the grievance is founded, occurred, or was first brought to the individual's attention.

Upon receipt of the grievance containing the information required above, the Vice President of Student Development will expeditiously take action on the grievance in cooperation with other individuals within the College and will submit a written

report to the grievance. In the event the action taken by the Vice President for Student Development is deemed unsatisfactory to the grievant, the grievant may submit in writing to the President a request for review of the action taken by the Vice President for Student Development. A written request for review must be received by the President within thirty (30) days after the date that the report of the Vice President for Student Development was mailed to the grievant. Along with the grievant's written request for review, the grievant should submit to the President a copy of the written report received by the Vice President for Student Development along with a copy of the original grievance and related documents that the grievant submitted to the Vice President for Student Development.

The President shall act within 30 days to render a written decision on the grievance and a copy of this written decision will be mailed to the grievant. The decision of the President shall be final. All grievance matters are handled confidentially.

General Policies and Procedures

ANIMALS ON CAMPUS POLICY

Animals may not be brought on the Richmond Community College campus. Exceptions are made for animals used in class demonstrations or for class research with the instructor's approval.

Service animals are exempt from this policy provided they meet all the following guidelines:

1. The person bringing the animal on campus qualifies for accommodations under the Americans with Disabilities Act.
2. The animal is individually trained.
3. The animal is trained to do specific work or tasks.
4. The work or tasks that the animal is trained to perform are for the benefit of an individual with a disability.
   Anyone with questions regarding this policy should see the Vice President for Student Development.

CAMPUS SECURITY POLICY

The Campus Security Act requires colleges to record and report certain crimes. The Richmond Community College Campus Security Committee is responsible for developing a campus security policy; reviewing the policy regularly; and updating the policy as needed. Administrative, professional, instructional, paraprofessional, clerical, and maintenance personnel constitute the committee.

Richmond Community College is committed to providing and maintaining an atmosphere that enhances the educational process and fulfills the total mission of the College. It is the objective of the College to enable each student to pursue his/her educational goals in a safe and secure environment. RCC strives to achieve this objective in several ways:

- by maintaining a caring and helpful attitude among all staff as they address the needs of students, employees, and visitors.
- by providing educational classes relating to sexual assault, drugs, and alcohol for all students, and annual required attendance sessions for faculty and staff.
- by maintaining a safe and well-lit campus and parking area.
- by providing uniformed security patrols during designated times.
- by enforcing the rules of student conduct as published in the RCC General Catalog and Student Handbook.
- by enforcing federal and state laws and the policies of the RCC Board of Trustees.
- by continuously evaluating current policies and procedures and making timely changes to meet the needs of all persons on campus.

RESPONSIBILITIES

Security of the RCC campus and off-campus centers is the responsibility of the RCC Security Team. The Director of Facility Services under the direction of the Vice President for Administrative Services is assigned the day-to-day responsibility to monitor the program.

The responsibility for enforcing the student conduct policies and the campus parking policy rests with the Vice President for Student Development.

The Hamlet Police Department, under contract with the College, provides uniformed officers throughout the school year to patrol the main campus. These officers are on duty primarily to deter crime and are authorized to take actions they deem necessary to ensure the secure nature of the campus. As sworn law enforcement officers, they have arrest authority if required to enforce applicable laws.

However, providing a safe and secure environment is everyone's responsibility. Students are encouraged to report to any administrative office any activity or occurrence which they feel threatens their safety or which constitutes an unsafe environment.

SPECIFIC PROHIBITIONS

The RCC General Catalog and Student Handbook outlines certain specifically prohibited conduct by students. Students are encouraged to familiarize themselves with this listing.

Federal and state laws and RCC policy specifically prohibit the following for all persons on campus:
- the possession or use of any firearm or weapon on any College property, except those weapons carried by on-duty law enforcement officers.
- the possession or use of alcoholic beverages at any College-sponsored activity on or off campus.
- the possession, transmission, or use of any illegal narcotic or drug.
- any conduct which is considered to be sexual harassment.
- any activity, behavior, or language which threatens another or causes concern for his/her safety.
- the taking of any College or personal property without the express consent of the owner.

PERSONAL ACTIONS TO IMPROVE SECURITY

Ensuring a safe campus is everyone's job, and there are some actions that each student can take to help RCC achieve that goal:
- do not leave purses, bookbags, backpacks or textbooks unattended.
- always lock your automobile.
- do not leave valuables, tapes, or CDs exposed in your car.

- walk with a friend to the parking lot after dark.
- ask at the main desk if you would like an escort to your car.
- report any crime you observe to the main desk personnel.
- report any suspicious behavior in buildings or parking lots.
- treat school property as if it were your own.
- suggest improvements to the RCC Campus Security Program to the Dean of Instructional Services.

CAMPUS SECURITY ACT

Definition of crimes which must be reported to the U.S. Department of Education:
A. Murder and Non-negligent Manslaughter* – The willful (non-negligent) killing of one human being by another.
B. Negligent Manslaughter* – The killing of another person through gross negligence.
C. Robbery – The taking or attempting to take anything of value from the care, custody or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.
D. Aggravated Assault* – An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in serious personal injury if the crime were successfully completed.)
E. Burglary – The unlawful entry of a structure to commit a felony or a theft. For reporting purposes this definition includes: unlawful entry with intent to commit a larceny or felony; breading and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the aforementioned.
F. Motor Vehicle Theft – The theft or attempted theft of a motor vehicle. (Classify as motor vehicle theft all cases where automobiles are taken by persons not having lawful access even though the vehicles are later abandoned—including joyriding).
G. Arson* – Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.
H. Sex Offenses* – Forcible – Any sexual act directed against another person, forcible and/or against that person's will; or not forcible or against the person's will where the victim is incapable of giving consent.
   1. Forcible Rape* – Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).
   2. Forcible Fondling – The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental incapacity.
      a. Sex Offenses – Nonforcible – Unlawful, nonforcible sexual intercourse.
      b. Statutory Rape – Nonforcible sexual intercourse with a person who is

under the statutory age of consent.

Any of the above criminal offenses above noted with an "*" that show evidence of prejudice based on race, religion, sexual orientation, gender disability, or ethnicity ("hate crimes") also must be reported.

The College must report the number of arrests for the following crimes that occur on campus: liquor law violations, drug abuse violations, and weapons possessions. An arrest has occurred when a law enforcement officer has detained an individual with the intention of seeking charges against the person for a specific offense(s) and a record is made of the detention.

Definitions of crimes for which arrests must be reported:

1. Liquor law violations: violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of alcoholic beverages (with the exception of driving under the influence or drunkenness).
2. Drug abuse violation: violations of laws prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devices utilized in their preparation or use.
3. Weapons possessions: violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices, or other deadly weapons.

Forms for reporting these crimes are available in administrative offices.

The Annual Security Report is filed in the Office of the Dean of Instructional Services, the Student Development Office, the Learning Resources Center and the Business Office.

The complete report, which includes crime statistics, can be accessed at the RCC website, www.richmondcc.edu. Additional information also can be obtained from the office of the Dean of Instructional Services. Upon request, an individual may receive a written copy of the Annual Security Report from the Dean's Office.

CHILDREN ON CAMPUS POLICY

Richmond Community College welcomes visitors and students to its campus. To avoid disruption and to insure the safety of young visitors, all children (under sixteen) must be under the direct supervision of an adult. Under no circumstances are children to be taken to class or left unattended anywhere on campus. Richmond Community College assumes no responsibility for children left without direct supervision. Students who violate this regulation are subject to disciplinary action.

COMPUTER POLICY

College-owned or operated computing resources are for the use of faculty, students, staff and other authorized individuals. Exercise responsible, ethical behavior when using these facilities. The College does not attempt to articulate all required or proscribed behavior by its users. Therefore, each individual's judgment on appropriate conduct must be relied upon. To assist in such judgment, the following guidelines have been developed:

1. Computing resources and access accounts are to be used only for the purpose for which they are assigned and are not to be used for commercial purposes or non-College related activities.
2. An access account assigned to an individual must not be used by others. Individuals are responsible for the proper use of their accounts, including proper password protection and appropriate use of Internet resources. Allowing friends, family, or coworkers to use one's account is a serious violation of these

guidelines.

3. All computer software is protected by the federal copyright law, and most are proprietary and protected by legal licensing agreements in addition to the copyright law. Everyone is responsible for being aware of the licensing restrictions for the software they use on any system.
4. Do not engage in activities to damage or disrupt hardware or communication such as virus creation and propagation, wasting system resources, and overloading networks with excessive data.
5. Be considerate. Do not monopolize or misuse system resources by, for example, requesting multiple copies from printers or by playing games.
6. No one may create, display, transmit, or make accessible threatening, racist, sexist, obscene, offensive, annoying, or harassing language and/or material, such as broadcasting unsolicited messages or sending unwanted mail.
7. No one may intentionally access or damage systems or information that is not theirs, such as College records, or use any system for illegal activities.

Failure to follow the Acceptable Use Guidelines may result in the suspension or revocation of access accounts or other College disciplinary action.

DRUG AND ALCOHOL ABUSE PREVENTION INFORMATION

Under the Drug-Free Workplace Act of 1988 (Public Law 101-690), the College must provide notice to its employees of unlawful activities and the actions the school will take against an employee who violates these prohibitions. In addition, the Drug-Free Schools and Communities Act (Public Law 101-226) requires that a college that participates in the campus-based programs (Federal Supplemental Educational Opportunity Grant and Federal Work-Study) provide information to its students, faculty, and employees to prevent drug and alcohol abuse. The College's policy is disseminated to all students through the required ACA courses and other courses. Students employed under the Federal Work-Study program are given a copy of the College's policy as a part of their employment packages.

GUARANTEE TO EMPLOYERS

Richmond Community College guarantees that its graduates are proficient in the areas of knowledge and skills covered by their educational programs.

In the event that an employer finds a Richmond Community College graduate deficient in such an area, the employer should, within 90 days of the graduate's employment, contact the Vice President of Student Development and/or the Vice President of Instruction at the College.

The Vice President for Student Development and/or the Vice President for Instruction will arrange to reenroll the graduate in one, two, or three courses at the College – at no charge to the graduate or the employer.

This guarantee applies to graduates of two-year degree programs and one-year diploma programs.

PARKING

1. All vehicles parked on the campus by faculty, staff, or students must be registered with the College. Vehicles may be registered during registration or any time in the Student Development office in the Lee Building.
2. Registration of a vehicle does not guarantee or reserve a parking space.
3. All vehicles may be parked in designated spaces only.

4. Parking permits must be displayed on the rear view mirror of vehicles.
5. Restricted parking spaces are clearly designated and include:
   a. Handicapped parking spaces: Use of these spaces requires a state-issued handicapped permits and can only be used by the person assigned the tag.
   b. Visitor spaces: Use of these spaces is intended for college visitors and may not be used by faculty, staff, or students. Visitor permits are available from the college receptionist.
   c. Faculty and Staff parking lot: Only vehicles with a faculty/staff parking permit will be allowed to park in this lot.
   d. Fire lanes: Parking is not allowed in any space marked with yellow stripes, in order to allow access for emergency vehicles.
   e. Other restricted spaces: These spaces throughout the campus are designated and marked for specific purposes or personnel.
6. The Hamlet City Police will enforce the usage of all restricted parking spaces, as authorized by Hamlet City Ordinance and State Law.
7. Parking in restricted parking spaces other than handicapped spaces will result in a citation from the Hamlet City Police and a $5 fine. Parking in handicapped spaces will result in a fine of $100. Failure to pay the fine may result in criminal prosecution. Students will not be provided transcripts, allowed to register for classes, or to graduate until all fines are paid in full.
8. The College may require a vehicle to be towed at the owners expense if:
   a. The vehicle is parked in a fire lane and the owner cannot be identified to have it moved.
   b. The owner of the vehicle refuses to move it from a restricted parking space.
   c. A vehicle is left unattended, without authorization, for 24 hours or longer.
9. Driving off roads and parking lots is prohibited, except upon approval of the Director of Facility Services or the Vice President for Administrative Services.
10. Richmond Community College assumes no responsibility for damage or theft to any vehicle or its contents while it is operated, parked, or towed.

POLICY ON OUTSIDE GROUPS OR INDIVIDUALS

Outside groups or individuals will not be allowed to solicit, address, recruit, or promote to students or employees on College property, except for College-sponsored activities supporting the Richmond Community College mission or as required by law.

The College reserves the right to limit the location, time, duration, and manner of presentations by outside groups or individuals.

Procedures for Approval of Outside Groups or Individuals:
1. Students
   a. Groups or individuals requesting permission to solicit, address, recruit, or promote primarily to students must request permission from the Vice President for Student Development.
   b. The Vice President for Student Development will determine if the request is in compliance with the visitor policy.
   c. If determined to be in compliance, the Vice President for Student Development will issue written authorization to the group or individual detailing the allowed location, times, dates, duration, and manner of contact with students.
   d. Any deviation from this authorization will result in the group or

individual's immediate removal from College property.
2. Employees
   a. Groups or individuals requesting permission to solicit, address, recruit, or promote primarily to employees must request permission from the Vice President for Administration.
   b. The Vice President for Administration will determine if the request is in compliance with the visitor policy.
   c. If the request is determined to be in compliance, the Vice President for Administration will issue written authorization to the group or individual detailing the allowed location, times, dates, duration, and manner of contact with employees.
   d. Any deviation from this authorization will result in the group or individual's immediate removal from College property.

RESTRICTED USES ON CAMPUS

Richmond Community College welcomes visitors and students to its campus. To avoid disruption and insure the safety of all concerned, the following are not allowed: guns, illegal drugs, camping, pet walking, swimming, boating, fishing, skateboarding, skating, and biking.

SEXUAL HARASSMENT POLICY

It is the policy of the Board of Trustees of Richmond Community College that no employee or student may engage in conduct that falls under the definition of sexual harassment. No personnel, admissions, or academic standing decisions shall be made on the basis of a granting or a denial of sexual favors. All employees and students are guaranteed the right to work and study in an environment free from sexual harassment. Sexual harassment shall here forth be deemed a form of sex discrimination prohibited by North Carolina General Statutes 126-16. Any student desiring a copy of this policy should contact the Vice President for Student Development.

Additionally, no employee or student may harass another based upon national origin, race, religion age, or disability. Harassment of any kind may subject the student to disciplinary action.

TOBACCO-FREE POLICY

RCC is a tobacco-free campus. While parking lots will be considered tobacco-free, this policy will not adhere to a person's tobacco use inside a personally-owned vehicle.

Tobacco use cessation classes and other assistance will continue at Richmond Community College through the NC Health and Wellness Trust in collaboration with FirstHealth until the end of the grant in 2010.

Sustaining and supporting this change is a college-wide effort. Therefore, everyone at Richmond Community College is responsible for enforcing this policy and ensuring its success.

WEATHER POLICY

INCLEMENT WEATHER ATTENDANCE

The College may be closed or classes canceled in the event of inclement weather, a natural disaster, or an emergency. The decision to close the College or cancel classes will be made by the President or another administrator designated by the President. Public service announcements will inform all students, faculty, and staff of the decision. College closings will not always coincide with announced closings of public schools. If there is no announcement, the College will be in operation on a regular schedule.

1. When the College closes, all classes at all locations are canceled.
2. If weather conditions allow for classes to begin on a delayed schedule, regularly-scheduled classes will begin at the hour designated.
3. When the College is closed, certain personnel may be expected to report for work prior to the reopening. Those personnel will be informed in advance by the vice president.
4. When the College is closed, permanent staff, including permanent Continuing Education instructors, who are not asked to report to work may use vacation, bonus or compensatory leave (non-exempt employees); take leave without pay; or make up the time.
    (a). Fair Labor Standards Act (FLSA) non-exempt employees may work additional hours outside of their regular schedule in a work week in which less than 40 hours are worked due to scheduled or unscheduled absences; hours must be made up within the current pay period. FLSA non-exempt employees cannot make up adverse weather leave if those hours would result in the employee exceeding 40 hours of time worked for that work week.
    (b). FLSA exempt employees may work additional hours during the work week at any time within 12 months.
    (c). Tracking of make-up time is the responsibility of the immediate supervisor.
5. Curriculum classes that are missed due to inclement weather or not held for any reason, such as natural disasters or emergencies, must be made up. Classes may be rescheduled during break or holiday periods or may be made up through extended class sessions, individual student conferences, or outside-of-class assignments. The President will determine when and how missed classes will be made up. The Vice President for Instruction will ensure that all class make-ups are appropriately documented.
6. When adjunct instructors in Continuing Education miss classes for any reason and the actual class time is not made up, the amount of compensation and the reported student hours in membership must be adjusted accordingly. The Vice President for Continuing Education will ensure that all records are corrected.
7. College closing or delayed-opening information is available via the College website, College switchboard, AM/FM radio, and television.

IF THERE IS NO ANNOUNCEMENT, THE COLLEGE WILL BE IN OPERATION AS USUAL.

Academic Policies and Procedures

Richmond Community College is committed to the fullest possible development of the potential in each student. The academic policies and regulations described on the following pages are directed toward this objective. Each student is responsible for his/her familiarization with these policies and is expected to meet all requirements and regulations.

CLASS ATTENDANCE

Regular attendance is considered essential to realize course learning outcomes. Students are expected to attend all scheduled meetings of classes for which they register. The College has determined that excessive absences (absences which exceed 10% of the scheduled class meetings) are detrimental to academic success. Faculty will include a statement relative to class attendance as a component of the course syllabus. Individual instructor's attendance requirements must require students to attend a minimum of 90% of all scheduled instruction. No matter the basis for absence, students are held accountable for academic activities, and faculty may require special work or tests to make up for missed classes. A student will be withdrawn by an instructor from a course when the student's absences exceed 10% of the scheduled class meetings, unless the faculty member deems the absences to be unavoidable. In this case, the reasons for the absences must be documented and the student given additional assignments to make up for the absences.

The registrar will inform the student by mail of his/her withdrawal and the right to appeal. When withdrawn before the 75 percent date, the student will receive a grade of "W" for the class and will not receive credit for the course. The "W" grade will not be used to compute hours earned or to compute the student's grade point average. However, if the student is withdrawn by the instructor for excessive absences after the 75 percent date, the student will receive a grade of "WU." The "WU" grade is calculated as an "F" in computing the student's GPA.

If the student should desire to appeal his/her withdrawal, he/she must submit a written request of appeal to the appropriate department chair. This request must be submitted within a week of the date in the heading of the letter informing the student of his/her withdrawal from class. The student must be prepared to support his/her appeal with extenuating circumstances (i.e. documented illness whereby the student has kept up with work in class). If the department chair does not decide to readmit the student, the student may request that the division chair review the appeal. If the division chair does not decide to readmit the student, the student may request that the Vice President for Instruction review the appeal. The Vice President for Instruction will make a decision regarding the appeal based on the evidence.

If the appeal is not upheld, the student may request a meeting before the Student Appeals Committee. This must be within three business days of the decision rendered by the Vice President for Instruction. The student must bring evidence to the Student Appeals Committee on the date and time assigned by the Vice President for Student Development.

Once a withdrawal has been submitted, the student can be readmitted to class only through one of the appeals channels listed above. Once the student has submitted a written appeal, the student will be allowed to monitor the course until a decision is made by the Vice President for Instruction or the Student Appeals Committee.

DISTANCE LEARNING AND HYBRID CLASS ATTENDANCE

The RCC attendance policy is based on the belief that it is necessary for students to attend and actively participate in class in order to maximize educational benefits. When courses are delivered through online instruction (DL) or through a combination of traditional classroom and online instruction (hybrid), class participation is no less important, though its measurement may be somewhat different.

Students enrolled in hybrid courses are considered as having officially entered in the course when they attend a traditional class or when they complete the first online assignment. Students in DL courses must log in and complete the first online assignment to be considered as having officially entered the course.

For a course delivered in a hybrid format, a student may be withdrawn by an instructor when a combination of absences from class and uncompleted online work exceeds 10% of course instruction, unless the faculty member deems the absences or missed work to be unavoidable.

For a course delivered online, a student may be withdrawn by an instructor when uncompleted online work exceeds 10% of course instruction, unless the faculty member deems the absences or missed work to be unavoidable.

In the case of unavoidable absences or missed work, documentation and additional assignments will be required in accordance with the established attendance policy.

Uncompleted online work will be defined by the instructor based on the course instruction and learning outcomes stated in the course syllabus, but may include:
- not regularly logging in to the course as required
- not completing quizzes or tests by given deadlines
- not completing and submitting required assignments

- not participating in required online group or discussion activities
- not communicating with the instructor.

COURSE SUBSTITUTIONS

Course substitutions may be granted when deemed necessary for graduation or as a necessary accommodation to complete a degree as long as they are in compliance with state policy. Substitutions are approved and applied toward specific degrees, diplomas, or certificates.

Core courses, including concentration courses, cannot be substituted. General education and other major hours courses may be substituted with comparable courses. The appropriate advisor must complete a "Course Substitution Application" form and obtain department chair and division chair recommendations before submitting the form to the Vice President for Instuction for a final decision.

REPEAT COURSE POLICY

Students who receive a grade of "C" or better on a curriculum course may elect to repeat the course once. (Where State and/or Federal Regulations are contrary to this policy, these Regulations will apply.) Students desiring to repeat a course for a third time must obtain written permission from both the Vice President for Student Development and the Vice President for Instruction.

INDEPENDENT STUDY POLICY

Though the practice is not encouraged at this level, a curriculum student may take a curriculum course by Independent Study provided the student:
1. Has an overall cumulative GPA in the courses required in the degree program of 3.25 or better.
2. Has completed at least one-half of the course requirements in his/her major.
3. Has the approval of the department chair, the division chair, and the Dean of Instructional Services or Vice President for Instruction.
4. Has the agreement of an appropriate faculty member to oversee the Independent Study.
5. Completes all assignments given by the overseeing faculty member.
6. Is prepared to spend equivalent contact hours in the Guided Studies Center.
7. Properly registers for the course being attempted through Independent Study.

COOPERATIVE EDUCATION

Cooperative Education (Co-op) is designed to give students enrolled in curricular programs (excluding health fields) the opportunity to gain academic credit for related work experiences while completing their degrees. This combination of classroom instruction with practical, related work experience provides numerous benefits to participating students.

Co-op students may work as many as two semesters in part-time or full-time positions which are approved by the College. Academic credit is given for the learning gained during the work period. Students are visited periodically by the faculty and receive on-the-job supervision by their employers.

ELIGIBILITY—Full-time students enrolled in approved Co-op programs for academic credit are eligible to participate if they meet the following conditions:
1. Receive approval of program instructors.
2. Have a minimum GPA of 2.0.
3. Have not gained credit for the substitute courses as outlined in the curriculum description.

APPLICATION PROCEDURE—Interested students should obtain all application forms and schedule interviews with the lead instructor in their major. Students are permitted to enroll in the Cooperative Work Experience Program on the basis of information obtained from their applications, college transcripts, and interviews regarding career goals. After students meet eligibility requirements, they may be selected for work assignments as assignments become available.

ACADEMIC CREDIT—Credit hours for Cooperative Education work periods are determined by dividing the average number of hours worked per week by 10 and rounding to the nearest whole number. Co-op students may earn two or three semester hours of credit toward certificate, diploma, or degree requirements as determined by the curriculum.

REGISTRATION—Students must have all the appropriate Cooperative Education Program forms signed by the lead instructor and Co-op Coordinator when they are enrolled in the Co-op work experience courses. Students interested in Cooperative Education are invited to contact the Co-op Office. Information is also available through faculty advisors. Students registering for Co-op credit in Early Childhood Education, Healthcare Management Technology, or Human Services Technology will have liability insurance coverage. The cost will be included in the student fees.

INSURANCE ―Effective fall semester 2005, students who enroll in Cooperative Education work experiences (COE) and courses that have a clinical component are required to purchase or show evidence of having professional liability insurance prior to enrollment.

ACADEMIC ACHIEVEMENT

Academic achievement at RCC is recognized by the publication of the President's and Dean's List and by special recognition of academic honors at graduation.

PRESIDENT'S AND DEAN'S LISTS

The President's List and Dean's List are published in two parts at the end of each semester. The President's List identifies students who earn an "A" in all courses and have a 4.0 grade point average. The Dean's List includes the names of students who attain a minimum grade point average of 3.25 and earn no letter grade lower than a "B" while carrying 12 or more semester hours in a degree or diploma program. Also appearing as an addendum to this list are those students carrying at least 6 but less than 12 credit hours in a degree or diploma program who attain a minimum grade point average of 3.25 and earn no letter grade less than a "B." A news release is also forwarded to the hometown newspaper of those students named to the President's and Dean's Lists. Students who do not want to be on the President's or Dean's lists must contact the Registrar.

The Curriculum

Richmond Community College offers curricular programs leading to an associate degree, a diploma, or a certificate. Certificates may be awarded through certain curricula upon the satisfactory completion of prescribed courses selected and identified by the College. For more information, see your academic advisor.

The Guided Studies Center, tutorial services, and developmental education courses are available for students who need to enhance or review basic skills prior to entering a curriculum. New programs and courses are added in response to student and community needs. All course syllabi are available on the college website. This general catalog represents the most accurate information available concerning Richmond Community College at the time of its publication. However, the College reserves the right to delete or change programs and courses as may be required.

The curricular programs are designed so all students who complete requirements for a degree or diploma will meet required competencies in reading, writing, oral communication, computing and general math skills.

Curricular programs are arranged in alphabetical order and described in detail on the following pages.

DEGREES, DIPLOMAS, AND CERTIFICATES

The Board of Trustees of Richmond Community College, under the authority of the State Board of Community Colleges, is authorized to award the following degrees, diplomas, and certificates:

1. An Associate in Arts or Associate in Science degree is awarded for successful completion of the college transfer curriculum.
2. An Associate in General Education degree is awarded for successful completion of a 65 semester hour individualized program of study with emphasis on personal interest, growth and development.
3. An Associate in Applied Science degree is awarded for successful completion of a 64 – 76 semester hour curriculum.
4. A diploma is awarded for successful completion of a 36 – 48 semester hour curriculum.
5. A certificate is awarded for successful completion of programs that are 12–18 semester hours credit in length. The courses will be determined by Richmond Community College.

COURSES OF STUDY

COLLEGE TRANSFER PROGRAMS

These programs are offered through the Associate in Arts (AA) and Associate in Science (AS) degrees. The Associate in Arts and the Associate in Science programs are part of the Comprehensive Articulation Agreement (CAA). This agreement addresses the transfer of students between institutions in the North Carolina Community College System and the constituent institutions of the University of North Carolina.

Associate in Arts (A10100)
Associate in Science (A10400)

GENERAL EDUCATION PROGRAM

The General Education program is designed for individuals wishing to broaden their education, with emphasis on personal interest, growth and development. The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science and mathematics at the college level. All courses in the program are college-level courses. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer. Courses must be at the 110-199 or 210-299 level. Successful completion of 65 semester hour credits leads to an Associate in General Education degree (AGE).

Associate in General Education (A10300)

ASSOCIATE IN APPLIED SCIENCE PROGRAMS

These programs range from 64 to 76 semester hour credits. A full-time student can typically complete one of these programs within two years. In addition to major course work, associate in applied science degree programs require a minimum of 15 semester hour credits of general education. General education requirements include course work in communications, humanities/fine arts, social/behavioral sciences and 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.

Accounting (A25100)
Associate Degree Nursing (A45110)
Biotechnology (A20100) (collaborative program*)
Business Administration (A25120)
Computer Engineering Technology (A40160)
Computer Information Technology (A25260)
Criminal Justice Technology (A55180)
Early Childhood Education (A55220)
Electronics Engineering Technology (A40200)
General Occupational Technology (A55280)
Global Logistics Technology (A25170) (collaborative program*)
Healthcare Management Technology (A25200)
Human Services Technology (A45380)
Industrial Systems Technology (A50240)
Mechanical Engineering Technology (A40320)
Medical Assisting (A45400)
Networking Technology (A25340)
Office Administration (A25370)
School-Age Education (A55440)
Web Technologies (A25290)

These programs are offered in collaboration with another community college.

Note: Associate in Applied Science Degree students considering transfer to a senior institution should substitute a higher-level mathematics course for the required mathematics course listed in their curriculum.

DIPLOMA PROGRAMS

These 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 term. Associate degree level courses within a diploma program may also be applied toward an Associate in Applied Science degree.

Associate in Arts Transfer Core (D10100)
Associate in Science Transfer Core (D10400)
Computer Information Technology (D25260)
Criminal Justice Technology (D55180)
Electrical/Electronics Technology (D35220)
Industrial Systems Technology (D50240)
Machining Technology (D50300)
Mechanical Engineering Technology (D40320)
Networking Technology (D25340)
Practical Nursing (D45660)
Web Technologies (D25290)
Welding Technology (D50420)

CERTIFICATE PROGRAMS

These 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 degree.

Business Administration (C25120)
Computer Information Technology (C25260)
Early Childhood Education (C55220)
Electrical/Electronics Technology (C35220)
Entrepreneurship (C25490)
Industrial Systems Technology (C50240)
Infant/Toddler Care (C55290)
Lateral Entry (C55430)
Machining Technology (C50300)
Mechanical Engineering Technology/Computer Aided Drafting (C40320)
Medical Assisting (C45400)
Networking Technology/CISCO Certificate (C25340)
Nursing Assistant (C45480)
Office Administration (C25370)
Web Technologies/Web Design (C25290)
Welding Technology (C50420)

DISTANCE LEARNING OPTIONS

Richmond Community College actively participates in the North Carolina Community College System (NCCCS) Virtual Learning Community and continues to expand its Distance Learning effort via the Internet. Newcomers to distance learning courses must complete an online orientation session at the beginning of the semester to familiarize themselves with the delivery system.

The RCC home page on the Internet (www.richmondcc.edu) provides a quick link to distance learning courses and to the Instructional Technologies Center web page. In distance learning courses, the Internet provides the primary communication link between the student and the faculty member.

Students with a strong understanding of the Internet may find this mode of course delivery an invaluable aid in completing degree requirements. Students who enroll in Internet courses should be extremely self-motivated and self-disciplined. Students will work independently and communicate with the faculty member and classmates via email, list servers, online classrooms, group pages, and chat rooms. They also have access to library materials via the library's web page (RCC's Learning Resources Center link on the college's home page). Students must visit the library for a password to access some areas of research.

Each semester, the distance learning opportunities are listed in the published course schedule with the general course offerings. Courses delivered through the Internet (the "World Wide Web") are usually designated with a "W#" section designation (sections might be assigned second numbers: W1, W2, etc.). RCC also offers a number of courses in a "hybrid" distance learning format. In a hybrid class, students meet in a traditional classroom setting for usually 50% of the assigned contact hours for the course, then complete the other assigned contact hours online in an Internet delivery format. Hybrid learning opportunities are usually designated with an "H#" section designation (sections might be assigned section numbers: H1, H2, etc.). RCC also offers courses in a traditional classroom setting but through the NC Information Highway (NCIH) distance learning format. Courses offered via NCIH are scheduled in a Video Conferencing classroom with traditional meeting times. The instructor of the course will also be in a Video Conferencing classroom, but not necessarily the same one as the student. NCIH learning opportunities are usually designated with a "V#" section designation (sections might be assigned section numbers: V1, V2, etc.).

Students enrolling in any type of distance learning course must follow the regular admissions and registration processes, pay regular tuition and fees, and meet all course prerequisites.

Developmental Education

DEVELOPMENTAL EDUCATION

Students scoring below the official cutoff scores on the Computerized Placement Tests will be assigned to the appropriate developmental course(s). These courses are designed to provide the student with the reading, writing, mathematics, and keyboarding skills needed to enter a one or two-year program.

Because most curriculum courses have developmental prerequisites, the following restrictions apply: (1) Students will not be allowed to register for those curriculum courses until the prerequisite courses are passed. (2) Students required to take RED 070 and RED 080 should postpone taking any curriculum courses until they progress to RED 090. (3) Students required to take more than one developmental course should limit their enrollment in curriculum courses to those requiring the least reading, writing and computational competencies. (4) Students taking RED 070 may take ENG 080 at the same time.

DEVELOPMENTAL COURSES

(DAY / EVENING)

			Class	Lab	Work Exp/ Clinical	Credit
BIO	094	Concepts of Human Biology	3	2	0	4
ENG	080	Writing Foundations	3	2	0	4
ENG	090	Composition Strategies	3	0	0	3
ENG	090A	Composition Strategies Lab	0	2	0	1
MAT	050	Basic Math Skills	3	2	0	4
MAT	060	Essential Mathematics	3	2	0	4
MAT	070	Introductory Algebra	3	2	0	4
MAT	080	Intermediate Algebra	3	2	0	4
OST	080	Keyboarding Literacy	1	2	0	2
RED	070	Essential Reading Skills	3	2	0	4
RED	080	Introduction to College Reading	3	2	0	4
RED	090	Improved College Reading	3	2	0	4
SCI	090	Skills for the Sciences	2	2	0	3

Exit Requirements

Students must earn a final grade of "C" (78) or better to exit any developmental English, mathematics, or reading course. A student whose final grade is below "C" may not progress to the next level of that course sequence and, therefore, will receive a grade of "F." Grades of "D" are not given in developmental courses.

Associate Degree Curricula

ASSOCIATE IN ARTS (A10100)

(College Transfer Curricula)

Richmond Community College offers two associate degree programs designed to allow seamless transition to four-year institutions: Associate in Arts (A.A.) and Associate in Science (A.S.). These programs are designed to offer students the freshman and sophomore years of a baccalaureate-track program. In order to receive an Associate in Arts (A.A.) or Associate in Science (A.S.) degree students must have a grade of "C" or better in all courses.

The Associate in Arts program is designed for students desiring a bachelor's degree and/or pre-professional training in areas other than fine arts and natural/biological/mathematical sciences. Students who plan to major in such disciplines as art, business, economics, history, humanities, liberal arts, liberal arts education, music, political science, psychology, and sociology should consult a counselor about enrolling in the A.A. program.

TRANSFER CORE DIPLOMA (D10100)

Students who successfully complete the 44-hour General Education Core with a grade of "C" or better in each course may be awarded the Associate in Arts Transfer Core diploma. As defined by the Comprehensive Articulation Agreement between the UNC System and the North Carolina Community College System and approved by the North Carolina Legislature, the 44-hour General Education Core includes study in the areas of English composition, humanities and fine arts, mathematics, natural sciences, and social and behavioral sciences.

ACADEMIC PRE-MAJORS

Counselors and advisors can help students design a program of study. See http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm for additional information.

ASSOCIATE IN ARTS GENERAL EDUCATION CORE

(44 Semester Hours Credit)

English Composition (6 SHC)

			Class	Lab	Work Exp/ Clinical	Credit
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
or						
ENG	113	Literature-Based Research	3	0	0	3
or						
ENG	114	Professional Research & Reporting	3	0	0	3

Humanities/Fine Arts (12 SHC)
Four (4) courses from at least **three (3)** discipline areas are required. **At least one (1) course must be a literature course.**

		Class	Lab	Work Exp/ Clinical	Credit
ART 111	Art Appreciation	3	0	0	3
COM 110	*Introduction to Communication	3	0	0	3
COM 120	*Interpersonal Communication	3	0	0	3
COM 231	*Public Speaking	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
ENG 131	Introduction to Literature	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 233	Major American Writers	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
ENG 243	Major British Writers	3	0	0	3
ENG 261	World Literature I	3	0	0	3
ENG 262	World Literature II	3	0	0	3
FRE 111	Elementary French I	3	0	0	3
FRE 112	Elementary French II	3	0	0	3
GER 111	Elementary German I	3	0	0	3
GER 112	Elementary German II	3	0	0	3
HUM 110	Technology and Society	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3
HUM 120	Cultural Studies	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
HUM 130	Myth in Human Culture	3	0	0	3
HUM 150	American Women's Studies	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
HUM 211	Humanities I	3	0	0	3
HUM 212	Humanities II	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
REL 110	World Religions	3	0	0	3
REL 111	Eastern Religions	3	0	0	3
REL 112	Western Religions	3	0	0	3
REL 211	Introduction to Old Testament	3	0	0	3
REL 212	Introduction to New Testament	3	0	0	3
REL 221	Religion in America	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
SPA 112	Elementary Spanish II	3	0	0	3
SPA 211	Intermediate Spanish I	3	0	0	3
SPA 212	Intermediate Spanish II	3	0	0	3

* 3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.

Social Sciences (12 SHC)
Four (4) courses from at least **three (3)** discipline areas are required. **At least one (1) course must be a history course.**

		Class	Lab	Work Exp/ Clinical	Credit
ANT 220	Cultural Anthropology	3	0	0	3
ECO 151	*Survey of Economics	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 111	World Regional Geography	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
POL 110	Introduction to Political Science	3	0	0	3
POL 120	American Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 225	Social Diversity	3	0	0	3
SOC 240	Social Psychology	3	0	0	3

*ECO 151 is for those students who have not received credit for ECO 251 or ECO 252.

Natural Sciences/Mathematics (14 SHC)
Natural Sciences (8 SHC)
Select at least one (1) course from the biological sciences and at least one (1) course from the physical sciences, including accompanying labs.

		Class	Lab	Work Exp/ Clinical	Credit
Biological Sciences					
BIO 110	Principles of Biology	3	3	0	4
BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
BIO 120	Introductory Botany	3	3	0	4
BIO 130	Introductory Zoology	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	1
Physical Sciences					
AST 111	Descriptive Astronomy	3	0	0	3
AST 111A	Descriptive Astronomy Lab	0	2	0	1
CHM 131	Introduction to Chemistry	3	0	0	3

			Class	Lab	Clinical	Credit
CHM	131A	Introduction to Chemistry Lab	0	3	0	1
CHM	151	General Chemistry I	3	3	0	4
CHM	152	General Chemistry II	3	3	0	4
PHY	110	Conceptual Physics	3	0	0	3
PHY	110A	Conceptual Physics Lab	0	2	0	1
PHY	151	College Physics I	3	2	0	4
PHY	152	College Physics II	3	2	0	4
PHY	251	General Physics I	3	3	0	4
PHY	252	General Physics II	3	3	0	4

Mathematics (6 SHC)

At least one (1) course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science or statistics.

					Work Exp/	
			Class	Lab	Clinical	Credit
Mathematics						
MAT	140	Survey of Mathematics	3	0	0	3
MAT	165	Finite Mathematics	3	0	0	3
MAT	171	Precalculus Algebra	3	0	0	3
MAT	172	Precalculus Trigonometry	3	0	0	3
MAT	271	Calculus I	3	2	0	4
MAT	272	Calculus II	3	2	0	4
MAT	273	Calculus III	3	2	0	4
Quantitative Subjects						
CIS	110	Introduction to Computers	2	2	0	3
CIS	115	Introduction to Programming & Logic	2	3	0	3
MAT	155	Statistical Analysis	3	0	0	3

OTHER REQUIRED HOURS
(20-21 SEMESTER HOURS CREDIT)

College Orientation (1 SHC)

					Work Exp/	
			Class	Lab	Clinical	Credit
ACA	111	College Student Success	1	0	0	1
ACA	118	College Study Skills	1	2	0	2
ACA	122	College Transfer Success	1	0	0	1

Electives and other required courses (20 SHC)

Select a minimum of twenty (20) semester hours. Students may take additional courses in the preceding Social//Behavioral Sciences, Humanities/Fine Arts, and Natural Sciences/Mathematics or any of the courses listed below. The following courses may transfer to some senior institutions. Students should check with their advisors and senior institutions before taking these courses.

					Work Exp/	
			Class	Lab	Clinical	Credit
ACC	120	Principles of Financial Accounting	3	2	0	4
ACC	121	Principles of Managerial Accounting	3	2	0	4
ART	131	Drawing I	0	6	0	3
BIO	163	Basic Anatomy and Physiology	4	2	0	5
BIO	165	Anatomy and Physiology I	3	3	0	4
BIO	166	Anatomy and Physiology II	3	3	0	4
BIO	275	Microbiology	3	3	0	4
BUS	110	Introduction to Business	3	0	0	3
BUS	115	Business Law I	3	0	0	3
BUS	228	Business Statistics	2	2	0	3
CHM	251	Organic Chemistry I	3	3	0	4
CHM	252	Organic Chemistry II	3	3	0	4
CJC	111	Introduction to Criminal Justice	3	0	0	3
CJC	141	Corrections	3	0	0	3
CSC	151	JAVA Programming	2	3	0	3
EDU	144	Child Development I	3	0	0	3
EDU	145	Child Development II	3	0	0	3
EDU	146	Child Guidance	3	0	0	3
EDU	216	Foundations of Education	3	2	0	4
EDU	221	Children with Exceptionalities	3	0	0	3
ENG	125	Creative Writing I	3	0	0	3
ENG	272	Southern Literature	3	0	0	3
ENG	273	African-American Literature	3	0	0	3
HEA	110	Personal Health/Wellness	3	0	0	3
HEA	112	First Aid & CPR	1	2	0	2
HEA	120	Community Health	3	0	0	3
HIS	221	African-American History	3	0	0	3
HIS	226	The Civil War	3	0	0	3
HIS	227	Native American History	3	0	0	3
HIS	236	North Carolina History	3	0	0	3
MAT	145	Analytical Mathematics	3	0	0	3
MAT	167	Discrete Mathematics	3	0	0	3
MAT	171A	Precalculus Algebra Lab	0	2	0	1
MAT	172A	Precalculus Trig Lab	0	2	0	1
MAT	280	Linear Algebra	3	0	0	3
MAT	285	Differential Equations	3	0	0	3
PED	110	Fit and Well for Life	1	2	0	2
PED	120	Walking for Fitness	0	3	0	1
PED	142	Lifetime Sports	0	2	0	1
PED	210	Team Sports	0	3	0	1
SPA	161	Cultural Immersion	2	3	0	3
SPA	181	Spanish Lab 1	0	2	0	1
SPA	182	Spanish Lab 2	0	2	0	1

ASSOCIATE IN GENERAL EDUCATION (A10300)

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided.

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

COURSE REQUIREMENTS

Credit

GENERAL EDUCATION CORE

English Composition — 6

Humanities/Fine Arts — 3
Select courses from the following discipline areas: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy and religion.

Natural Sciences/Mathematics — 3
Mathematics
Select courses from the following discipline areas: college algebra, trigonometry, calculus, computer science, and statistics.
or
Natural Sciences
Select courses from the following discipline areas: astronomy, biology, chemistry, earth sciences, physics, and/or general science.

Social/Behavioral Sciences — 3
Select courses from the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology.

MAJOR COURSES

Other Major Courses — 49
Other required hours include courses that are identified in the Course Description section stating: "This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement." or "This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement."

OTHER REQUIRED COURSES

ACA 111   College Student Success — 1

Total Credit Hours — 65

ASSOCIATE IN SCIENCE (A10400)

(College Transfer Curricula)

Richmond Community College offers two associate degree programs designed to allow seamless transition to four-year institutions: Associate in Arts (A.A.) and Associate in Science (A.S.). These programs are designed to offer students the freshman and sophomore years of a baccalaureate-track program. In order to receive an Associate in Arts (A.A.) or Associate in Science (A.S.) degree students must have a grade of "C" or better in all courses.

The Associate in Science program is designed for students desiring a bachelor's degree and/or pre-professional training in biological, mathematical, or natural science disciplines.

TRANSFER CORE DIPLOMA

Students who successfully complete the 44-hour General Education Core with a grade of "C" or better in each course may be awarded the Associates in Science Transfer Core diploma. As defined by the Comprehensive Articulation Agreement between the UNC System and the North Carolina Community College System and approved by the North Carolina Legislature, the 44-hour General Education Core includes study in the areas of English composition, humanities and fine arts, mathematics, natural sciences, and social and behavioral sciences.

ACADEMIC PRE-MAJORS

Counselors and advisors can help students design a program of study. See http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm for additional information.

ASSOCIATE IN SCIENCE

GENERAL EDUCATION CORE

(44 Semester Hours Credit)

English Composition (6 SHC)

			Class	Lab	Work Exp/ Clinical	Credit
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
or						
ENG	113	Literature-Based Research	3	0	0	3
or						
ENG	114	Professional Research & Reporting	3	0	0	3

Humanities/Fine Arts (9 SHC)

Three (3) courses from **three (3)** discipline areas are required. **One (1) course must be a literature course.**

			Class	Lab	Work Exp/ Clinical	Credit
ART	111	Art Appreciation	3	0	0	3
COM	110	*Introduction to Communication	3	0	0	3
COM	120	*Interpersonal Communication	3	0	0	3
COM	231	*Public Speaking	3	0	0	3
DRA	111	Theatre Appreciation	3	0	0	3
ENG	131	Introduction to Literature	3	0	0	3
ENG	231	American Literature I	3	0	0	3
ENG	232	American Literature II	3	0	0	3
ENG	233	Major American Writers	3	0	0	3
ENG	241	British Literature I	3	0	0	3
ENG	242	British Literature II	3	0	0	3
ENG	243	Major British Writers	3	0	0	3
ENG	261	World Literature I	3	0	0	3
ENG	262	World Literature II	3	0	0	3
FRE	111	Elementary French I	3	0	0	3
FRE	112	Elementary French II	3	0	0	3
GER	111	Elementary German I	3	0	0	3
GER	112	Elementary German II	3	0	0	3
HUM	110	Technology and Society	3	0	0	3
HUM	115	Critical Thinking	3	0	0	3
HUM	120	Cultural Studies	3	0	0	3
HUM	122	Southern Culture	3	0	0	3
HUM	130	Myth in Human Culture	3	0	0	3
HUM	150	American Women's Studies	3	0	0	3
HUM	160	Introduction to Film	2	2	0	3
HUM	211	Humanities I	3	0	0	3
HUM	212	Humanities II	3	0	0	3
MUS	110	Music Appreciation	3	0	0	3
PHI	210	History of Philosophy	3	0	0	3
REL	110	World Religions	3	0	0	3
REL	111	Eastern Religions	3	0	0	3
REL	112	Western Religions	3	0	0	3
REL	211	Introduction to Old Testament	3	0	0	3
REL	212	Introduction to New Testament	3	0	0	3
REL	221	Religion in America	3	0	0	3
SPA	111	Elementary Spanish I	3	0	0	3
SPA	112	Elementary Spanish II	3	0	0	3
SPA	211	Intermediate Spanish I	3	0	0	3
SPA	212	Intermediate Spanish II	3	0	0	3

* 3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.

Social Sciences (9 SHC)

Three (3) courses from **three (3)** discipline areas are required. **One (1) course must be a history course.**

			Class	Lab	Work Exp/ Clinical	Credit
ANT	220	Cultural Anthropology	3	0	0	3
ECO	151	*Survey of Economics	3	0	0	3
ECO	251	Principles of Microeconomics	3	0	0	3
ECO	252	Principles of Macroeconomics	3	0	0	3
GEO	111	World Regional Geography	3	0	0	3
GEO	112	Cultural Geography	3	0	0	3
HIS	111	World Civilizations I	3	0	0	3
HIS	112	World Civilizations II	3	0	0	3
HIS	121	Western Civilization I	3	0	0	3
HIS	122	Western Civilization II	3	0	0	3
HIS	131	American History I	3	0	0	3
HIS	132	American History II	3	0	0	3
POL	110	Introduction to Political Science	3	0	0	3
POL	120	American Government	3	0	0	3
POL	220	International Relations	3	0	0	3
PSY	150	General Psychology	3	0	0	3
PSY	237	Social Psychology	3	0	0	3
PSY	241	Developmental Psychology	3	0	0	3
PSY	281	Abnormal Psychology	3	0	0	3
SOC	210	Introduction to Sociology	3	0	0	3
SOC	213	Sociology of the Family	3	0	0	3
SOC	220	Social Problems	3	0	0	3
SOC	225	Social Diversity	3	0	0	3
SOC	240	Social Psychology	3	0	0	3

*ECO 151 is for those students who have not received credit for ECO 251 or ECO 252.

Natural Sciences/Mathematics (20 SHC)
Natural Science (8 SHC)

Select a two-course sequence in general biology, general chemistry, college physics, or general physics, including accompanying labs.

			Class	Lab	Work Exp/ Clinical	Credit
BIO	111	General Biology I	3	3	0	4
BIO	112	General Biology II	3	3	0	4
CHM	151	General Chemistry I	3	3	0	4
CHM	152	General Chemistry II	3	3	0	4
PHY	151	College Physics I	3	2	0	4
PHY	152	College Physics II	3	2	0	4
PHY	251	General Physics I	3	3	0	4
PHY	252	General Physics II	3	3	0	4

Mathematics (6 SHC)
One course in mathematics at the precalculus algebra (MAT 171) level or above is required; the other course(s) may be higher level mathematics or may be selected from among other quantitative subjects, such as computer science or statistics.

			Work Exp/		
		Class	Lab	Clinical	Credit
Mathematics					
MAT 171	Precalculus Algebra	3	0	0	3
MAT 172	Precalculus Trigonometry	3	0	0	3
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
MAT 273	Calculus III	3	2	0	4

			Work Exp/		
		Class	Lab	Clinical	Credit
Quantitative Subjects					
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming & Logic	2	3	0	3
MAT 155	Statistical Analysis	3	0	0	3

ASSOCIATE IN SCIENCE: Six (6) additional semester hour credits must be selected from courses designated as Natural Sciences/Mathematics general education transfer courses.

			Work Exp/		
		Class	Lab	Clinical	Credit
AST 111	Descriptive Astronomy	3	0	0	3
AST 111A	Descriptive Astronomy Lab	0	2	0	1
BIO 110	Principles of Biology	3	3	0	4
BIO 120	Introductory Botany	3	3	0	4
BIO 130	Introductory Zoology	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	1
CHM 131	Introduction to Chemistry	3	0	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	0	1
PHY 110	Conceptual Physics	3	0	0	3
PHY 110A	Conceptual Physics Lab	0	2	0	1

OTHER REQUIRED HOURS
(20-21 SEMESTER HOURS CREDIT)

College Orientation (1 SHC)

			Work Exp/		
		Class	Lab	Clinical	Credit
ACA 111	College Student Success	1	0	0	1
ACA 118	College Study Skills	1	2	0	2
ACA 122	College Transfer Success	1	0	0	1

Electives and other required courses (20 SHC)
ASSOCIATE IN SCIENCE: Select a minimum of fourteen (14) semester hours in Computer Science, Mathematics, or Natural Sciences. The remaining courses may be selected from the preceding Social/Behavioral Sciences, Humanities/Fine Arts, and Natural Sciences/Mathematics sections or any of the courses listed below.

Natural Sciences/Mathematics/Computer Science Electives

			Work Exp/		
		Class	Lab	Clinical	Credit
BIO 163	Basic Anatomy and Physiology	4	2	0	5
BIO 165	Anatomy and Physiology I	3	3	0	4
BIO 166	Anatomy and Physiology II	3	3	0	4
BIO 275	Microbiology	3	3	0	4
CHM 251	Organic Chemistry I	3	3	0	4
CHM 252	Organic Chemistry II	3	3	0	4
CSC 151	JAVA Programming	2	3	0	3
MAT 171A	Precalculus Algebra Lab	0	2	0	1
MAT 172A	Precalculus Trig Lab	0	2	0	1
MAT 280	Linear Algebra	3	0	0	3
MAT 285	Differential Equations	3	0	0	3

General Electives
The following courses may transfer to some senior institutions. Students should check with their advisors and senior institutions before taking these courses.

			Work Exp/		
		Class	Lab	Clinical	Credit
ACC 120	Principles of Financial Accounting	3	2	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	4
ART 131	Drawing I	0	6	0	3
BUS 110	Introduction to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
CJC 111	Introduction to Criminal Justice	3	0	0	3
CJC 141	Corrections	3	0	0	3
EDU 144	Child Development I	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 216	Foundations of Education	3	2	0	4
EDU 221	Children with Exceptionalities	3	0	0	3
ENG 125	Creative Writing I	3	0	0	3
ENG 272	Southern Literature	3	0	0	3
ENG 273	African-American Literature	3	0	0	3
HEA 110	Personal Health/Wellness	3	0	0	3
HEA 112	First Aid & CPR	1	2	0	2
HEA 120	Community Health	3	0	0	3
HIS 221	African-American History	3	0	0	3
HIS 226	The Civil War	3	0	0	3
HIS 227	Native American History	3	0	0	3
HIS 236	North Carolina History	3	0	0	3
PED 110	Fit and Well for Life	1	2	0	2
PED 120	Walking for Fitness	0	3	0	1

PED	142	Lifetime Sports	0	2	0	1
PED	210	Team Sports	0	3	0	1
SPA	161	Cultural Immersion	2	3	0	3
SPA	181	Spanish Lab 1	0	2	0	1
SPA	182	Spanish Lab 2	0	2	0	1

Associate in Applied Science Degrees, Diplomas and Certificates

ACCOUNTING (A25100)

The Accounting curriculum is designed to provide students with the knowledge and skills necessary for employment and growth in the accounting profession. Using the "language 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 communications, 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, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

COURSE REQUIREMENTS

		Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses					
1. Required Courses					
COM 231	Public Speaking	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
ENG 112	Argument-Based Research	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
	Humanities/Fine Arts Elective*	3	0	0	3
B. Major Courses					
1. Core Courses					

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

		Class	Lab	Clinical	Credit
ACC 120	Principles of Financial Accounting	3	2	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	4
ACC 129	Individual Income Taxes	2	2	0	3
ACC 220	Intermediate Accounting I	3	2	0	4
BUS 115	Business Law I	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
2. Other Major Courses					
ACC 122	Principles of Financial Accounting II	3	0	0	3
ACC 130	Business Income Taxes	2	2	0	3
ACC 149	Intro to Accounting Spreadsheets	1	2	0	2
ACC 150	Accounting Software Applications	1	2	0	2
ACC 221	Intermediate Accounting II	3	2	0	4
ACC 225	Cost Accounting	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
	Business Elective**	2/3	0-3	0	3/4
ACC 151	Accounting Spreadsheet Applications	1	2	0	2

or					
COE 112	Co-op Work Experience I	0	0	20	2
C. Other Required Courses					
ACA 111	College Student Success	1	0	0	1

Total Credit Hours		**68/69**

* Approved Electives are listed on the page before the Course Descriptions.
** Business elective may be selected from the following courses:

ACC 111	Financial Accounting	3	0	0	3
ACC 115	College Accounting	3	2	0	4
BUS 116	Business Law II	3	0	0	3
BUS 125	Personal Finance	3	0	0	3
BUS 153	Human Resource Management	3	0	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 260	Business Communication	3	0	0	3
DBA 110	Database Concepts	2	3	0	3
INT 110	International Business	3	0	0	3
MKT 221	Consumer Behavior	3	0	0	3
MKT 223	Customer Service	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
SPA 120	Spanish for the Workplace	3	0	0	3

Note: Only 3 SHC of SPA are allowed towards the Accounting degree.

SEMESTER SCHEDULE
ACCOUNTING (DAY)

		Class	Lab	Work Exp/ Clinical	Credit
First Year — Fall Semester					
ACA 111	College Student Success	1	0	0	1
ACC 120	Principles of Financial Accounting	3	2	0	4
CIS 110	Introduction to Computers	2	2	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
		15	4	0	17
First Year — Spring Semester					
ACC 122	Principles of Financial Accounting II	3	0	0	3
ACC 129	Individual Income Taxes	2	2	0	3
ACC 150	Accounting Software Applications	1	2	0	2
COM 231	Public Speaking	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ENG 112	Argument-Based Research	3	0	0	3
		15	4	0	17

Second Year — Fall Semester

			Class	Lab	Work Exp/Clinical	Credit
ACC	121	Principles of Managerial Accounting	3	2	0	4
ACC	130	Business Income Taxes	2	2	0	3
ACC	149	Intro to Accounting Spreadsheets	1	2	0	2
ACC	220	Intermediate Accounting I	3	2	0	4
BUS	115	Business Law I	3	0	0	3
			12	8	0	16

Second Year — Spring Semester

ACC	151	Accounting Spreadsheet Applications***	1	2	0	2
ACC	221	Intermediate Accounting II	3	2	0	4
ACC	225	Cost Accounting	3	0	0	3
BUS	137	Principles of Management	3	0	0	3
		Business Elective**	2/3	0-3	0	3/4
		Humanities/Fine Arts Elective*	3	0	0	3
			15/16	4-7	0	18/19

Total Credit Hours   **68/69**

* Approved Electives are listed on the page before the Course Descriptions.
*** COE 112, Co-op Work Experience I, may be substituted for ACC 151, Accounting Spreadsheet Applications. See the course requirements for Accounting (A25100) for details.

SEMESTER SCHEDULE
ACCOUNTING (EVENING)

			Class	Lab	Work Exp/Clinical	Credit

First Year— Fall Semester

ACA	111	College Student Success	1	0	0	1
ACC	120	Principles of Financial Accounting	3	2	0	4
CIS	110	Introduction to Computers	2	2	0	3
MAT	140	Survey of Mathematics	3	0	0	3
			9	4	0	11

First Year— Spring Semester

ACC	121	Principles of Managerial Accounting	3	2	0	4
ACC	122	Principles of Financial Accounting II	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
			9	2	0	10

Second and Third Years (Alternating Sequences) Even Years — Fall Semester

ACC	129	Individual Income Taxes	2	2	0	3
ACC	225	Cost Accounting	3	0	0	3
BUS	115	Business Law I	3	0	0	3
BUS	137	Principles of Management	3	0	0	3
			11	2	0	12

Odd Years — Spring Semester

			Class	Lab	Work Exp/Clinical	Credit
ACC	130	Business Income Taxes	2	2	0	3
ACC	150	Accounting Software Applications	1	2	0	2
		Business Elective**	2/3	0-3	0	3/4
		Humanities/Fine Arts Elective*	3	0	0	3
			8/9	4-7	0	11/12

Odd Years — Fall Semester

ACC	220	Intermediate Accounting I	3	2	0	4
ACC	149	Intro to Accounting Spreadsheets	1	2	0	2
COM	231	Public Speaking	3	0	0	3
ECO	252	Principles of Macroeconomics	3	0	0	3
			10	4	0	12

Even Years — Spring Semester

ACC	151	Accounting Spreadsheet Applications ***	1	2	0	2
ACC	221	Intermediate Accounting II	3	2	0	4
ECO	251	Principles of Microeconomics	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
			10	4	0	12

Total Credit Hours   **68/69**

* Approved Electives are listed on the page before the Course Descriptions.
*** Co-op Work Experience I may be substituted for ACC 151, Accounting Spreadsheet Applications. See the course requirements for Accounting (A25100) for details.

ASSOCIATE DEGREE NURSING (A45110)

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, individualize 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.

COURSE REQUIREMENTS

The Associate Degree Nursing program is approved by the North Carolina Board of Nursing.

		Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses					
1. Required Courses					
BIO 165	Anatomy and Physiology I	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
ENG 112	Argument-Based Research	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
	Humanities/Fine Arts Elective *	3	0	0	3
B. Major Courses					
1. Core Courses					
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.					
NUR 111	Intro to Health Concepts	4	6	6	8
NUR 112	Health-Illness Concepts	3	0	6	5
NUR 113	Family Health Concepts	3	0	6	5
NUR 114	Holistic Health Concepts	3	0	6	5
NUR 211	Health Care Concepts	3	0	6	5
NUR 212	Health Systems Concepts	3	0	6	5
NUR 213	Complex Health Concepts	4	3	15	10
2. Other Major Courses					
BIO 166	Anatomy and Physiology II	3	3	0	4
BIO 275	Microbiology	3	3	0	4
CIS 110	Introduction to Computers	2	2	0	3
PSY 150	General Psychology	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
Total Credit Hours					**76**

* Approved electives are listed on the page before Course Descriptions.

SEMESTER SCHEDULE
ASSOCIATE DEGREE NURSING

		Class	Lab	Work Exp/ Clinical	Credit
First Year— Fall Semester					
BIO 165	Anatomy and Physiology I	3	3	0	4
CIS 110	Introduction to Computers	2	2	0	3
NUR 111	Intro to Health Concepts	4	6	6	8
PSY 150	General Psychology	3	0	0	3
		12	11	6	18
First Year — Spring Semester					
BIO 166	Anatomy and Physiology II	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
NUR 112	Health-Illness Concepts	3	0	6	5
NUR 114	Holistic Health Concepts	3	0	6	5
PSY 241	Developmental Psychology	3	0	0	3
		15	3	12	20
First Year — Summer Semester					
NUR 113	Family Health Concepts	3	0	6	5
		3	0	6	5
Second Year — Fall Semester					
BIO 275	Microbiology	3	3	0	4
ENG 112	Argument-Based Research	3	0	0	3
NUR 211	Health Care Concepts	3	0	6	5
NUR 212	Health System Concepts	3	0	6	5
	Humanities/Fine Arts Elective*	3	0	0	3
		15	3	12	20
Second Year — Spring Semester					
NUR 213	Complex Health Concepts	4	3	15	10
SOC 210	Introduction to Sociology	3	0	0	3
		7	3	15	13
Total Credit Hours					**76**

BIOTECHNOLOGY (A20100)

The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

Course work emphasizes biology, chemistry, mathematics, and technical communications. The curriculum objectives are designed to prepare graduates to serve in three distinct capacities: research assistant to a biologist or chemist, laboratory technician/instrumentation technician, and quality control/quality assurance technician.

Graduates may find employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

COURSE REQUIREMENTS

Courses in **_bold-italics_** will be offered through Fayetteville Technical Community College.

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
COM 231	Public Speaking		3	0	0	3
ENG 111	Expository Writing		3	0	0	3
ENG 112	Argument-Based Research		3	0	0	3
MAT 155	Statistical Analysis		3	0	0	3
PSY 150	General Psychology		3	0	0	3
	Humanities/Fine Arts Elective*		3	0	0	3
B. Major Courses						
1. Core Courses						
BIO 111	General Biology I		3	3	0	4
BIO 112	General Biology II		3	3	0	4
BTC 181	Basic Lab Techniques		3	3	0	4
CHM 132	**_Organic and Biochemistry_**		**_3_**	**_3_**	**_0_**	**_4_**
CHM 151	General Chemistry I		3	3	0	4
2. Other Major Courses						
BIO 250	**_Genetics_**		**_3_**	**_3_**	**_0_**	**_4_**
BIO 275	Microbiology		3	3	0	4
BTC 281	**_Bioprocess Techniques_**		**_2_**	**_6_**	**_0_**	**_4_**
BTC 285	**_Cell Culture_**		**_2_**	**_3_**	**_0_**	**_3_**
BTC 286	**_Immunological Techniques_**		**_3_**	**_3_**	**_0_**	**_4_**
BTC 288	**_Biotech Lab Experience_**		**_0_**	**_6_**	**_0_**	**_2_**
CIS 110	Introduction to Computers		2	2	0	3
MAT 171	**_Precalculus Algebra_**		**_3_**	**_0_**	**_0_**	**_3_**
MAT 171A	**_Precalculus Algebra Lab_**		**_0_**	**_2_**	**_0_**	**_1_**
PHY 151	College Physics I		3	2	0	4
	Science Elective		2/3	2/3	0	3/4
C. Other Required Courses						
ACA 111	College Student Success		1	0	0	1

Science Elective (choose from the following)

		Class	Lab	Work Exp/ Clinical	Credit
CHM 152	General Chemistry II	3	3	0	4
CIS 115	Introduction to Programming & Logic	2	3	0	3
MAT 172	**_Precalculus Trigonometry_**	**_3_**	**_0_**	**_0_**	**_3_**
MAT 172A	**_Precalculus Trigonometry Lab_**	**_0_**	**_2_**	**_0_**	**_1_**

		Class	Lab	Work Exp/ Clinical	Credit
PHY 152	College Physics II	3	2	0	4

Total Credit Hours   **74/75**

* Approved Electives are listed on the page before the Course Descriptions.

BUSINESS ADMINISTRATION (A25120)

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

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

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

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
2. Required Subject Area						
MAT	140	Survey of Mathematics	3	0	0	3
		or				
MAT	171	Precalculus Algebra	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						

To receive a degree, diploma, or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Clinical	Credit
ACC	120	Principles of Financial Accounting	3	2	0	4
BUS	115	Business Law I	3	0	0	3
BUS	137	Principles of Management	3	0	0	3
CIS	110	Introduction to Computers	2	2	0	3
ECO	252	Principles of Macroeconomics	3	0	0	3
MKT	120	Principles of Marketing	3	0	0	3
2. Other Major Courses						
ACC	121	Principles of Managerial Accounting	3	2	0	4
BUS	230	Small Business Management	3	0	0	3
BUS	110	Introduction to Business	3	0	0	3
BUS	121	Business Mathematics	2	2	0	3
BUS	153	Human Resource Management	3	0	0	3
BUS	239	Business Applications Seminar	1	2	0	2
CTS	130	Spreadsheet	2	2	0	3
ECO	251	Principles of Microeconomics	3	0	0	3
INT	110	International Business	3	0	0	3
3. Required Subject Area						

Business Elective (Select 6 hours from the following courses)

			Class	Lab	Clinical	Credit
ACC	129	Individual Income Tax	2	2	0	3
ACC	130	Business Income Tax	2	2	0	3
ACC	225	Cost Accounting	3	0	0	3

BUS	116	Business Law II	3	0	0	3
BUS	125	Personal Finance	3	0	0	3
BUS	228	Business Statistics	2	2	0	3
BUS	260	Business Communication	3	0	0	3
BUS	261	Diversity in Management	3	0	0	3
MKT	221	Consumer Behavior	3	0	0	3
MKT	223	Customer Service	3	0	0	3
MKT	224	International Marketing	3	0	0	3
MKT	228	Service Marketing	3	0	0	3
SPA	111	Elementary Spanish I	3	0	0	3
SPA	120	Spanish for the Workplace	3	0	0	3

Only 3 SHC of SPA are allowed towards the Business Administration degree.

C. Other Required Courses						
ACA	111	College Student Success	1	0	0	1

Total Credit Hours   68

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
BUSINESS ADMINISTRATION (DAY)

			Class	Lab	Work Exp/ Clinical	Credit
First Year— Fall Semester						
ACA	111	College Student Success	1	0	0	1
BUS	110	Introduction to Business	3	0	0	3
BUS	115	Business Law I	3	0	0	3
CIS	110	Introduction to Computers	2	2	0	3
ENG	111	Expository Writing	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
			15	2	0	16
First Year — Spring Semester						
BUS	137	Principles of Management	3	0	0	3
CTS	130	Spreadsheet	2	2	0	3
ENG	112	Argument-Based Research	3	0	0	3
MKT	120	Principles of Marketing	3	0	0	3
		Business Elective I	3	0	0	3
		Humanities/Fine Arts Elective *	3	0	0	3
			17	2	0	18
Second Year — Fall Semester						
ACC	120	Principles of Financial Accounting	3	2	0	4
BUS	153	Human Resource Management	3	0	0	3
BUS	121	Business Mathematics	2	2	0	3
ECO	252	Principles of Macroeconomics	3	0	0	3
		Business Elective II	3	0	0	3
			14	4	0	16

Second Year — Spring Semester

			Class	Lab	Clinical	Credit
ACC	121	Principles of Managerial Accounting	3	2	0	4
BUS	230	Small Business Management	3	0	0	3
BUS	239	Business Applications Seminar	1	2	0	2
ECO	251	Principles of Microeconomics	3	0	0	3
INT	110	International Business	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
			16	4	0	18

		Total Credit Hours				**68**

Business Elective (choose from the following)

BUS	116	Business Law II	3	0	0	3
BUS	125	Personal Finance	3	0	0	3
BUS	228	Business Statistics	3	0	0	3
BUS	260	Business Communication	3	0	0	3
BUS	261	Diversity in Management	3	0	0	3
MKT	221	Consumer Behavior	3	0	0	3
MKT	223	Customer Service	3	0	0	3
MKT	224	International Marketing	3	0	0	3
MKT	228	Service Marketing	3	0	0	3
SPA	111	Elementary Spanish I	3	0	0	3
SPA	120	Spanish for the Workplace	3	0	0	3

Note: Only 3 SHC of SPA are allowed towards the Business Administration degree.

SEMESTER SCHEDULE
BUSINESS ADMINISTRATION (EVENING)

					Work Exp/	
			Class	Lab	Clinical	Credit

First Year — Fall Semester

			Class	Lab	Clinical	Credit
ACA	111	College Student Success	1	0	0	1
BUS	110	Introduction to Business	3	0	0	3
CIS	110	Introduction to Computers	2	2	0	3
ENG	111	Expository Writing	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
			12	2	0	13

First Year — Spring Semester

			Class	Lab	Clinical	Credit
BUS	137	Principles of Management	3	0	0	3
CTS	130	Spreadsheet	2	2	0	3
ENG	112	Argument-Based Research	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			11	2	0	12

Second and Third Years (Alternating Sequences) Even Years — Fall Semester

			Class	Lab	Clinical	Credit
ACC	120	Principles of Financial Accounting	3	2	0	4
ECO	252	Principles of Macroeconomics	3	0	0	3
INT	110	International Business	3	0	0	3
MKT	120	Principles of Marketing	3	0	0	3
			12	2	0	13

Odd Years — Spring Semester

			Class	Lab	Clinical	Credit
ACC	121	Principles of Managerial Accounting	3	2	0	4
ECO	251	Principles of Microeconomics	3	0	0	3
		Business Elective I	3	0	0	3
		or (if final year)				
BUS	239	Business Applications Seminar	1	2	0	2
			9/7	2/4	0	10/9

Odd Years — Fall Semester

			Class	Lab	Clinical	Credit
BUS	115	Business Law I	3	0	0	3
BUS	121	Business Mathematics	2	2	0	3
BUS	153	Human Resource Management	3	0	0	3
		Business Elective II	3	0	0	3
			11	2	0	12

Even Years — Spring Semester

			Class	Lab	Clinical	Credit
BUS	230	Small Business Management	3	0	0	3
		Business Elective I	3	0	0	3
		or (if final year)				
BUS	239	Business Applications Seminar	1	2	0	2
		Social/Behavioral Sciences Elective*	3	0	0	3
			9/7	0/2	0	9/8

		Total Credit Hours				**68**

* Approved Electives are listed on the page before the Course Descriptions.

BUSINESS ADMINISTRATION (CERTIFICATE) (C25120)
COURSE REQUIREMENTS

					Work Exp/	
			Class	Lab	Clinical	Credit
BUS	110	Introduction to Business	3	0	0	3
BUS	115	Business Law I	3	0	0	3
BUS	137	Principles of Management	3	0	0	3
CIS	110	Introduction to Computers	2	2	0	3
CTS	130	Spreadsheet	2	2	0	3
MKT	120	Principles of Marketing	3	0	0	3
		Total Credit Hours	**16**	**4**	**0**	**18**

COMPUTER ENGINEERING TECHNOLOGY (A40160)

The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, networks, and microprocessor and computer controlled equipment. It includes training in both hardware and software, emphasizing operating systems concepts to provide a unified view of computer systems.

Course work includes mathematics, physics, electronics, digital circuits, and programming, with emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications.

Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring a knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	171	Precalculus Algebra	3	0	0	3
MAT	171A	Precalculus Algebra Lab	0	2	0	1
2. Required Subject Area						
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.						
CET	111	Computer Upgrade/Repair I	2	3	0	3
CSC	139	Visual BASIC Programming	2	3	0	3
ELC	131	DC/AC Circuit Analysis	4	3	0	5
ELN	133	Digital Electronics	3	3	0	4
ELN	137	Electronic Devices and Circuits	4	3	0	5
C. Other Major Courses						
ATR	218	Computer Integrated Manufacturing	2	3	0	3
CET	222	Computer Architecture	2	0	0	2
CIS	115	Introduction to Programming & Logic	2	3	0	3
DFT	151	CAD I	2	3	0	3
EGR	285	Design Project	0	4	0	2
ELC	128	Introduction to PLC	2	3	0	3
ELN	232	Introduction to Microprocessors	3	3	0	4
ELN	237	Local Area Networks	2	3	0	3
MAT	172	Precalculus Trigonometry	3	0	0	3
MAT	172A	Precalculus Trig Lab	0	2	0	1
NOS	110	Operating System Concepts	2	3	0	3
NOS	120	Linux/Unix Single user	2	2	0	3

			Class	Lab	Clinical	Credit
PHY	110	Conceptual Physics	3	0	0	3
PHY	110A	Conceptual Physics Lab	0	2	0	1
D. Other Required Courses						
ACA	111	College Student Success	1	0	0	1

Total Credit Hours   **74**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
COMPUTER ENGINEERING TECHNOLOGY (DAY)

			Class	Lab	Work Exp/ Clinical	Credit
First Year— Fall Semester						
ACA	111	College Student Success	1	0	0	1
CIS	115	Introduction to Programming & Logic	2	3	0	3
ELC	131	DC/AC Circuit Analysis	4	3	0	5
ENG	111	Expository Writing	3	0	0	3
MAT	171	Precalculus Algebra	3	0	0	3
MAT	171A	Precalculus Algebra Lab	0	2	0	1
NOS	110	Operating System Concepts	2	3	0	3
			15	11	0	19
First Year – Spring Semester						
CET	111	Computer Upgrade/Repair I	2	3	0	3
ENG	112	Argument-Based Research	3	0	0	3
ELN	137	Electronic Devices and Circuits	4	3	0	5
MAT	172	Precalculus Trigonometry	3	0	0	3
MAT	172A	Precalculus Trig Lab	0	2	0	1
PHY	110	Conceptual Physics	3	0	0	3
PHY	110A	Conceptual Physics Lab	0	2	0	1
			15	10	0	19
First Year – Summer Semester						
ELC	128	Introduction to PLC	2	3	0	3
ELN	133	Digital Electronics	3	3	0	4
			5	6	0	7
Second Year – Fall Semester						
CET	222	Computer Architecture	2	0	0	2
DFT	151	CAD I	2	3	0	3
ELN	232	Introduction to Microprocessors	3	3	0	4
NOS	120	Linux/Unix Single user	2	2	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
			12	8	0	15

Second Year – Spring Semester

ATR	218	Computer Integrated Manufacturing	2	3	0	3
CSC	139	Visual BASIC Programming	2	3	0	3
EGR	285	Design Project	0	4	0	2
ELN	237	Local Area Networks	2	3	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			9	13	0	14

Total Credit Hours   **74**

COMPUTER INFORMATION TECHNOLOGY (A25260)

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

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

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

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	145	Analytical Mathematics	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Clinical	Credit
BUS	110	Introduction to Business	3	0	0	3
CIS	110	Introduction to Computers	2	2	0	3
CIS	115	Introduction to Programming & Logic	2	3	0	3
CTS	120	Hardware/Software Support	2	3	0	3
CTS	285	Systems Analysis & Design	3	0	0	3
CTS	289	System Support Project	1	4	0	3
DBA	110	Database Concepts	2	3	0	3
NET	125	Networking Basics	1	4	0	3
NOS	110	Operating System Concepts	2	3	0	3
NOS	130	Windows Single User	2	2	0	3
NOS	230	Windows Administration I	2	2	0	3
SEC	110	Security Concepts	3	0	0	3

2. Other Major Courses

			Class	Lab	Clinical	Credit
CSC	139	Visual BASIC Programming	2	3	0	3
NOS	120	Linux/UNIX Single User	2	2	0	3
WEB	110	Internet/Web Fundamentals	2	2	0	3
WEB	140	Web Development Tools	2	2	0	3
WEB	230	Implementing Web Serv	2	2	0	3
WEB	250	Database Driven Websites	2	2	0	3

C. Other Required Courses

			Class	Lab	Clinical	Credit
ACA	111	College Student Success	1	0	0	1

Total Credit Hours   70

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
COMPUTER INFORMATION TECHNOLOGY (DAY)

(+ denotes schedule and course requirements for a diploma program)

			Class	Work Exp/ Lab	Clinical	Credit
First Year — Fall Semester						
ACA	111	+College Student Success	1	0	0	1
CIS	110	+Introduction to Computers	2	2	0	3
CIS	115	+Introduction to Programming & Logic	2	3	0	3
ENG	111	+Expository Writing	3	0	0	3
NET	125	+Networking Basics	1	4	0	3
NOS	110	+Operating System Concepts	2	3	0	3
			11	12	0	16
First Year — Spring Semester						
CSC	139	+Visual BASIC Programming	2	3	0	3
DBA	110	+Database Concepts	2	3	0	3
ENG	112	+Argument-Based Research	3	0	0	3
MAT	145	Analytical Mathematics	3	0	0	3
NOS	130	+Windows Single User	2	2	0	3
WEB	110	+Internet/Web Fundamentals	2	2	0	3
			14	10	0	18
Second Year — Fall Semester						
BUS	110	Introduction to Business	3	0	0	3
CTS	285	Systems Analysis & Design	3	0	0	3
NOS	120	+Linux/UNIX Single User	2	2	0	3
NOS	230	Windows Administration I	2	2	0	3
SEC	110	+Security Concepts	3	0	0	3
WEB	140	+Web Development Tools	2	2	0	3
			15	6	0	18
Second Year — Spring Semester						
CTS	120	+Hardware/Software Support	2	3	0	3
CTS	289	System Support Project	1	4	0	3
WEB	230	Implementing Web Serv	2	2	0	3
WEB	250	Database Driven Websites	2	2	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
			13	11	0	18

Total Credit Hours   70

* Approved Electives are listed on the page before the Course Descriptions.
+ Denotes schedule and course requirements for a diploma program.

COMPUTER INFORMATION TECHNOLOGY
(CERTIFICATE) (C25260)

COURSE REQUIREMENTS

			Class	Work Exp/ Lab	Clinical	Credit
First Year — Fall Semester						
CIS	110	Introduction to Computers	2	2	0	3
NET	125	Networking Basics	1	4	0	3
NOS	110	Operating System Concepts	2	3	0	3
			5	9	0	9
First Year — Spring Semester						
CTS	120	Hardware/Software Support	2	3	0	3
DBA	110	Database Concepts	2	3	0	3
NOS	130	Windows Single User	2	2	0	3
			6	8	0	9

Total Credit Hours   18

CRIMINAL JUSTICE TECHNOLOGY (A55180)

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

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

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

COURSE REQUIREMENTS

The Criminal Justice A.A.S. Degree Program at Richmond Community College is certified as meeting the educational and program requirements of the North Carolina Criminal Justice Education and Training Standards Commission.

			Class	Lab	Work Exp/ Clinical	Credit
A.	**General Education Courses**					
	1. Required Courses					
	ENG	111	Expository Writing	3	0	0	3
	ENG	112	Argument-Based Research	3	0	0	3
	MAT	140	Survey of Mathematics	3	0	0	3
	PSY	150	General Psychology	3	0	0	3
			Humanities/Fine Arts Elective*	3	0	0	3
B.	**Major Courses**					
	1. Core Courses					

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Clinical	Credit
CJC	111	Introduction to Criminal Justice	3	0	0	3
CJC	112	Criminology	3	0	0	3
CJC	113	Juvenile Justice	3	0	0	3
CJC	131	Criminal Law	3	0	0	3
CJC	212	Ethics & Community Relations	3	0	0	3
CJC	221	Investigative Principles	3	2	0	4
CJC	231	Constitutional Law	3	0	0	3

2. Other Major Courses

			Class	Lab	Clinical	Credit
CIS	110	Introduction to Computers	2	2	0	3
CJC	132	Court Procedure & Evidence	3	0	0	3
CJC	141	Corrections	3	0	0	3
CJC	160	Terrorism: Underlying Issues	3	0	0	3
CJC	211	Counseling	3	0	0	3
CJC	215	Organization & Administration	3	0	0	3
CJC	222	Criminalistics	3	0	0	3
CJC	233	Correctional Law	3	0	0	3
SOC	210	Introduction to Sociology	3	0	0	3

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3. Elective Course (Select one of the following courses)**

			Class	Lab	Clinical	Credit
HIS	131	American History I	3	0	0	3
HIS	132	American History II	3	0	0	3
POL	120	American Government	3	0	0	3
SPA	111	Elementary Spanish I	3	0	0	3
SPA	120	Spanish for the Workplace	3	0	0	3

C. Other Required Courses

			Class	Lab	Clinical	Credit
ACA	111	College Student Success	1	0	0	1

Total Credit Hours   **68**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
CRIMINAL JUSTICE TECHNOLOGY (DAY)

			Class	Lab	Work Exp/ Clinical	Credit
		First Year— Fall Semester				
ACA	111	College Student Success	1	0	0	1
CIS	110	Introduction to Computers	2	2	0	3
CJC	111	Introduction to Criminal Justice	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
PSY	150	General Psychology	3	0	0	3
			15	2	0	16
		First Year – Spring Semester				
ENG	112	Argument-Based Research	3	0	0	3
CJC	112	Criminology	3	0	0	3
CJC	131	Criminal Law	3	0	0	3
CJC	132	Court Procedure & Evidence	3	0	0	3
CJC	141	Corrections	3	0	0	3
SOC	210	Introduction to Sociology	3	0	0	3
			18	0	0	18
		Second Year — Fall Semester				
CJC	113	Juvenile Justice	3	0	0	3
CJC	211	Counseling	3	0	0	3
CJC	221	Investigative Principles	3	2	0	4
CJC	231	Constitutional Law	3	0	0	3
		Elective Course **	3	0	0	3
			15	2	0	16

Second Year – Spring Semester

			Class	Lab	Clinical	Credit
CJC	160	Terrorism: Underlying Issues	3	0	0	3
CJC	212	Ethics & Community Relations	3	0	0	3
CJC	215	Organization & Administration	3	0	0	3
CJC	222	Criminalistics	3	0	0	3
CJC	233	Correctional Law	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			18	0	0	18

Total Credit Hours 68

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
CRIMINAL JUSTICE TECHNOLOGY (EVENING)

			Class	Lab	Work Exp/ Clinical	Credit
		First Year — Fall Semester				
ACA	111	College Student Success	1	0	0	1
CJC	111	Introduction to Criminal Justice	3	0	0	3
CJC	131	Criminal Law	3	0	0	3
CJC	141	Corrections	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
			13	0	0	13
		First Year — Spring Semester				
CIS	110	Introduction to Computers	2	2	0	3
CJC	112	Criminology	3	0	0	3
CJC	113	Juvenile Justice	3	0	0	3
CJC	211	Counseling	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
			14	2	0	15
		Second and Third Years (Alternating Sequences) Even Years — Fall Semester				
CJC	221	Investigative Principles	3	2	0	4
CJC	233	Correctional Law	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			9	2	0	10
		Odd Years — Spring Semester				
CJC	160	Terrorism: Underlying Issues	3	0	0	3
CJC	222	Criminalistics	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
PSY	150	General Psychology	3	0	0	3
			12	0	0	12

Odd Years — Fall Semester

			Class	Lab	Clinical	Credit
CJC	132	Court Procedure & Evidence	3	0	0	3
CJC	231	Constitutional Law	3	0	0	3
		Elective Course**	3	0	0	3
			9	0	0	9

Even Years — Spring Semester

			Class	Lab	Clinical	Credit
CJC	212	Ethics & Community Relations	3	0	0	3
CJC	215	Organization & Administration	3	0	0	3
SOC	210	Introduction to Sociology	3	0	0	3
			9	0	0	9

Total Credit Hours 68

* Approved Electives are listed on the page before the Course Descriptions.

CRIMINAL JUSTICE TECHNOLOGY (DIPLOMA) (D55180)
COURSE REQUIREMENTS

REQUIRED:

			Class	Lab	Work Exp/ Clinical	Credit
CIS	110	Introduction to Computers	2	2	0	3
CJC	111	Introduction to Criminal Justice	3	0	0	3
CJC	112	Criminology	3	0	0	3
CJC	221	Investigative Principles	3	2	0	4
CJC	231	Constitutional Law	3	0	0	3
CJC	141	Corrections	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3

ANY FIVE (5) OF THE FOLLOWING CRIMINAL JUSTICE COURSES:

			Class	Lab	Clinical	Credit
CJC	113	Juvenile Justice	3	0	0	3
CJC	131	Criminal Law	3	0	0	3
CJC	132	Court Procedure & Evidence	3	0	0	3
CJC	160	Terrorism: Underlying Issues	3	0	0	3
CJC	211	Counseling	3	0	0	3
CJC	212	Ethics & Community Relations	3	0	0	3
CJC	215	Organization & Administration	3	0	0	3
CJC	233	Correctional Law	3	0	0	3

Total Credit Hours 43

EARLY CHILDHOOD EDUCATION (A55220)

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

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

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

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
PSY	150	General Psychology	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						
To receive a degree, diploma or certificate from RCC, a student must have a						
grade of "C" or better in all core courses for the program of study.						
EDU	119	Intro to Early Childhood Education	4	0	0	4
EDU	131	Child, Family, & Community	3	0	0	3
EDU	144	Child Development I	3	0	0	3
EDU	145	Child Development II	3	0	0	3
EDU	146	Child Guidance	3	0	0	3
EDU	151	Creative Activities	3	0	0	3
EDU	153	Health, Safety, & Nutrition	3	0	0	3
EDU	221	Children with Exceptionalities	3	0	0	3
EDU	271	Educational Technology	2	2	0	3
EDU	280	Language & Literacy Experiences	3	0	0	3
EDU	284	Early Child Capstone Practicum	1	9	0	4
2. Other Major Courses						
CIS	110	Introduction to Computers	2	2	0	3
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
EDU	151A	Creative Activities Lab	0	2	0	1
EDU	251	Exploration Activities	3	0	0	3
EDU	259	Curriculum Planning	3	0	0	3
EDU	261	Early Childhood Administration I	3	0	0	3
EDU	282	Early Childhood Literature	3	0	0	3

			Class	Lab	Work Exp/ Clinical	Credit
3. Required Subject Area						
EDU Elective (Select one of the following)**						
EDU	163	Classroom Mgt & Instruct	3	0	0	3
EDU	234	Infants, Toddlers, & Twos	3	0	0	3
EDU	235	School-Age Dev & Programs	3	0	0	3
EDU	250	PRAXIS I Preparation	1	0	0	1
EDU	262	Early Childhood Administration II	3	0	0	3
C. Other Required Courses						
ACA	111	College Student Success	1	0	0	1

Total Credit Hours   **70/72**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
EARLY CHILDHOOD EDUCATION (DAY)

			Class	Lab	Work Exp/ Clinical	Credit
First Year – Fall Semester						
ACA	111	College Student Success	1	0	0	1
CIS	110	Introduction to Computers	2	2	0	3
EDU	119	Intro to Early Childhood Education	4	0	0	4
EDU	131	Child, Family, & Community	3	0	0	3
EDU	144	Child Development I	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
			16	2	0	17
First Year – Spring Semester						
EDU	145	Child Development II	3	0	0	3
EDU	146	Child Guidance	3	0	0	3
EDU	151	Creative Activities	3	0	0	3
EDU	151A	Creative Activities Lab	0	2	0	1
EDU	153	Health, Safety, & Nutrition	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
PSY	150	General Psychology	3	0	0	3
			18	2	0	19
Second Year – Fall Semester						
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
EDU	221	Children with Exceptionalities	3	0	0	3
EDU	251	Exploration Activities	3	0	0	3
EDU	261	Early Childhood Administration I	3	0	0	3
EDU	280	Language & Literacy Experiences	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			16	0	10	17

Second Year – Spring Semester

			Class	Lab	Clinical	Credit
EDU	259	Curriculum Planning	3	0	0	3
EDU	271	Educational Technology	2	2	0	3
EDU	282	Early Childhood Literature	3	0	0	3
EDU	284	Early Child Capstone Practicum	1	9	0	4
MAT	140	Survey of Mathematics	3	0	0	3
		EDU Elective**	1/3	0	0	1/3
			13/15	11	0	17/19

Total Credit Hours   **70/72**

SEMESTER SCHEDULE
EARLY CHILDHOOD EDUCATION (EVENING)

			Class	Work Exp/ Lab	Clinical	Credit
		First Year - Fall Semester				
ACA	111	College Student Success	1	0	0	1
EDU	119	Intro to Early Childhood Education	4	0	0	4
EDU	144	Child Development I	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
			11	0	0	11
		First Year - Spring Semester				
CIS	110	Introduction to Computers	2	2	0	3
EDU	145	Child Development II	3	0	0	3
EDU	146	Child Guidance	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
			11	2	0	12

Second and Third Years (Alternating Sequences) Even Years — Fall Semester

			Class	Lab	Clinical	Credit
EDU	131	Child, Family, & Community	3	0	0	3
EDU	221	Children with Exceptionalities	3	0	0	3
EDU	261	Early Childhood Administration I	3	0	0	3
PSY	150	General Psychology	3	0	0	3
			12	0	0	12

Odd Years - Spring Semester

			Class	Lab	Clinical	Credit
EDU	151	Creative Activities	3	0	0	3
EDU	151A	Creative Activities Lab	0	2	0	1
EDU	153	Health, Safety, & Nutrition	3	0	0	3
EDU	271	Educational Technology	2	2	0	3
		EDU Elective**	1/3	0	0	1/3
			9/11	4	0	11/13

** EDU Elective: EDU 163, EDU 234, EDU 235, EDU 250 or EDU 262

Odd Years — Fall Semester

			Class	Lab	Clinical	Credit
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
EDU	280	Language & Literacy Experiences	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			10	0	10	11

Even Years — Spring Semester

			Class	Lab	Clinical	Credit
EDU	251	Exploration Activities	3	0	0	3
EDU	259	Curriculum Planning	3	0	0	3
EDU	282	Early Childhood Literature	3	0	0	3
EDU	284	Early Child Capstone Practicum	1	9	0	4
			10	9	0	13

Total Credit Hours   **70/72**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
EARLY CHILDHOOD EDUCATION (CERTIFICATE) (C55220)

			Class	Work Exp/ Lab	Clinical	Credit
		First Year – Fall Semester				
EDU	119	Intro to Early Childhood Education	4	0	0	4
EDU	131	Child, Family, & Community	3	0	0	3
EDU	144	Child Development I	3	0	0	3
			10	0	0	10
		First Year – Spring Semester				
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
EDU	145	Child Development II	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
			7	0	10	8

Total Credit Hours   **18**

ELECTRICAL/ELECTRONICS TECHNOLOGY (DIPLOMA)
(D35220)

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

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

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

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	102	Applied Communications II	3	0	0	3
PSY	101	Applied Psychology	3	0	0	3
B. Major Courses						
1. Core Courses						
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.						
ELC	112	DC/AC Electricity	3	6	0	5
ELC	113	Basic Wiring I	2	6	0	4
ELC	117	Motors and Controls	2	6	0	4
ELC	128	Introduction to PLC	2	3	0	3
ELN	229	Industrial Electronics	3	3	0	4
2. Other Major Courses						
ELC	114	Basic Wiring II	2	6	0	4
ELC	118	National Electric Code	1	2	0	2
ELC	119	NEC Calculations	1	2	0	2
ELC	125	Diagrams and Schematics	1	2	0	2
ELC	134	Transformer Applications	1	2	0	2
Total Credit Hours						**38**

SEMESTER SCHEDULE
ELECTRICAL/ELECTRONICS TECHNOLOGY (EVENING)

			Class	Lab	Work Exp/ Clinical	Credit
First Year— Fall Semester						
ELC	112	DC/AC Electricity	3	6	0	5
ELC	118	National Electric Code	1	2	0	2
ELC	119	NEC Calculations	1	2	0	2
			5	10	0	9
First Year – Spring Semester						
ELC	113	Basic Wiring I	2	6	0	4
ENG	102	Applied Communications II	3	0	0	3
PSY	101	Applied Psychology	3	0	0	3
			8	6	0	10
First Year – Summer Semester						
ELC	125	Diagrams and Schematics	1	2	0	2
ELC	134	Transformer Applications	1	2	0	2
			2	4	0	4
Second Year— Fall Semester						
ELC	114	Basic Wiring II	2	6	0	4
ELN	229	Industrial Electronics	3	3	0	4
			5	9	0	8
Second Year – Spring Semester						
ELC	117	Motors and Controls	2	6	0	4
ELC	128	Introduction to PLC	2	3	0	3
			4	9	0	7
Total Credit Hours						**38**

SEMESTER SCHEDULE
ELECTRICAL/ELECTRONICS TECHNOLOGY
(CERTIFICATE) (C35220)

			Class	Lab	Work Exp/ Clinical	Credit
First Year— Fall Semester						
ELC	112	DC/AC Electricity	3	6	0	5
ELC	118	National Electric Code	1	2	0	2
			4	8	0	7
First Year – Spring Semester						
ELC	113	Basic Wiring I	2	6	0	4
ELC	117	Motors and Controls	2	6	0	4
			4	12	0	8
First Year – Summer Semester						
ELC	125	Diagrams and Schematics	1	2	0	2
			1	2	0	2
Total Credit Hours						**17**

ELECTRONICS ENGINEERING TECHNOLOGY(A40200)

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems.

A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts and microprocessors ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as, electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	171	Precalculus Algebra	3	0	0	3
MAT	171A	Precalculus Algebra Lab	0	2	0	1
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.						
ELC	131	DC/AC Circuit Analysis	4	3	0	5
ELN	133	Digital Electronics	3	3	0	4
ELN	137	Electronic Devices and Circuits	4	3	0	5
ELN	232	Introduction to Microprocessors	3	3	0	4
2. Other Major Courses						
ATR	218	Computer Integrated Manufacturing	2	3	0	3
CET	111	Computer Upgrade/Repair I	2	3	0	3
CIS	110	Introduction to Computers	2	2	0	3
DFT	151	CAD I	2	3	0	3
EGR	285	Design Project	0	4	0	2
ELC	128	Introduction to PLC	2	3	0	3
ELN	132	Linear IC Applications	3	3	0	4
ELN	237	Local Area Networks	2	3	0	3
HYD	110	Hydraulics/Pneumatics I	2	3	0	3
MAT	172	Precalculus Trigonometry	3	0	0	3
MAT	172A	Precalculus Trig Lab	0	2	0	1
PHY	110	Conceptual Physics	3	0	0	3
PHY	110A	Conceptual Physics Lab	0	2	0	1
C. Other Required Courses						
ACA	111	College Student Success	1	0	0	1
Total Credit Hours						**70**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
ELECTRONICS ENGINEERING TECHNOLOGY (DAY)

				Work Exp/	
		Class	Lab	Clinical	Credit

First Year— Fall Semester

			Class	Lab	Clinical	Credit
ACA	111	College Student Success	1	0	0	1
CIS	110	Introduction to Computers	2	2	0	3
ELC	131	DC/AC Circuit Analysis	4	3	0	5
ENG	111	Expository Writing	3	0	0	3
MAT	171	Precalculus Algebra	3	0	0	3
MAT	171A	Precalculus Algebra Lab	0	2	0	1
			13	7	0	16

First Year – Spring Semester

			Class	Lab	Clinical	Credit
CET	111	Computer Upgrade/Repair I	2	3	0	3
ELN	137	Electronic Devices and Circuits	4	3	0	5
ENG	112	Argument-Based Research	3	0	0	3
MAT	172	Precalculus Trigonometry	3	0	0	3
MAT	172A	Precalculus Trig Lab	0	2	0	1
PHY	110	Conceptual Physics	3	0	0	3
PHY	110A	Conceptual Physics Lab	0	2	0	1
			15	10	0	19

First Year – Summer Term

			Class	Lab	Clinical	Credit
ELC	128	Introduction to PLC	2	3	0	3
ELN	133	Digital Electronics	3	3	0	4
			5	6	0	7

Second Year— Fall Semester

			Class	Lab	Clinical	Credit
DFT	151	CAD I	2	3	0	3
ELN	132	Linear IC Applications	3	3	0	4
ELN	232	Introduction to Microprocessors	3	3	0	4
		Humanities/Fine Arts Elective*	3	0	0	3
			11	9	0	14

Second Year – Spring Semester

			Class	Lab	Clinical	Credit
ATR	218	Computer Integrated Manufacturing	2	3	0	3
EGR	285	Design Project	0	4	0	2
ELN	237	Local Area Networks	2	3	0	3
HYD	110	Hydraulics/Pneumatics I	2	3	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
			9	13	0	14

Total Credit Hours   **70**

* Approved Electives are listed on the page before the Course Descriptions.

ENTREPRENEURSHIP (CERTIFICATE) (C25490)

The Entrepreneurship curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth as self-employed business owners.

Course work includes developing a student's ability to make informed decisions as future business owners. Courses include entrepreneurial concepts learned in innovation and creativity, business funding, and marketing. Additional course work includes computers and economics.

Through these skills, students will have a sound education base in entrepreneurship for lifelong learning. Graduates are prepared to be self-employed and open their own businesses.

COURSE REQUIREMENTS

			Work Exp/	
	Class	Lab	Clinical	Credit

A. General Education Courses
  1. Required Courses
    None

B. Major Courses
  1. Core Courses
    To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

		Class	Lab	Clinical	Credit
BUS 280	REAL Small Business	4	0	0	4
ETR 210	Intro to Entrepreneurship	3	0	0	3
ETR 215	Law for Entrepreneurs	3	0	0	3
ETR 230	Entrepreneur Marketing	3	0	0	3

C. Other Required Courses
  None

Total Credit Hours   **13**

GENERAL OCCUPATIONAL TECHNOLOGY (A55280)

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

The curriculum content will be customized for students according to occupational interests and needs. A program of study for each student will be selected from any non-developmental level courses 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.

COURSE REQUIREMENTS

	Credit
A. General Education Courses	
1. Required Courses	
English/Communications	6
Humanities/Fine Arts	3
Natural Sciences/Mathematics	3
Social/Behavioral Sciences	3
B. Major Courses	
1. Core Courses	
Select core courses from approved curriculums at RCC.	18
2. Other Major Courses	
Select major courses from approved curriculums at RCC.	31-42
C. Other Required Courses	
ACA 111 College Student Success	1
Total Credit Hours	**65-76**

An "Individual Student Program of Study" form must be completed by the Registrar and on file in the Registrar's office when the student begins the program of study and must be updated every semester.

GLOBAL LOGISTICS TECHNOLOGY (A25170)

The Global Logistics Technology curriculum prepares individuals for a multitude of career opportunities in distribution, transportation, and manufacturing organizations. Classroom instruction, field of study experiences, and practical laboratory applications of logistics management and global technology capabilities are included in the program of study.

Course work includes computer applications, accounting, business law, economics, management, industrial sciences, and international studies. Students will solve different levels of logistics-related problems through case study evaluations and supply chain projects utilizing logistical hardware and intelligent software tools.

Graduates should qualify for positions in a wide range of government agencies, manufacturing, and service organizations. Employment opportunities include entry-level purchasing, material management, warehousing, inventory, transportation coordinators, and logistics analysts. Upon completion, graduates may be eligible for certification credentials through APICS and AST&L.

COURSE REQUIREMENTS

Courses in **bold-italics** will be offered through Forsyth Technical Community College.

	Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses				
1. Required Courses				
COM 231 Public Speaking	3	0	0	3
ENG 111 Expository Writing	3	0	0	3
MAT 140 Survey of Mathematics	3	0	0	3
PSY 150 General Psychology	3	0	0	3
Humanities/Fine Arts Elective*	3	0	0	3
B. Major Courses				
1. Core Courses				
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.				
BUS 115 Business Law I	3	0	0	3
BUS 137 Principles of Management	3	0	0	3
CIS 110 Introduction to Computers	2	2	0	3
DBA 110 Database Concepts	2	3	0	3
INT 110 International Business	3	0	0	3
LOG 110 Introduction to Logistics	*3*	*0*	*0*	*3*
LOG 125 Transportation Logistics	*3*	*0*	*0*	*3*
LOG 215 Supply Chain Management	*3*	*0*	*0*	*3*
LOG 235 Import/Export Management	*3*	*0*	*0*	*3*
LOG 240 Purchasing Logistics	*3*	*0*	*0*	*3*
LOG 250 Advanced Global Logistics	*3*	*2*	*0*	*4*
2. Other Major Courses				
ACC 120 Principles of Financial Accounting	3	2	0	4
CTS 130 Spreadsheet	2	2	0	3
Business Elective I	3	0	0	3
Business Elective II	3	0	0	3
Business Elective III	3	0	0	3
Total Credit Hours				**64/65**

* Approved Electives are listed on the page before the Course Descriptions.

Business Elective (choose from the following)

			Class	Lab	Work Exp/Clinical	Credit
ACC	121	Principles of Managerial Accounting	3	2	0	4
BUS	110	Introduction to Business	3	0	0	3
BUS	116	Business Law II	3	0	0	3
BUS	230	Small Business Management	3	0	0	3
MKT	120	Principles of Marketing	3	0	0	3
MKT	224	International Marketing	3	0	0	3

HEALTHCARE MANAGEMENT TECHNOLOGY (A25200)

The Healthcare Management Technology curriculum is designed to prepare students for employment in healthcare business and financial operations. Students will gain a comprehensive understanding of the application of management principles to the healthcare environment.

The curriculum places emphasis on planning, organizing, directing, and controlling tasks related to healthcare organizational objectives including the legal and ethical environment. Emphasis is placed on the development of effective communication, managerial, and supervisory skills.

Graduates may find employment in healthcare settings including hospitals, medical offices, clinics, long-term care facilities, and insurance companies. Graduates are eligible to sit for various certification exams upon completion of the degree with a combination of a minimum of two years administrative experience. Eligible certifications include, but are not limited to, the Professional Association of Healthcare Office Managers (PAHCOM), the Healthcare Financial Management Association (HFMA), the Certified Patient Account Manager (CPAM) and the Certified Manager of Patient Accounts (CMPA) examinations.

COURSE REQUIREMENTS

			Class	Lab	Work Exp/Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Work Exp/Clinical	Credit
ACC	120	Principles of Financial Accounting	3	2	0	4
ACC	121	Principles of Managerial Accounting	3	2	0	4
HMT	110	Intro to Healthcare Management	3	0	0	3
HMT	210	Medical Insurance	3	0	0	3
HMT	211	Long-Term Care Administration	3	0	0	3
HMT	220	Healthcare Financial Management	4	0	0	4
MED	118	Medical Law and Ethics	2	0	0	2
MED	121	Medical Terminology I	3	0	0	3
MED	122	Medical Terminology II	3	0	0	3
2. Other Major Courses						
ACC	225	Cost Accounting	3	0	0	3
BUS	137	Principles of Management	3	0	0	3
BUS	153	Human Resource Management	3	0	0	3
CIS	110	Introduction to Computers	2	2	0	3
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
CTS	130	Spreadsheet	2	2	0	3
HMT	212	Mgt of Healthcare Organizations	3	0	0	3
OST	131	Keyboarding	1	2	0	2

C. Other Required Courses

			Class	Lab	Work Exp/ Clinical	Credit
ACA	111	College Student Success	1	0	0	1

Total Credit Hours 67

SEMESTER SCHEDULE
HEALTHCARE MANAGEMENT TECHNOLOGY (DAY)

			Class	Lab	Work Exp/ Clinical	Credit
First Year—Fall Semester						
ACA	111	College Student Success	1	0	0	1
ACC	120	Principles of Financial Accounting	3	2	0	4
BUS	137	Principles of Management	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
MED	121	Medical Terminology I	3	0	0	3
			16	2	0	17
First Year - Spring Semester						
ACC	121	Principles of Managerial Accounting	3	2	0	4
CIS	110	Introduction to Computers	2	2	0	3
ENG	112	Argument-Based Research	3	0	0	3
HMT	110	Intro to Healthcare Management	3	0	0	3
MED	122	Medical Terminology II	3	0	0	3
OST	131	Keyboarding	1	2	0	2
			15	6	0	18
Second Year - Fall Semester						
ACC	225	Cost Accounting	3	0	0	3
BUS	153	Human Resource Management	3	0	0	3
HMT	211	Long-Term Care Administration	3	0	0	3
HMT	212	Mgt of Health Care Organizations	3	0	0	3
MED	118	Medical Law and Ethics	2	0	0	2
		Humanities/Fine Arts Elective*	3	0	0	3
			17	0	0	17
Second Year - Spring Semester						
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
CTS	130	Spreadsheet	2	2	0	3
HMT	210	Medical Insurance	3	0	0	3
HMT	220	Healthcare Financial Management	4	0	0	4
		Social/Behavioral Sciences Elective*	3	0	0	3
			13	2	10	15

Total Credit Hours 67

* Approved Electives are listed on the page before the Course Descriptions.

HUMAN SERVICES TECHNOLOGY (A45380)

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
SOC	210	Introduction to Sociology	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Work Exp/ Clinical	Credit
HSE	110	Introduction to Human Services	2	2	0	3
HSE	112	Group Process I	1	2	0	2
HSE	123	Interviewing Techniques	2	2	0	3
HSE	125	Counseling	2	2	0	3
HSE	210	Human Services Issues	2	0	0	2
HSE	225	Crisis Intervention	3	0	0	3
PSY	150	General Psychology	3	0	0	3
PSY	241	Developmental Psychology	3	0	0	3
SOC	213	Sociology of the Family	3	0	0	3
2. Other Major Courses						
CIS	110	Introduction to Computers	2	2	0	3
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
COE	121	Co-op Work Experience II	0	0	10	1
COE	125	Work Experience Seminar II	1	0	0	1
GRO	120	Gerontology	3	0	0	3
HSE	155	Community Resources Management	2	0	0	2
HSE	220	Case Management	2	2	0	3
HSE	227	Children & Adolescents in Crisis	3	0	0	3
HSE	250	Financial Services	2	0	0	2
HSE	251	Activities Therapy	2	2	0	3

			Class	Lab	Clinical	Credit
SOC	225	Social Diversity	3	0	0	3
		or				
SWK	113	Working with Diversity	3	0	0	3

C. Other Required Courses

ACA	111	College Student Success	1	0	0	1

Total Credit Hours   **67**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
HUMAN SERVICES TECHNOLOGY (DAY)

					Work Exp/	
			Class	Lab	Clinical	Credit

First Year— Fall Semester

			Class	Lab	Clinical	Credit
ACA	111	College Student Success	1	0	0	1
ENG	111	Expository Writing	3	0	0	3
HSE	110	Introduction to Human Services	2	2	0	3
HSE	123	Interviewing Techniques	2	2	0	3
PSY	150	General Psychology	3	0	0	3
SOC	210	Introduction to Sociology	3	0	0	3
			14	4	0	16

First Year – Spring Semester

CIS	110	Introduction to Computers	2	2	0	3
ENG	112	Argument-Based Research	3	0	0	3
HSE	112	Group Process I	1	2	0	2
HSE	125	Counseling	2	2	0	3
MAT	140	Survey of Mathematics	3	0	0	3
			11	6	0	14

First Year – Summer Term

GRO	120	Gerontology	3	0	0	3
HSE	155	Community Resources Management	2	0	0	2
HSE	250	Financial Services	2	0	0	2
SOC	213	Sociology of the Family	3	0	0	3
			10	0	0	10

Second Year— Fall Semester

COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
HSE	251	Activities Therapy	2	2	0	3
HSE	227	Children & Adolescents in Crisis	3	0	0	3
PSY	241	Developmental Psychology	3	0	0	3
SOC	225	Social Diversity	3	0	0	3
		or				
SWK	113	Working with Diversity	3	0	0	3
			12	2	10	14

Second Year – Spring Semester

			Class	Lab	Clinical	Credit
COE	121	Co-op Work Experience II	0	0	10	1
COE	125	Work Experience Seminar II	1	0	0	1
HSE	210	Human Services Issues	2	0	0	2
HSE	220	Case Management	2	2	0	3
HSE	225	Crisis Intervention	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			11	2	10	13

Total Credit Hours   **67**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
HUMAN SERVICES TECHNOLOGY (EVENING)

					Work Exp/	
			Class	Lab	Clinical	Credit

First Year — Fall Semester

			Class	Lab	Clinical	Credit
ACA	111	College Student Success	1	0	0	1
CIS	110	Introduction to Computers	2	2	0	3
ENG	111	Expository Writing	3	0	0	3
HSE	110	Introduction to Human Services	2	2	0	3
			8	4	0	10

First Year — Spring Semester

ENG	112	Argument-Based Research	3	0	0	3
HSE	123	Interviewing Techniques	2	2	0	3
PSY	150	General Psychology	3	0	0	3
SOC	210	Introduction to Sociology	3	0	0	3
			11	2	0	12

Second and Third Years (Alternating Sequences)

Even Years — Summer Semester

SOC	225	Social Diversity	3	0	0	3
		or				
SWK	113	Working with Diversity	3	0	0	3
			3	0	0	3

Even Years — Fall Semester

COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
HSE	227	Children & Adolescents in Crisis	3	0	0	3
HSE	251	Activities Therapy	2	2	0	3
			6	2	10	8

Odd Years — Spring Semester

			Class	Lab	Clinical	Credit
COE	121	Co-op Work Experience II	0	0	10	1
COE	125	Work Experience Seminar II	1	0	0	1
HSE	210	Human Services Issues	2	0	0	2
HSE	220	Case Management	2	2	0	3
MAT	140	Survey of Mathematics	3	0	0	3
SOC	213	Sociology of the Family	3	0	0	3
			11	2	10	13

Odd Years — Fall Semester

HSE	112	Group Process I	1	2	0	2
HSE	125	Counseling	2	2	0	3
HSE	225	Crisis Intervention	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			9	4	0	11

Even Years — Spring Semester

GRO	120	Gerontology	3	0	0	3
HSE	155	Community Resources Management	2	0	0	2
HSE	250	Financial Services	2	0	0	2
PSY	241	Developmental Psychology	3	0	0	3
			10	0	0	10

Total Credit Hours   **67**

* Approved Electives are listed on the page before the Course Descriptions.

INDUSTRIAL SYSTEMS TECHNOLOGY (A50240)

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 blueprint 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.

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Clinical	Credit
BPR	111	Blueprint Reading	1	2	0	2
ELC	112	DC/AC Electricity	3	6	0	5
HYD	110	Hydraulics/Pneumatics I	2	3	0	3
		or				
HYD	115	Industrial Hydraulics	2	2	0	3
ISC	112	Industrial Safety	2	0	0	2
MEC	111	Machine Processes I	1	4	0	3
MNT	110	Intro to Maintenance Procedures	1	3	0	2
WLD	112	Basic Welding Processes	1	3	0	2
2. Other Major Courses						
ATR	218	Computer Integrated Manufacturing	2	3	0	3
CIS	110	Introduction to Computers	2	2	0	3
ELC	117	Motors and Controls	2	6	0	4
ELC	120	Introduction to Wiring	2	2	0	3
ELC	125	Diagrams and Schematics	1	2	0	2
ELC	128	Introduction to PLC	2	3	0	3
HYD	180	Pneumatics in Automation	2	3	0	3
MAC	114	Introduction to Metrology	2	0	0	2
MEC	130	Mechanisms	2	2	0	3
MNT	230	Pumps & Piping Systems	1	3	0	2

			Class	Lab	Clinical	Credit
MNT 240	Industrial Equipment Troubleshooting	1	3	0		2
PKG 130	Basic Electronics		1	3	0	2
WLD 117	Industrial SMAW		1	4	0	3

C. Other Required Courses

ACA 111	College Student Success	1	0	0	1

Total Credit Hours   **70**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
INDUSTRIAL SYSTEMS TECHNOLOGY (DAY)

				Work Exp/	
		Class	Lab	Clinical	Credit

First Year— Fall Semester

ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
ELC 112	DC/AC Electricity	3	6	0	5
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
	Social/Behavioral Sciences Elective*	3	0	0	3
		15	8	0	18

First Year— Spring Semester

BPR 111	Blueprint Reading	1	2	0	2
ELC 125	Diagrams and Schematics	1	2	0	2
ENG 112	Argument-Based Research	3	0	0	3
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
or					
HYD 115	Industrial Hydraulics	2	2	0	3
ISC 112	Industrial Safety	2	0	0	2
	Humanities/Fine Arts Elective*	3	0	0	3
		12	6/7	0	15

First Year — Summer Semester

ELC 128	Introduction to PLC	2	3	0	3
PKG 130	Basic Electronics	1	3	0	2
		3	6	0	5

Second Year — Fall Semester

ELC 120	Introduction to Wiring	2	2	0	3
HYD 180	Pneumatics in Automation	2	3	0	3
MEC 111	Machine Processes I	1	4	0	3
MEC 130	Mechanisms	2	2	0	3
MNT 230	Pumps & Piping Systems	1	3	0	2
WLD 112	Basic Welding Processes	1	3	0	2
		9	17	0	16

Second Year — Spring Semester

ATR 218	Computer Integrated Manufacturing	2	3	0	3
ELC 117	Motors and Controls	2	6	0	4
MAC 114	Introduction to Metrology	2	0	0	2
MNT 110	Intro to Maintenance Procedures	1	3	0	2
MNT 240	Industrial Equipment Troubleshooting	1	3	0	2
WLD 117	Industrial SMAW	1	4	0	3
		9	19	0	16

Total Credit Hours   **70**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
INDUSTRIAL SYSTEMS TECHNOLOGY (DIPLOMA) (D50240)
(EVENING)

				Work Exp/	
		Class	Lab	Clinical	Credit

First Year — Fall Semester

BPR 111	Blueprint Reading	1	2	0	2
MEC 111	Machine Processes I	1	4	0	3
WLD 112	Basic Welding Processes	1	3	0	2
		3	9	0	7

First Year — Spring Semester

ENG 102	Applied Communications II	3	0	0	3
ISC 112	Industrial Safety	2	0	0	2
MNT 110	Intro to Maintenance Procedures	1	3	0	2
PSY 101	Applied Psychology	3	0	0	3
		9	3	0	10

First Year — Summer Semester

ELC 125	Diagrams and Schematics	1	2	0	2
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
or					
HYD 115	Industrial Hydraulics	2	2	0	3
		3	4/5	0	5

Second Year — Fall Semester

ELC 112	DC/AC Electricity	3	6	0	5
MEC 130	Mechanisms	2	2	0	3
		5	8	0	8

Second Year — Spring Semester

ELC 117	Motors and Controls	2	6	0	4
ELC 128	Introduction to PLC	2	3	0	3
		4	9	0	7

Total Credit Hours   **37**

SEMESTER SCHEDULE
INDUSTRIAL SYSTEMS TECHNOLOGY (CERTIFICATE)
(C50240)

		Class	Lab	Work Exp/ Clinical	Credit
First Year – Fall Semester					
BPR 111	Blueprint Reading	1	2	0	2
MEC 111	Machine Processes I	1	4	0	3
		2	6	0	5
First Year – Spring Semester					
ISC 112	Industrial Safety	2	0	0	2
MNT 110	Intro to Maintenance Procedures	1	3	0	2
		3	3	0	4
First Year – Summer Semester					
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
or					
HYD 115	Industrial Hydraulics	2	2	0	3
		2	2/3	0	3
Second Year – Fall Semester					
WLD 112	Basic Welding Processes	1	3	0	2
		1	3	0	2
Total Credit Hours					**14**

INFANT/TODDLER CARE (CERTIFICATE) (C55290)

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

Course work includes infant/toddler growth and development: physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with families and children; design an implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

COURSE REQUIREMENTS

		Class	Lab	Work Exp/ Clinical	Credit
A. Major Courses					
1. Core Courses					
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.					
EDU 119	Intro to Early Childhood Education	4	0	0	4
EDU 131	Child, Family, & Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
2. Other Major Courses					
COE 111	Co-op Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
Total Credit Hours					**18**

SEMESTER SCHEDULE
INFANT/TODDLER CARE (CERTIFICATE)

		Class	Lab	Work Exp/ Clinical	Credit
First Year – Fall Semester					
EDU 119	Intro to Early Childhood Education	4	0	0	4
EDU 131	Child, Family, & Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3
		10	0	0	10
1st Year – Spring Semester					
COE 111	Co-op Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
EDU 153	Health, Safety, & Nutrition	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
		7	0	10	8
Total Credit Hours					**18**

LATERAL ENTRY (CERTIFICATE) (C55430)

The Lateral Entry curriculum provides a course of study leading to the development of the general pedagogy competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

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

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

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit

A. Major Courses

1. Core Courses

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Clinical	Credit
EDU	131	Child, Family, & Community	3	0	0	3
EDU	163	Classroom Mgt & Instruction	3	0	0	3
EDU	243	Learning Theory	3	0	0	3
EDU	244	Human Growth/Development	3	0	0	3
EDU	245	Policies and Procedures	3	0	0	3
EDU	271	Educational Technology	2	2	0	3

Total Credit Hours   **18**

SEMESTER SCHEDULE
LATERAL ENTRY (CERTIFICATE)

			Class	Lab	Work Exp/ Clinical	Credit

First Year – Fall Semester

			Class	Lab	Clinical	Credit
EDU	131	Child, Family, & Community	3	0	0	3
EDU	163	Classroom Mgt & Instruction	3	0	0	3
EDU	271	Educational Technology	2	2	0	3
			8	2	0	9

First Year – Spring Semester

			Class	Lab	Clinical	Credit
EDU	243	Learning Theory	3	0	0	3
EDU	244	Human Growth/Development	3	0	0	3
EDU	245	Policies and Procedures	3	0	0	3
			9	0	0	9

Total Credit Hours   **18**

A cohort model will be utilized. Courses will be offered in a hybrid format during monthly mini-semesters. The courses will be offered annually allowing students the flexibility of entering and completing courses throughout the year.

The courses that are required to be offered in conjunction with a four-year college will be offered during the summer terms. They will be offered on the Richmond Community College campus or made available through distance learning.

Each student enrolled in the Lateral Entry Certificate program will have a documented plan of study on file. Applicants for this certificate program must hold at least a bachelor's degree from an accredited institution.

MACHINING TECHNOLOGY (DIPLOMA) (D50300)

The Machining Technology curriculum is designed to develop skills in the theory and safe use of hand tools, power machinery, computerized equipment and sophisticated precision inspection instruments. Students will learn to interpret blueprints, set up manual and CNC machines, perform basic and advanced machining operations and make decisions to insure that work quality is maintained. Employment opportunities for machining technicians exist in manufacturing industries, public institutions, governmental agencies, and in a wide range of specialty machining job shops.

COURSE REQUIREMENTS

		Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses					
1. Required Courses					
ENG 102	Applied Communications II	3	0	0	3
PSY 101	Applied Psychology	3	0	0	3
B. Major Courses					
1. Core Courses					
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.					
BPR 111	Blueprint Reading	1	2	0	2
BPR 121	Blueprint Reading: Mechanical	1	2	0	2
MAC 111	Machining Technology I	2	12	0	6
MAC 112	Machining Technology II	2	12	0	6
MAC 113	Machining Technology III	2	12	0	6
MAC 122	CNC Turning	1	3	0	2
MAC 124	CNC Milling	1	3	0	2
2. Other Major Courses					
MAC 151	Machining Calculations	1	2	0	2
3. Major Elective (Select one of the following.)					
COE 112	Co-op Work Experience I	0	0	20	2
MEC 141	Intro Manufacturing Processes	2	2	0	3
Total Credit Hours					**36/37**

SEMESTER SCHEDULE
MACHINING TECHNOLOGY (DIPLOMA) (EVENING)

		Class	Lab	Work Exp/ Clinical	Credit
First Year – Fall Semester					
BPR 111	Blueprint Reading	1	2	0	2
MAC 111	Machining Technology I	2	12	0	6
		3	14	0	8
First Year – Spring Semester					
ENG 102	Applied Communications II	3	0	0	3
MAC 122	CNC Turning	1	3	0	2
MAC 124	CNC Milling	1	3	0	2
PSY 101	Applied Psychology	3	0	0	3
		8	6	0	10
First Year – Summer Semester					
MAC 151	Machining Calculations	1	2	0	2
MEC 141	Intro Manufacturing Processes	2	2	0	3
or					
COE 112	Co-op Work Experience I	0	0	20	2
		3	4	20	7
Second Year – Fall Semester					
BPR 121	Blueprint Reading: Mechanical	1	2	0	2
MAC 112	Machining Technology II	2	12	0	6
		3	14	0	8
Second Year – Spring Semester					
MAC 113	Machining Technology III	2	12	0	6
		2	12	0	6
Total Credit Hours					**36/37**

SEMESTER SCHEDULE
MACHINING TECHNOLOGY
(CERTIFICATE) (C50300)

(EVENING)

			Class	Lab	Work Exp/ Clinical	Credit

First Year – Fall Semester

			Class	Lab	Clinical	Credit
BPR	111	Blueprint Reading	1	2	0	2
MAC	111	Machining Technology I	2	12	0	6
			3	14	0	8

First Year – Spring Semester

			Class	Lab	Clinical	Credit
ENG	102	Applied Communications II	3	0	0	3
MAC	122	CNC Turning	1	3	0	2
MAC	124	CNC Milling	1	3	0	2
PSY	101	Applied Psychology	3	0	0	3
			8	6	0	10

Total Credit Hours		**18**

MECHANICAL ENGINEERING TECHNOLOGY (A40320)

The Mechanical Engineering Technology curriculum prepares graduates for employment as technicians in the diversified mechanical and manufacturing engineering fields. Mechanical Engineering technicians assist in design, development, testing, process design and improvement, and troubleshooting and repair of engineered systems. Emphasis is placed on the integration of theory and hands-on application of engineering principles.

In addition to course work in engineering graphics, engineering fundamentals, materials and manufacturing processes, mathematics, and physics, students will study computer applications, critical thinking, planning and problem solving, and oral and written communications.

Graduates of the curriculum will find employment opportunities in the manufacturing or service sectors of engineering technology. Engineering technicians may obtain professional certification by application to organizations such as ASQC, SME, and NICET.

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	171	Precalculus Algebra	3	0	0	3
MAT	171A	Precalculus Algebra Lab	0	2	0	1
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Clinical	Credit
DFT	151	CAD I	2	3	0	3
DFT	152	CAD II	2	3	0	3
HYD	110	Hydraulics/Pneumatics I	2	3	0	3
ISC	132	Manufacturing Quality Control	2	3	0	3
MEC	111	Machine Processes I	1	4	0	3
MEC	180	Engineering Materials	2	3	0	3
2. Other Major Courses						
CHM	151	General Chemistry I	3	3	0	4
DFT	111	Technical Drafting I	1	3	0	2
DFT	115	Architectural Drafting	1	2	0	2
DFT	153	CAD III	2	3	0	3
MAT	172	Precalculus Trigonometry	3	0	0	3
MAT	172A	Precalculus Trig Lab	0	2	0	1
MAT	271	Calculus I	3	2	0	4
MEC	110	Introduction to CAD/CAM	1	2	0	2
MEC	250	Statics & Strength of Materials	4	3	0	5
MEC	270	Machine Design	3	3	0	4
MEC	271	Machine Design Project	0	3	0	1
PLA	120	Injection Molding	2	3	0	3

C. Other Required Courses

			Class	Lab	Clinical	Credit
ACA	111	College Student Success	1	0	0	1

Total Credit Hours 69

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
MECHANICAL ENGINEERING TECHNOLOGY (DAY)

			Class	Work Exp/ Lab	Clinical	Credit
First Year— Fall Semester						
ACA	111	College Student Success	1	0	0	1
DFT	111	Technical Drafting I	1	3	0	2
DFT	151	CAD I	2	3	0	3
ENG	111	Expository Writing	3	0	0	3
MEC	111	Machine Processes I	1	4	0	3
MAT	171	Precalculus Algebra	3	0	0	3
MAT	171A	Precalculus Algebra Lab	0	2	0	1
			11	12	0	16
First Year— Spring Semester						
DFT	115	Architectural Drafting	1	2	0	2
DFT	152	CAD II	2	3	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	172	Precalculus Trigonometry	3	0	0	3
MAT	172A	Precalculus Trig Lab	0	2	0	1
MEC	180	Engineering Materials	2	3	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			14	10	0	18
First Year— Summer Semester						
DFT	153	CAD III	2	3	0	3
ISC	132	Manufacturing Quality Control	2	2	0	3
			4	5	0	6
Second Year— Fall Semester						
CHM	151	General Chemistry I	3	3	0	4
MAT	271	Calculus I	3	2	0	4
MEC	250	Statics & Strength of Materials	4	3	0	5
PLA	120	Injection Molding	2	3	0	3
			12	11	0	16

			Class	Lab	Clinical	Credit
Second Year— Spring Semester						
HYD	110	Hydraulics/Pneumatics I	2	3	0	3
MEC	110	Introduction to CAD/CAM	1	2	0	2
MEC	270	Machine Design	3	3	0	4
MEC	271	Machine Design Project	0	3	0	1
		Social/Behavioral Sciences Elective*	3	0	0	3
			9	11	0	13

Total Credit Hours 69

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
MECHANICAL ENGINEERING TECHNOLOGY (DIPLOMA)
(D40320) (EVENING)

			Class	Work Exp/ Lab	Clinical	Credit
First Year — Fall Semester						
ACA	111	College Student Success	1	0	0	1
DFT	111	Technical Drafting I	1	3	0	2
DFT	151	CAD I	2	3	0	3
			4	6	0	6
First Year — Spring Semester						
DFT	115	Architectural Drafting	1	2	0	2
DFT	152	CAD II	2	3	0	3
		Humanities/Fine Arts Elective	3	0	0	3
			6	5	0	8
First Year — Summer Semester						
DFT	153	CAD III	2	3	0	3
MEC	180	Engineering Materials	2	3	0	3
			4	6	0	6
Second Year — Fall Semester						
MAT	171	Precalculus Algebra	3	0	0	3
MAT	171A	Precalculus Algebra Lab	0	2	0	1
MEC	111	Machine Processes I	1	4	0	3
			4	6	0	7
Second Year — Spring Semester						
MAT	172	Precalculus Trigonometry	3	0	0	3
MAT	172A	Precalculus Trig Lab	0	2	0	1
CHM	151	General Chemistry	3	3	0	4
			6	5	0	8

Second Year — Summer Term

			Class	Lab	Clinical	Credit
ENG	111	Expository Writing	3	0	0	3
ISC	132	Manufacturing Quality Control	2	3	0	3
			5	3	0	6

Total Credit Hours   **41**

SEMESTER SCHEDULE
MECHANICAL ENGINEERING TECHNOLOGY /
COMPUTER AIDED DRAFTING (CERTIFICATE) (C40320)
(EVENING)

					Work Exp/	
			Class	Lab	Clinical	Credit

First Year — Fall Semester

			Class	Lab	Clinical	Credit
DFT	111	Technical Drafting I	1	3	0	2
DFT	151	CAD I	2	3	0	3
			3	6	0	5

First Year – Spring Semester

			Class	Lab	Clinical	Credit
DFT	115	Architectural Drafting	1	2	0	2
DFT	152	CAD II	2	3	0	3
			3	5	0	5

First Year – Summer Semester

			Class	Lab	Clinical	Credit
DFT	153	CAD III	2	3	0	3
			2	3	0	3

Total Credit Hours   **13**

MEDICAL ASSISTING (A45400)

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

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

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

COURSE REQUIREMENTS

					Work Exp/	
			Class	Lab	Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	155	Statistical Analysis	3	0	0	3
PSY	150	General Psychology	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Clinical	Credit
BIO	163	Basic Anatomy and Physiology	4	2	0	5
MED	110	Orientation to Medical Assisting	1	0	0	1
MED	118	Medical Law and Ethics	2	0	0	2
MED	121	Medical Terminology I	3	0	0	3
MED	122	Medical Terminology II	3	0	0	3
MED	130	Administrative Office Procedures I	1	2	0	2
MED	131	Administrative Office Procedures II	1	2	0	2
MED	140	Exam Room Procedures I	3	4	0	5
MED	150	Laboratory Procedures I	3	4	0	5
MED	260	MED Clinical Externship	0	0	15	5
2. Other Major Courses						
ACC	115	College Accounting	3	2	0	4
CIS	110	Introduction to Computers	2	2	0	3
MED	112	Orientation to Clinical Setting I	0	0	3	1
MED	114	Professional Interaction in Health Care	1	0	0	1
MED	232	Medical Insurance Coding	1	3	0	2
MED	270	Symptomatology	2	2	0	3
MED	272	Drug Therapy	3	0	0	3
MED	276	Patient Education	1	2	0	2
OST	131	Keyboarding	1	2	0	2

Total Credit Hours   **69**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
MEDICAL ASSISTING (DAY)

			Class	Lab	Work Exp/ Clinical	Credit
First Year — Fall Semester						
CIS	110	Introduction to Computers	2	2	0	3
ENG	111	Expository Writing	3	0	0	3
MED	110	Orientation to Medical Assisting	1	0	0	1
MED	118	Medical Law and Ethics	2	0	0	2
MED	121	Medical Terminology I	3	0	0	3
MED	130	Administrative Office Procedures I	1	2	0	2
OST	131	Keyboarding	1	2	0	2
			13	6	0	16
First Year — Spring Semester						
BIO	163	Basic Anatomy and Physiology	4	2	0	5
ENG	112	Argument-Based Research	3	0	0	3
MAT	155	Statistical Analysis	3	0	0	3
MED	112	Orientation to Clinical Setting I	0	0	3	1
MED	122	Medical Terminology II	3	0	0	3
MED	131	Administrative Office Procedures II	1	2	0	2
MED	232	Medical Insurance Coding	1	3	0	2
			15	7	3	19
First Year — Summer Semester						
MED	140	Exam Room Procedures I	3	4	0	5
			3	4	0	5
Second Year — Fall Semester						
ACC	115	College Accounting	3	2	0	4
MED	114	Professional Interaction in Health Care	1	0	0	1
MED	150	Laboratory Procedures I	3	4	0	5
MED	270	Symptomatology	2	2	0	3
MED	272	Drug Therapy	3	0	0	3
			12	8	0	16
Second Year — Spring Semester						
MED	260	MED Clinical Externship	0	0	15	5
MED	276	Patient Education	1	2	0	2
PSY	150	General Psychology	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			7	2	15	13

Total Credit Hours   **69**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
MEDICAL ASSISTING (CERTIFICATE) (C45400)

			Class	Lab	Work Exp/ Clinical	Credit
Fall Semester						
MED	110	Orientation to Medical Assisting I	1	0	0	1
MED	118	Medical Law and Ethics	2	0	0	2
MED	121	Medical Terminology I	3	0	0	3
MED	130	Administrative Office Procedures I	1	2	0	2
			7	2	0	8
Spring Semester						
MED	112	Orientation to Clinical Setting I	0	0	3	1
MED	122	Medical Terminology II	3	0	0	3
MED	131	Administrative Office Procedures II	1	2	0	2
MED	232	Medical Insurance Coding	1	3	0	2
			5	5	3	8

Total Credit Hours   **16**

NETWORKING TECHNOLOGY (A25340)

The Networking Technology curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education.

Course work includes design, installation, configuration, and management of network infrastructure technologies and network operating systems. Emphasis is placed on the implementation and management of network software and the implementation and management of hardware such as switches and routers.

Graduates may find employment in entry-level jobs as local area network managers, network operators, network analysts, and network technicians. Graduates may also be qualified to take certification examinations for various network industry certifications, depending on their local program.

COURSE REQUIREMENTS

		Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses					
1. Required Courses					
ENG 111	Expository Writing	3	0	0	3
ENG 112	Argument-Based Research	3	0	0	3
MAT 145	Analytical Mathematics	3	0	0	3
	Humanities/Fine Arts Elective*	3	0	0	3
	Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses					
1. Core Courses					
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.					
BUS 110	Introduction to Business	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming & Logic	2	3	0	3
CTS 120	Hardware/Software Support	2	3	0	3
DBA 110	Database Concepts	2	3	0	3
NET 125	Networking Basics	1	4	0	3
NET 126	Routing Basics	1	4	0	3
NET 225	Routing & Switching I	1	4	0	3
NET 226	Routing & Switching II	1	4	0	3
NET 289	Networking Project	1	4	0	3
NOS 110	Operating System Concepts	2	3	0	3
NOS 120	Linux/UNIX Single User	2	2	0	3
NOS 130	Windows Single User	2	2	0	3
NOS 230	Windows Administration I	2	2	0	3
SEC 110	Security Concepts	3	0	0	3
2. Other Major Courses					
CSC 139	Visual BASIC Programming	2	3	0	3
NOS 231	Windows Administration II	2	2	0	3
C. Other Required Courses					
ACA 111	College Student Success	1	0	0	1
Total Credit Hours					**67**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
NETWORKING TECHNOLOGY (DAY)

(+ denotes schedule and course requirements for a diploma program)

		Class	Lab	Work Exp/ Clinical	Credit
First Year — Fall Semester					
ACA 111	+College Student Success	1	0	0	1
CIS 110	+Introduction to Computers	2	2	0	3
CIS 115	+Introduction to Programming & Logic	2	3	0	3
ENG 111	+Expository Writing	3	0	0	3
NET 125	+Networking Basics	1	4	0	3
NOS 110	+Operating System Concepts	2	3	0	3
		11	12	0	16
First Year — Spring Semester					
CTS 120	+Hardware/Software Support	2	3	0	3
DBA 110	Database Concepts	2	3	0	3
ENG 112	+Argument-Based Research	3	0	0	3
MAT 145	Analytical Mathematics	3	0	0	3
NET 126	+Routing Basics	1	4	0	3
NOS 130	+Windows Single User	2	2	0	3
		13	12	0	18
Second Year — Fall Semester					
BUS 110	Introduction to Business	3	0	0	3
NET 225	+Routing & Switching I	1	4	0	3
NOS 120	+Linux/UNIX Single User	2	2	0	3
NOS 230	+Windows Administration I	2	2	0	3
SEC 110	+Security Concepts	3	0	0	3
		11	8	0	15
Second Year — Spring Semester					
CSC 139	Visual BASIC Programming	2	3	0	3
NET 226	+Routing & Switching II	1	4	0	3
NET 289	Networking Project	1	4	0	3
NOS 231	+Windows Administration II	2	3	0	3
	Humanities/Fine Arts Elective*	3	0	0	3
	Social/Behavioral Sciences Elective*	3	0	0	3
		12	14	0	18
Total Credit Hours					**67**

+ Denotes schedule and course requirements for a diploma program.
* Approved Electives are listed on the page before the Course Descriptions.

CISCO NETWORKING TECHNOLOGY (CERTIFICATE) (C25340) COURSE REQUIREMENTS

				Work Exp/		
			Class	Lab	Clinical	Credit
NET	125	Networking Basics	1	4	0	3
NET	126	Routing Basics	1	4	0	3
NET	225	Routing & Switching I	1	4	0	3
NET	226	Routing & Switching II	1	4	0	3
		Total Credit Hours				**12**

NURSING ASSISTANT (CERTIFICATE) (C45480)

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

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

Graduates of this curriculum may be eligible to be listed in the registry as a Nursing Assistant I and Nursing Assistant II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctors' offices.

COURSE REQUIREMENTS

				Work Exp/		
			Class	Lab	Clinical	Credit
A. Major Courses						
1. Core Courses						
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.						
NAS	101	Nursing Assistant I	3	4	3	6
NAS	102	Nursing Assistant II	3	2	6	6
NAS	103	Home Health Care	2	0	0	2
2. Other Major Courses						
PSY	101	Applied Psychology	3	0	0	3
		Total Credit Hours				**17**

SEMESTER SCHEDULE NURSING ASSISTANT (CERTIFICATE)

				Work Exp/		
			Class	Lab	Clinical	Credit
First Year—Fall/Spring Semesters						
NAS	101	Nursing Assistant I	3	4	3	6
NAS	103	Home Health Care	2	0	0	2
			5	4	3	8
Spring Semester						
NAS	102	Nursing Assistant II	3	2	6	6
PSY	101	Applied Psychology	3	0	0	3
			6	2	6	9
		Total Credit Hours				**17**

Note: The Nursing Assistant curriculum is designed to allow a student to progress from an entry point through both levels of Nursing Assistant certification in two semesters.

OFFICE ADMINISTRATION (A25370)

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

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

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

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
COM	231	Public Speaking	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.						
CIS	110	Introduction to Computers	2	2	0	3
OST	134	Text Entry & Formatting	2	2	0	3
OST	164	Text Editing Applications	3	0	0	3
OST	184	Records Management	2	2	0	3
OST	289	Administrative Office Mgt	2	2	0	3
2. Other Major Courses						
ACC	115	College Accounting	3	2	0	4
CTS	130	Spreadsheet	2	2	0	3
DBA	110	Database Concepts	2	3	0	3
OST	122	Office Computations	1	2	0	2
OST	131	Keyboarding	1	2	0	2
OST	132	Keyboard Skill Building	1	2	0	2
OST	133	Advanced Keyboard Skill Building	1	2	0	2
OST	136	Word Processing	2	2	0	3
OST	137	Office Software Applications	2	2	0	3
OST	223	Admin Office Transcript I	2	2	0	3
OST	233	Office Publications Design	2	2	0	3
OST	236	Adv Word/Information Processing	2	2	0	3
OST	286	Professional Development	3	0	0	3
		or				
COE	112	Co-op Work Experience I	0	0	20	2

			Class	Lab	Work Exp/ Clinical	Credit
C. Other Required Courses						
ACA	111	College Student Success	1	0	0	1
Total Credit Hours						**66/67**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
OFFICE ADMINISTRATION (DAY)

			Class	Lab	Work Exp/ Clinical	Credit
First Year—Fall Semester						
ACA	111	College Student Success	1	0	0	1
CIS	110	Introduction to Computers	2	2	0	3
ENG	111	Expository Writing	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
OST	122	Office Computations	1	2	0	2
OST	131	Keyboarding	1	2	0	2
OST	184	Records Management	2	2	0	3
			13	8	0	17
First Year – Spring Semester						
COM	231	Public Speaking	3	0	0	3
CTS	130	Spreadsheet	2	2	0	3
OST	132	Keyboard Skill Building	1	2	0	2
OST	134	Text Entry & Formatting	2	2	0	3
OST	136	Word Processing	2	2	0	3
OST	164	Text Editing Applications	3	0	0	3
			13	8	0	17
Second Year—Fall Semester						
ACC	115	College Accounting	3	2	0	4
OST	133	Advanced Keyboard Skill Building	1	2	0	2
OST	137	Office Software Applications	2	2	0	3
OST	223	Admin Office Transcript I	2	2	0	3
OST	236	Adv Word/Information Processing	2	2	0	3
			10	10	0	15
Second Year — Spring Semester						
DBA	110	Database Concepts	2	3	0	3
OST	233	Office Publications Design	2	2	0	3
OST	286	Professional Development	3	0	0	3
		or				
COE	112	Co-op Work Experience I	0	0	20	2
OST	289	Administrative Office Mgt	2	2	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
		Social/Behavioral Sciences Elective*	3	0	0	3
			15	7	0/20	17/18

Total Credit Hours   **66/67**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
OFFICE ADMINISTRATION (CERTIFICATE) (C25370)
(EVENING)

			Class	Lab	Work Exp/ Clinical	Credit

First Year – Fall Semester

CIS	110	Introduction to Computers	2	2	0	3
OST	131	Keyboarding	1	2	0	2
			3	4	0	5

First Year – Spring Semester

CTS	130	Spreadsheet	2	2	0	3
OST	136	Word Processing	2	2	0	3
OST	137	Office Software Applications	2	2	0	3
			6	6	0	9

Total Credit Hours ... **14**

PRACTICAL NURSING (DIPLOMA) (D45660)

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults.

Students will participate in assessment, planning, implementing, and evaluating nursing care.

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

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
PSY	150	General Psychology	3	0	0	3
B. Major Courses						
1. Core Courses						

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

NUR	101	Practical Nursing I	7	6	6	11
NUR	102	Practical Nursing II	8	0	12	12
NUR	103	Practical Nursing III	6	0	12	10
2. Other Major Courses						
BIO	163	Basic Anatomy and Physiology	4	2	0	5
CIS	110	Introduction to Computers	2	2	0	3

Total Credit Hours ... **47**

SEMESTER SCHEDULE
PRACTICAL NURSING (DIPLOMA)

			Class	Lab	Work Exp/ Clinical	Credit
Fall Semester						
BIO	163	Basic Anatomy and Physiology	4	2	0	5
NUR	101	Practical Nursing I	7	6	6	11
PSY	150	General Psychology	3	0	0	3
			14	8	6	19
Spring Semester						
CIS	110	Introduction to Computers	2	2	0	3
ENG	111	Expository Writing	3	0	0	3
NUR	102	Practical Nursing II	8	0	12	12
			13	2	12	18
Summer Semester						
NUR	103	Practical Nursing III	6	0	12	10
			6	0	12	10

Total Credit Hours ... **47**

SCHOOL-AGE EDUCATION (A55440)

This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers.

Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after-school programs, paraprofessional positions in public/ private schools, recreational centers, and other programs that work with school-age populations.

COURSE REQUIREMENTS

			Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses						
1. Required Courses						
ENG	111	Expository Writing	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
PSY	150	General Psychology	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
B. Major Courses						
1. Core Courses						

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

			Class	Lab	Clinical	Credit
EDU	118	Princ & Prac of Inst Asst	3	0	0	3
EDU	131	Child, Family, & Community	3	0	0	3
EDU	144	Child Development I	3	0	0	3
EDU	145	Child Development II	3	0	0	3
EDU	163	Classroom Mgt & Instruct	3	0	0	3
EDU	221	Children with Exceptionalities	3	0	0	3
EDU	271	Educational Technology	2	2	0	3
EDU	285	Internship Experiences-School Age	1	9	0	4
EDU	289	Adv Issues/School Age	2	0	0	2
2. Other Major Hours						
CIS	110	Introduction to Computers	2	2	0	3
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
EDU	119	Intro to Early Childhood Education	4	0	0	4
EDU	146	Child Guidance	3	0	0	3
EDU	151	Creative Activities	3	0	0	3
EDU	151A	Creative Activities Lab	0	2	0	1
EDU	153	Health, Safety, & Nutrition	3	0	0	3
EDU	235	School-Age Development & Programs	3	0	0	3
EDU	275	Effective Teacher Training	2	0	0	2

			Class	Lab	Clinical	Credit
EDU	280	Language & Literacy Experiences	3	0	0	3
EDU	281	Instruc Strat/Read & Writ	2	2	0	3
C. Other Required Courses						
ACA	111	College Student Success	1	0	0	1

Total Credit Hours 73

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
SCHOOL-AGE EDUCATION (DAY)

			Class	Lab	Work Exp/ Clinical	Credit
First Year – Fall Semester						
ACA	111	College Student Success	1	0	0	1
CIS	110	Introduction to Computers	2	2	0	3
EDU	119	Intro to Early Childhood Education	4	0	0	4
EDU	131	Child, Family, & Community	3	0	0	3
EDU	144	Child Development I	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
			16	2	0	17
First Year – Spring Semester						
EDU	118	Princ & Prac of Inst Asst	3	0	0	3
EDU	145	Child Development II	3	0	0	3
EDU	146	Child Guidance	3	0	0	3
EDU	153	Health, Safety, & Nutrition	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
PSY	150	General Psychology	3	0	0	3
			18	0	0	18
Second Year – Fall Semester						
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
EDU	163	Classroom Mgt & Instruct	3	0	0	3
EDU	221	Children with Exceptionalities	3	0	0	3
EDU	235	School-Age Development & Program	3	0	0	3
EDU	280	Language & Literacy Experiences	3	0	0	3
EDU	281	Instruc Strat/Read & Writing	2	2	0	3
EDU	289	Adv Issues/School Age	2	0	0	2
			17	2	10	19

Second Year – Spring Semester

			Class	Lab	Clinical	Credit
EDU	151	Creative Activities	3	0	0	3
EDU	151A	Creative Activities Lab	0	2	0	1
EDU	271	Educational Technology	2	2	0	3
EDU	275	Effective Teacher Training	2	0	0	2
EDU	285	Internship Experiences-School Age	1	9	0	4
MAT	140	Survey of Mathematics	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			14	13	0	19

Total Credit Hours   **73**

SEMESTER SCHEDULE
SCHOOL-AGE EDUCATION (EVENING)

			Class	Lab	Work Exp/ Clinical	Credit
First Year - Fall Semester						
ACA	111	College Student Success	1	0	0	1
EDU	119	Intro to Early Childhood Education	4	0	0	4
EDU	144	Child Development I	3	0	0	3
ENG	111	Expository Writing	3	0	0	3
			11	0	0	11
First Year - Spring Semester						
CIS	110	Introduction to Computers	2	2	0	3
EDU	145	Child Development II	3	0	0	3
EDU	146	Child Guidance	3	0	0	3
ENG	112	Argument-Based Research	3	0	0	3
			11	2	0	12

Second and Third Years (Alternating Sequences)

			Class	Lab	Clinical	Credit
Even Years - Fall Semester						
EDU	131	Child, Family, & Community	3	0	0	3
EDU	163	Classroom Mgt & Instruct	3	0	0	3
EDU	281	Instruc Strat/Read & Writ	2	2	0	3
PSY	150	General Psychology	3	0	0	3
			11	2	0	12
Odd Years - Spring Semester						
EDU	118	Princ & Prac of Inst Asst	3	0	0	3
EDU	151	Creative Activities	3	0	0	3
EDU	151A	Creative Activities Lab	0	2	0	1
EDU	153	Health, Safety, & Nutrition	3	0	0	3
EDU	271	Educational Technology	2	2	0	3
			11	4	0	13

			Class	Lab	Clinical	Credit
Odd Years — Fall Semester						
COE	111	Co-op Work Experience I	0	0	10	1
COE	115	Work Experience Seminar I	1	0	0	1
EDU	221	Children with Exceptionalities	3	0	0	3
EDU	235	School-Age Development & Program	3	0	0	3
EDU	280	Language & Literacy Exp	3	0	0	3
EDU	289	Adv Issues/School Age	2	0	0	2
			12	0	10	13
Even Years — Spring Semester						
EDU	275	Effective Teacher Training	2	0	0	2
EDU	285	Internship Experiences-School Age	1	9	0	4
MAT	140	Survey of Mathematics	3	0	0	3
		Humanities/Fine Arts Elective*	3	0	0	3
			9	9	0	12

Total Credit Hours   **73**

* Approved Electives are listed on the page before the Course Descriptions.

WEB TECHNOLOGIES (A25290)

The Web Technologies curriculum prepares graduates for careers in the information technology arena using computers and distributed computing to disseminate and collect information via the web.

Course work in this program covers the terminology and use of computers, network devices, networks, servers, databases, applications, programming languages, as well as web applications, site development and design. Studies will provide opportunity for students to learn related industry standards.

Graduates should qualify for career opportunities as designers, administrators, or developers in the areas of web applications, websites, web services, and related areas of distributed computing.

COURSE REQUIREMENTS

		Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses					
1. Required Courses					
ENG 111	Expository Writing	3	0	0	3
ENG 112	Argument-Based Research	3	0	0	3
MAT 145	Analytical Mathematics	3	0	0	3
	Humanities/Fine Arts Elective*	3	0	0	3
	Social/Behavioral Sciences Elective*	3	0	0	3
B. Major Courses					
1. Core Courses					

To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.

		Class	Lab	Clinical	Credit
BUS 110	Introduction to Business	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming & Logic	2	3	0	3
DBA 110	Database Concepts	2	3	0	3
NET 125	Networking Basics	1	4	0	3
NOS 110	Operating System Concepts	2	3	0	3
SEC 110	Security Concepts	3	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	0	3
WEB 115	Web Markup and Scripting	2	2	0	3
WEB 120	Introduction Internet Multimedia	2	2	0	3
WEB 140	Web Development Tools	2	2	0	3
WEB 210	Web Design	2	2	0	3
WEB 230	Implementing Web Serv	2	2	0	3
WEB 250	Database Driven Websites	2	2	0	3
2. Other Major Courses					
CSC 139	Visual BASIC Programming	2	3	0	3
NOS 120	Linux/UNIX Single User	2	2	0	3
WEB 285	Emerging Web Technologies	2	2	0	3
C. Other Required Courses					
ACA 111	College Student Success	1	0	0	1
Total Credit Hours					**67**

* Approved Electives are listed on the page before the Course Descriptions.

SEMESTER SCHEDULE
WEB TECHNOLOGIES (DAY)

(+ denotes schedule and course requirements for a diploma program)

		Class	Lab	Work Exp/ Clinical	Credit
First Year— Fall Semester					
ACA 111	+College Student Success	1	0	0	1
CIS 110	+Introduction to Computers	2	2	0	3
CIS 115	+Introduction to Programming & Logic	2	3	0	3
ENG 111	+Expository Writing	3	0	0	3
NET 125	Networking Basics	1	4	0	3
NOS 110	+Operating System Concepts	2	3	0	3
		11	12	0	16
First Year — Spring Semester					
CSC 139	Visual BASIC Programming	2	3	0	3
DBA 110	+Database Concepts	2	3	0	3
ENG 112	+Argument-Based Research	3	0	0	3
MAT 145	+Analytical Mathematics	3	0	0	3
WEB 110	+Internet/Web Fundamentals	2	2	0	3
WEB 120	+Introduction Internet Multimedia	2	2	0	3
		14	10	0	18
Second Year — Fall Semester					
BUS 110	Introduction to Business	3	0	0	3
NOS 120	+Linux/UNIX Single User	2	2	0	3
SEC 110	Security Concepts	3	0	0	3
WEB 115	+Web Markup and Scripting	2	2	0	3
WEB 140	+Web Development Tools	2	2	0	3
		12	6	0	15
Second Year — Spring Semester					
WEB 210	+Web Design	2	2	0	3
WEB 230	Implementing Web Serv	2	2	0	3
WEB 250	+Database Driven Websites	2	2	0	3
WEB 285	+Emerging Web Technologies	2	2	0	3
	Humanities/Fine Arts Elective*	3	0	0	3
	Social/Behavioral Sciences Elective*	3	0	0	3
		14	8	0	18
Total Credit Hours					**67**

* Approved Electives are listed on the page before the Course Descriptions.
+ Denotes schedule and course requirements for a diploma program.

WEB TECHNOLOGIES (CERTIFICATE) (C25290)
COURSE REQUIREMENTS

		Class	Lab	Work Exp/ Clinical	Credit
WEB 110	Internet/Web Fundamentals	2	2	0	3
WEB 120	Introduction Internet Multimedia	2	2	0	3
WEB 140	Web Development Tools	2	2	0	3
WEB 210	Web Design	2	2	0	3
		8	8	0	12

Total Credit Hours   **12**

WELDING TECHNOLOGY (DIPLOMA) (D50420)

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

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

Successful 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.

COURSE REQUIREMENTS

	Class	Lab	Work Exp/ Clinical	Credit
A. General Education Courses				
1. Required Courses				
ENG 111 Expository Writing	3	0	0	3
MAT 140 Survey of Mathematics	3	0	0	3
B. Major Courses				
1. Core Courses				
To receive a degree, diploma or certificate from RCC, a student must have a grade of "C" or better in all core courses for the program of study.				
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 121 GMAW (MIG) FCAW/Plate	2	6	0	4
WLD 131 GTAW (TIG) Plate	2	6	0	4
WLD 141 Symbols & Specifications	2	2	0	3
2. Other Major Courses				
DFT 151 CAD I	2	3	0	3
WLD 132 GTAW (TIG) Plate/Pipe	1	6	0	3
WLD 151 Fabrication I	2	6	0	4
WLD 215 SMAW (Stick) Pipe	1	9	0	4

Total Credit Hours   **38**

SEMESTER SCHEDULE
WELDING TECHNOLOGY (EVENING)

	Class	Lab	Work Exp/ Clinical	Credit
First Year – Fall Semester				
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 141 Symbols & Specifications	2	2	0	3
	5	14	0	10

			Class	Lab	Work Exp/ Clinical	Credit

First Year – Spring Semester

WLD	121	GMAW (MIG) FCAW/Plate	2	6	0	4
WLD	131	GTAW (TIG) Plate	2	6	0	4
WLD	151	Fabrication I	2	6	0	4
			6	18	0	12

First Year – Summer Semester

WLD	132	GTAW (TIG) Plate/Pipe	1	6	0	3
WLD	215	SMAW (Stick) Pipe	1	9	0	4
			2	15	0	7

Second Year – Fall Semester

DFT	151	CAD I	2	3	0	3
ENG	111	Expository Writing	3	0	0	3
MAT	140	Survey of Mathematics	3	0	0	3
			7	3	0	9

| Total Credit Hours | | | | | | 38 |

SEMESTER SCHEDULE
WELDING TECHNOLOGY (CERTIFICATE C50420)
(EVENING)

			Class	Lab	Work Exp/ Clinical	Credit

First Year – Fall Semester

WLD	110	Cutting Processes	1	3	0	2
WLD	115	SMAW (Stick) Plate	2	9	0	5
WLD	141	Symbols & Specifications	2	2	0	3
			5	14	0	10

First Year – Spring Semester

WLD	121	GMAW (MIG) FCAW/Plate	2	6	0	4
WLD	131	GTAW (TIG) Plate	2	6	0	4
			4	12	0	8

| Total Credit Hours | | | | | | 18 |

APPROVED ELECTIVES

* APPROVED HUMANITIES/FINE ARTS ELECTIVES

Students in A.A.S. programs may select a humanities elective from any of these prefix areas: ART, DRA, ENG (Literature courses only), HUM, MUS, PHI, and REL.

* APPROVED SOCIAL/BEHAVIORAL SCIENCES ELECTIVES

Students in A.A.S. programs may select a social/behavioral sciences elective from any of these prefix areas: ANT, ECO+, GEO, HIS, POL, PSY, and SOC.

+Some business and accounting curricula require economics and do not accept ECO courses as fulfillment of the social/behavioral sciences elective requirement.

A.A.S. programs do not allow the use of COM courses as a humanities elective.

Course Descriptions

COURSE NUMBERING SYSTEM

Course designations consist of a three-letter course prefix followed by a three-digit number. The course number is followed by the title of the course. Course titles are followed by a sequence of four numbers: (1) class lecture hours per week; (2) lab hours per week; (3) clinical or shop or work experience hours per week; and (4) semester-hour credits (SHC) earned when the course is successfully completed.

Developmental education courses have numbers between 050-095. Examples: ENG 080, MAT 050.

Courses that can only be used for diploma and certificate curriculum have numbers between 100-109 and 200-209. Examples: ENG 102, PSY 101.

All associate degree, diploma, and certificate curriculum courses have numbers between 110-199 and 210-299. Examples: ENG 112, SOC 210.

College Transfer courses are identified in course descriptions with the statements: "This course has been approved to satisfy the Comprehensive Articulation agreement general education core requirement." or "This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement." These courses are approved for transfer to the 16 universities of The University of North Carolina System.

PREREQUISITES AND COREQUISITES

Many courses have prerequisites--other courses that must be completed prior to enrollment. For example, a student must complete PSY 150 before enrolling in PSY 241.

Many courses have developmental English, mathematics, or reading course prerequisites: for example, MAT 080 must be completed before taking MAT 155. To gain admission to the curriculum courses, students must either pass the appropriate developmental prerequisites or make appropriate scores on the ASSET or COMPASS placement inventory that measures skills in English, mathematics, and reading.

Corequisites are courses that are generally taken at the same time as other related courses: for example, BIO 140 with BIO 140A. In many cases, corequisites may be taken at the same time or earlier. For example, RED 090 is a corequisite for BUS 110. Students may either complete RED 090 before taking BUS 110 or they may take RED 090 at the same time as BUS 110.

	Class	Lab	Work Exp/ Clinical	Credit

ACA 111   College Student Success   1   0   0   1
Prerequisites: None
Corequisites: 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.

ACA 118   College Study Skills   1   2   0   2
Prerequisites: None
Corequisites: None
This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.

ACA 122   College Transfer Success   1   0   0   1
Prerequisites: None
Corequisites: None
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

ACA 111, ACA 118, and ACA 122 are interchangeable. ACA 118 or ACA 122 may be substituted for ACA 111. Only one ACA course can be used to fulfill graduation requirements.

ACC 111   Financial Accounting   3   0   0   3
Prerequisites: None
Corequisites: None
This course introduces the basic framework of accounting. Emphasis is placed on the accounting cycle and financial statement preparation and analysis. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 115   College Accounting   3   2   0   4
Prerequisites: MAT 070, RED 080
Corequisites: RED 090
This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization. This course is not intended as a substitute for ACC 120.

ACC 120   Principles of Financial Accounting   3   2   0   4
Prerequisites: MAT 070, RED 090
Corequisites: MAT 140
This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. **This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.**

ACC 121   Principles of Managerial Accounting   3   2   0   4
Prerequisites: ACC 120 with minimum grade of "C"
Corequisites: None
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. **This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.**

ACC 122   Principles of Financial Acct II   3   0   0   3
Prerequisites: ACC 120 with minimum grade of "C"
Corequisites: None
This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles.

ACC 129   Individual Income Taxes   2   2   0   3
Prerequisites: MAT 070, RED 090
Corequisites: None
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

	Class	Lab	Work Exp/ Clinical	Credit

ACC 130 Business Income Taxes 2 2 0 3
Prerequisites: ACC 120 with minimum grade of "C"
Corequisites: None
This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax law relating to business organizations, electronic research and methodologies, and the use of technology for the preparation of business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various business tax forms.

ACC 149 Intro to Accounting Spreadsheets 1 2 0 2
Prerequisites: ACC 115 or ACC 120
Corequisites: None
This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

ACC 150 Accounting Software Applications 1 2 0 2
Prerequisites: ACC 115 or ACC 120, CIS 110
Corequisites: None
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

ACC 151 Accounting Spreadsheet Applications 1 2 0 2
Prerequisites: ACC 149
Corequisites: None
This course is designed to facilitate the use of spreadsheet technology as applied to accounting principles. Emphasis is placed on using spreadsheet software as a problem-solving and decision-making tool. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 220 Intermediate Accounting I 3 2 0 4
Prerequisites: ACC 120 and ACC 121 or ACC 122 with minimum grade of "C"
Corequisites: None
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an extensive analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

	Class	Lab	Work Exp/ Clinical	Credit

ACC 221 Intermediate Accounting II 3 2 0 4
Prerequisites: ACC 220 with minimum grade of "C"
Corequisites: None
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 225 Cost Accounting 3 0 0 3
Prerequisites: ACC 121
Corequisites: None
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ANT 220 Cultural Anthropology 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

ART 111 Art Appreciation 3 0 0 3
Prerequisites: RED 090
Corequisites: ENG 090
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts**.

ART 131 Drawing I 0 6 0 3
Prerequisites: None
Corequisites: None
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

AST 111 Descriptive Astronomy — Class 3, Lab 0, Clinical 0, Credit 3

Prerequisites: RED 090
Corequisites: AST 111A, ENG 090, MAT 080
This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.**

AST 111A Descriptive Astronomy Lab — Class 0, Lab 2, Clinical 0, Credit 1

Prerequisites: None
Corequisites: AST 111
The course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

ATR 218 Computer Integrated Manufacturing 2 — Class 3, Lab 0, Credit 3

Prerequisites: ELC 128
Corequisites: None
This course introduces high technology systems which are currently being used in new automated manufacturing facilities. Topics include integration of robots and work cell components, switches, proxes, vision and photoelectric sensors, with the automated control and data gathering systems. Upon completion, students should be able to install, program, and troubleshoot an automated manufacturing cell and its associated data communications systems.

BIO 094 Concepts of Human Biology — Class 3, Lab 2, Clinical 0, Credit 4

Prerequisites: None
Corequisites: RED 090
This course focuses on fundamental concepts of human biology. Topics include terminology, biochemistry, cell biology, tissues, body systems, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level anatomy and physiology courses.

BIO 110 Principles of Biology — Class 3, Lab 3, Clinical 0, Credit 4

Prerequisites: ENG 090, MAT 070, RED 090
Corequisites: None
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

	Class	Lab	Work Exp/ Clinical	Credit

BIO 111 General Biology I — Class 3, Lab 3, Clinical 0, Credit 4

Prerequisites: ENG 090, MAT 070, RED 090
Corequisites: None
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics**.

BIO 112 General Biology II — Class 3, Lab 3, Clinical 0, Credit 4

Prerequisites: BIO 111
Corequisites: None
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. **This course has been approved to satisfy the Comprehensive Agreement general education core requirement in natural sciences/mathematics.**

BIO 120 Introductory Botany — Class 3, Lab 3, Clinical 0, Credit 4

Prerequisites: BIO 110 or BIO 111
Corequisites: 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. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

BIO 130 Introductory Zoology — Class 3, Lab 3, Clinical 0, Credit 4

Prerequisites: BIO 110 or BIO 111
Corequisites: 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. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

BIO 140 Environmental Biology — Class 3, Lab 0, Clinical 0, Credit 3

Prerequisites: ENG 090, MAT 070, RED 090
Corequisites: BIO 140A
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

	Class	Lab	Work Exp/ Clinical	Credit

BIO 140A Environmental Biology Lab　0　3　0　1
Prerequisites: None
Corequisites: BIO 140
This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

BIO 163 Basic Anatomy and Physiology　4　2　0　5
Prerequisites: ENG 090, MAT 070, RED 090
Corequisites: None
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

BIO 165 Anatomy and Physiology I　3　3　0　4
Prerequisites: ENG 090, MAT 070, RED 090
Corequisites: None
This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

BIO 166 Anatomy and Physiology II　3　3　0　4
Prerequisites: BIO 165
Corequisites: None
This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of all body systems. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

BIO 275 Microbiology　3　3　0　4
Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165 or BIO 168
Corequisites: None
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

BPR 111 Blueprint Reading　1　2　0　2
Prerequisites: None
Corequisites: MAT 050
This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BPR 121 Blueprint Reading: Mechanical　1　2　0　2
Prerequisites: BPR 111
Corequisites: None
This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

BTC 181 Basic Lab Techniques　3　3　0　4
Prerequisites: None
Corequisites: None
This course introduces the basic skills and knowledge necessary in a biological or chemical laboratory. Emphasis is placed on good manufacturing practices, safety, solution preparation, and equipment operation and maintenance following standard operating procedures. Upon completion, students should be able to prepare and perform basic laboratory procedures using labware, solutions, and equipment according to prescribed protocols.

BUS 110 Introduction to Business　3　0　0　3
Prerequisites: None
Corequisites: RED 090
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

BUS 115   Business Law I 3 0 0 3
Prerequisites: None
Corequisites: RED 090
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

BUS 116   Business Law II 3 0 0 3
Prerequisites: BUS 115
Corequisites: None
This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

BUS 121   Business Mathematics 2 2 0 3
Prerequisites: MAT 070
Corequisites: RED 090
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.

BUS 125   Personal Finance 3 0 0 3
Prerequisites: MAT 070, RED 090
Corequisites: None
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

BUS 137   Principles of Management 3 0 0 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

BUS 153   Human Resource Management 3 0 0 3
Prerequisites: RED 090
Corequisites: 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.

BUS 228   Business Statistics 2 2 0 3
Prerequisites: MAT 140
Corequisites: None
This course introduces the use of statistical methods and tools in evaluating research data for business applications. Emphasis is placed on basic probability, measures of spread and dispersion, central tendency, sampling, regression analysis, and inductive inference. Upon completion, students should be able to apply statistical problem solving to business. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

BUS 230   Small Business Management 3 0 0 3
Prerequisites: RED 090
Corequisites: None
This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

BUS 239   Business Applications Seminar 1 2 0 2
Prerequisites: ACC 120, BUS 115, BUS 137, ECO 151 or 251 or 252, MKT 120
Corequisites: None
This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place.

BUS 260   Business Communication 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the workplace.

	Class	Lab	Work Exp/ Clinical	Credit

BUS 261   Diversity in Management   3   0   0   3
Prerequisites: RED 090
Corequisites: None
This course is designed to help managers recognize the need to incorporate diversity into all phases of organizational management.   Topics include self-evaluation, management, sexual harassment, workforce diversity, dual careers, role conflict, and communication issues. Upon completion, students should be able to implement solutions that minimize policies, attitudes, and stereotypical behaviors that block effective team building.

BUS 280   REAL Small Business   4   0   0   4
Prerequisites: None
Corequisites: None
This course introduces hands-on techniques and procedures for planning and opening a small business, including the personal qualities needed for entrepreneurship. Emphasis is placed on market research, finance, time management, and day-to-day activities of owning/operating a small business. Upon completion, students should be able to write and implement a viable business plan and seek funding.

CET 111   Computer Upgrade/Repair I   2   3   0   3
Prerequisites: None
Corequisites: None
This course covers repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include CPU/memory/bus identification, disk subsystems, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

CET 222   Computer Architecture   2   0   0   2
Prerequisites: CET 111
Corequisites: None
This course introduces the organization and design philosophy of computer systems with respect to resource management, throughput, and operating system interaction. Topics include instruction sets, registers, data types, memory management, virtual memory, cache, storage management, multiprocessing, and pipelining.   Upon completion, students should be able to evaluate system hardware and resources for installation and configuration purposes.

CHM 131   Introduction to Chemistry   3   0   0   3
Prerequisites: RED 090
Corequisites: CHM 131A, ENG 090, MAT 080
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

	Class	Lab	Work Exp/ Clinical	Credit

CHM 131A Introduction to Chemistry Lab   0   3   0   1
Prerequisites: None
Corequisites: CHM 131
This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

CHM 151   General Chemistry I   3   3   0   4
Prerequisites: ENG 090, MAT 080, RED 090
Corequisites: None
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

CHM 152   General Chemistry II   3   3   0   4
Prerequisites: CHM 151
Corequisites: None
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

CHM 251   Organic Chemistry I   3   3   0   4
Prerequisites: CHM 152
Corequisites: None
This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, sterochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

			Work Exp/	
	Class	Lab	Clinical	Credit

CHM 252   Organic Chemistry II   3   3   0   4
Prerequisites: CHM 251
Corequisites: None
This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

CIS   110   Introduction to Computers   2   2   0   3
Prerequisites: ENG 080, MAT 070, OST 080
Corequisites: RED 090
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (quantitative option).**

CIS   115   Intro to Prog & Logic   2   3   0   3
Prerequisites: ENG 090, MAT 080
Corequisites: None
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (quantitative option).**

CJC   111   Introduction to Criminal Justice   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

			Work Exp/	
	Class	Lab	Clinical	Credit

CJC   112   Criminology   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC   113   Juvenile Justice   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC   131   Criminal Law   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC   132   Court Procedure & Evidence   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC   141   Corrections   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement**.

	Class	Lab	Work Exp/ Clinical	Credit

CJC 160 Terrorism: Underlying Issues 3 0 0 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course identifies the fundamental reasons why America is a target for terrorists, covering various domestic/international terrorist groups and ideologies from a historical aspect. Emphasis is placed upon recognition of terrorist crime scene; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning consideration involving threat assessments. Upon completion, the student should be able to identify and discuss the methods used in terrorists' activities and complete a threat assessment for terrorists' incidents.

CJC 211 Counseling 3 0 0 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the basic elements of counseling and specific techniques applicable to the criminal justice setting. Topics include observation, listening, recording, interviewing, and problem exploration necessary to form effective helping relationships. Upon completion, students should be able to discuss and demonstrate the basic techniques of counseling.

CJC 212 Ethics & Community Relations 3 0 0 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 215 Organization & Administration 3 0 0 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

	Class	Lab	Work Exp/ Clinical	Credit

CJC 221 Investigative Principles 3 2 0 4
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222 Criminalistics 3 0 0 3
Prerequisites: CJC 221
Corequisites: None
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 231 Constitutional Law 3 0 0 3
Prerequisites: ENG 090, RED 090
Corequisites: None
The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

CJC 233 Correctional Law 3 0 0 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.

COE 111 Co-op Work Experience I 0 0 10 1
Prerequisites: 9 SHC in the major core courses
Corequisites: COE 115
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

	Class	Lab	Work Exp/ Clinical	Credit

COE 112   Co-op Work Experience I   0   0   20   2
Prerequisites: 9 SHC in the major core courses
Corequisites: None
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 115   Work Experience Seminar I   1   0   0   1
Prerequisites: 9 SHC in the major core courses
Corequisites: COE 111 or COE 112
This course provides an opportunity to discuss fieldwork experiences with peers and faculty. Emphasis is placed on discussing application of concepts and principles from related course content to the fieldwork placement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes required in fieldwork experiences.

COE 121   Co-op Work Experience II   0   0   10   1
Prerequisites: 15 SHC in the major core courses
Corequisites: COE 125
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 125   Work Experience Seminar II   1   0   0   1
Prerequisites: 15 SHC in the major core courses, COE 111 for ECE majors
Corequisites: COE 121
This course provides an opportunity to discuss fieldwork experiences with peers and faculty. Emphasis is placed on discussing application of concepts and principles from related course content to the fieldwork placement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes required in fieldwork experiences.

COM 110   Introduction to Communication   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal, group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts in A.A. and A.S. programs (substitute). This cannot be used as a humanities in any A.A.S. program.**

	Class	Lab	Work Exp/ Clinical	Credit

COM 120   Interpersonal Communication   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts in A.A. and A.S. programs (substitute). This cannot be used as a humanities in any A.A.S. program**.

COM 231   Public Speaking   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts in A.A. and A.S. programs (substitute). This cannot be used as a humanities in any A.A.S. program.**

CSC 139   Visual BASIC Programming   2   3   0   3
Prerequisites: CIS 115
Corequisites: None
This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

CSC 151   JAVA Programming   2   3   0   3
Prerequisites: CIS 115
Corequisites: None
This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion students should be able to design, code, test, debug JAVA language programs. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

CTS 120 Hardware/Software Support   2   3   0   3
Prerequisites: CIS 110
Corequisites: None
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

CTS 130 Spreadsheet   2   2   0   3
Prerequisites: CIS 110 or OST 137
Corequisites: None
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS 285 Systems Analysis & Design   3   0   0   3
Prerequisites: CIS 115
Corequisites: None
This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

CTS 289 System Support Project   1   4   0   3
Prerequisites: CSC 139, CTS 285, DBA 110, NOS 120, NOS 230, SEC 110
Corequisites: None
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.

DBA 110 Database Concepts   2   3   0   3
Prerequisites: CIS 110
Corequisites: None
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

	Class	Lab	Work Exp/ Clinical	Credit

DFT 111 Technical Drafting I   1   3   0   2
Prerequisites: MAT 060, RED 090
Corequisites: None
This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorials drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices.

DFT 115 Architectural Drafting   1   2   0   2
Prerequisites: DFT 151
Corequisites: None
This course introduces basic drafting practices used in residential and light commercial design. Topics include floor plans, foundations, details, electrical components, elevations, and dimensioning practice. Upon completion, students should be able to complete a set of working drawings for a simple structure.

DFT 151 CAD I   2   3   0   3
Prerequisites: MAT 060, RED 080
Corequisites: None
This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

DFT 152 CAD II   2   3   0   3
Prerequisites: DFT 151
Corequisites: None
This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings.

DFT 153 CAD III   2   3   0   3
Prerequisites: DFT 151
Corequisites: None
This course introduces advanced CAD applications. Emphasis is placed upon advanced applications of CAD skills. Upon completion, students should be able to use advanced CAD applications to generate and manage data.

DRA 111 Theatre Appreciation   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

	Class	Lab	Work Exp/ Clinical	Credit

ECO 151 Survey of Economics   3   0   0   3
Prerequisites: MAT 060, RED 090
Corequisites: ENG 090
This course 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. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

ECO 251 Principles of Microeconomics   3   0   0   3
Prerequisites: MAT 060, RED 090
Corequisites: ENG 090
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

ECO 252 Principles of Macroeconomics   3   0   0   3
Prerequisites: MAT 060, RED 090
Corequisites: ENG 090
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

EDU 118 Princ & Prac of Inst Asst   3   0   0   3
Prerequisites: ENG 080, RED 080
Corequisites: None
This course covers the instructional assistant's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy. *This course is a unique concentration requirement in the Teacher Associate concentration in the Early Childhood Education program.*

	Class	Lab	Work Exp/ Clinical	Credit

EDU 119 Intro to Early Childhood Education   4   0   0   4
Prerequisites: None
Corequisites: None
This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

EDU 131 Child, Family, & Community   3   0   0   3
Prerequisites: ENG 080, RED 080
Corequisites: None
This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

EDU 144 Child Development I   3   0   0   3
Prerequisites: ENG 080, RED 080
Corequisites: None
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. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

EDU 145 Child Development II   3   0   0   3
Prerequisites: EDU 144, ENG 080, RED 080
Corequisites: None
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. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

EDU 146   Child Guidance   3   0   0   3
Prerequisites: ENG 080, RED 080
Corequisites: None
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

EDU 151   Creative Activities   3   0   0   3
Prerequisites: ENG 080, RED 080
Corequisites: EDU 151A
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.

EDU 151A Creative Activities Lab   0   2   0   1
Prerequisites: ENG 080, RED 080
Corequisites: EDU 151
This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

EDU 153   Health, Safety & Nutrition   3   0   0   3
Prerequisites: ENG 080, RED 080
Corequisites: None
This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.

EDU 163   Classroom Mgt & Instruct   3   0   0   3
Prerequisites: ENG 080, RED 080
Corequisites: None
This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.

EDU 216   Foundations of Education   3   2   0   4
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education; contemporary educational, structural, legal, and financial issues, PRAXIS I preparation and observation and participation in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

EDU 221   Children with Exceptionalities   3   0   0   3
Prerequisites: EDU 144, EDU 145, ENG 090, RED 090
Corequisites: None
This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, collaborate with families and professionals to plan, implement, and evaluate inclusion strategies. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only.**

EDU 234   Infants, Toddlers, & Twos   3   0   0   3
Prerequisites: EDU 119, ENG 080, RED 080
Corequisites: None
This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

	Class	Lab	Work Exp/ Clinical	Credit

EDU 235   School-Age Dev & Program   3   0   0   3
Prerequisites: ENG 080, RED 080
Corequisites: None
This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.

EDU 243   Learning Theory   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.

EDU 244   Human Growth/Development   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces lateral entry teachers to theories and ages and stages related to human growth and development from birth through adolescence. Emphasis is placed on development through the stages of a child's life in the areas of physical, emotional, social, intellectual, and moral development. Upon completion, students should be able to identify and describe milestones of each stage in all areas of development and discuss factors that influence growth.

EDU 245   Policies and Procedures   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.

	Class	Lab	Work Exp/ Clinical	Credit

EDU 250   Praxis I Preparation   1   0   0   1
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is designed to prepare potential teachers for the PRAXIS I exam that is necessary to enter the field of education. Emphasis is placed on content specifications of the PRAXIS I exam, study skills and simulated examinations. Upon completion, students should be able to demonstrate an understanding of the content necessary for successfull completion of the PRAXIS I exam.

EDU 251   Exploration Activities   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

EDU 259   Curriculum Planning   3   0   0   3
Prerequisites: EDU 119, ENG 090, RED 090
Corequisites: None
This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

EDU 261   Early Childhood Administration I   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: EDU 119
This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.

	Class	Lab	Work Exp/ Clinical	Credit

EDU 262 Early Childhood Administration II — Class 3, Lab 0, Clinical 0, Credit 3
Prerequisites: EDU 261, ENG 090, RED 090
Corequisites: EDU 119
This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

EDU 271 Educational Technology — Class 2, Lab 2, Clinical 0, Credit 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.

EDU 275 Effective Teacher Training — Class 2, Lab 0, Clinical 0, Credit 2
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

EDU 280 Language & Literacy Experiences — Class 3, Lab 0, Clinical 0, Credit 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

EDU 281 Instruc Strat/Read & Writ — Class 2, Lab 2, Clinical 0, Credit 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study.

EDU 282 Early Childhood Literature — Class 3, Lab 0, Clinical 0, Credit 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.

EDU 284 Early Child Capstone Prac — Class 1, Lab 9, Clinical 0, Credit 4
Prerequisites: EDU 119, 144, 145, 146, 151, ENG 090, RED 090
Corequisites: None
This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

	Class	Lab	Work Exp/ Clinical	Credit

EDU 285   Internship Experiences-School Age   1   9   0   4
Prerequisites: EDU 118, EDU 144, EDU 145, EDU 163, ENG 090, RED 090
Corequisites: None
This course is designed to allow students to apply skills in a quality public or private school 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 lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.

EDU 289   Adv Issues/School Age   2   0   0   2
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

EGR 285   Design Project   0   4   0   2
Prerequisites: ELC 128, ELN 133, ELN 137
Corequisites: None
This course provides the opportunity to design an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate projects.

ELC 112   DC/AC Electricity   3   6   0   5
Prerequisites: None
Corequisites: MAT 050
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, and analyze simple DC/AC circuits.

ELC 113   Basic Wiring I   2   6   0   4
Prerequisites: ELC 112
Corequisites: None
This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning; layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

	Class	Lab	Work Exp/ Clinical	Credit

ELC 114   Basic Wiring II   2   6   0   4
Prerequisites: ELC 113
Corequisites: None
This course provides additional instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations.

ELC 117   Motors and Controls   2   6   0   4
Prerequisites: ELC 112
Corequisites: None
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 118   National Electric Code   1   2   0   2
Prerequisites: None
Corequisites: RED 070
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

ELC 119   NEC Calculations   1   2   0   2
Prerequisites: None
Corequisites: MAT 050
This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.

ELC 120   Introduction to Wiring   2   2   0   3
Prerequisites: None
Corequisites: None
This course is an introduction to wiring concepts for non-electricians. Topics include safety, tools, materials, techniques and terminology associated with electrical wiring. Upon completion, students should be able to use and/or identify wiring tools, materials and procedures at an introductory level.

ELC 125   Diagrams and Schematics   1   2   0   2
Prerequisites: None
Corequisites: None
This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

	Class	Lab	Work Exp/ Clinical	Credit

ELC 128   Introduction to PLC   2   3   0   3
Prerequisites: ELC 112 or ELC 131
Corequisites: None
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

ELC 131   DC/AC Circuit Analysis   4   3   0   5
Prerequisites: None
Corequisites: ENG 080, MAT 080, RED 080
This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

ELC 134   Transformer Applications   1   2   0   2
Prerequisites: None
Corequisites: None
This course covers single- and three-phase transformer applications as found in industrial/commercial buildings and machinery. Topics include transformer principles, single- and three-phase calculations, and connections. Upon completion, students should be able to understand single-and three-phase transformers, make transformer connections, and make calculations.

ELN 132   Linear IC Applications   3   3   0   4
Prerequisites: ELN 137
Corequisites: None
This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, waveform generators, active filters, IC voltage regulators, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment.

ELN 133   Digital Electronics   3   3   0   4
Prerequisites: ELC 112 or ELC 131
Corequisites: None
This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AD/DA conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

	Class	Lab	Work Exp/ Clinical	Credit

ELN 137   Electr Devices & Circuits   4   3   0   5
Prerequisites: ELC 131
Corequisites: None
This course covers diodes, transistors, linear integrated circuits, and IC voltage regulators. Topics include power supplies, switching circuits, amplifiers, oscillators, active filters, and other related topics. Upon completion, students should be able to analyze and troubleshoot circuits using schematic diagrams, appropriate test equipment, and manufacturer's data sheets.

ELN 229   Industrial Electronics   3   3   0   4
Prerequisites: ELC 112
Corequisites: None
This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

ELN 232   Introduction to Microprocessors   3   3   0   4
Prerequisites: ELN 133
Corequisites: None
This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include 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.

ELN 237   Local Area Networks   2   3   0   3
Prerequisites: ELN 133
Corequisites: None
This course introduces the fundamentals of local area networks and their operation. Topics include the characteristics of network topologies, system hardware, system configuration, installation and operation of the LAN. Upon completion, students should be able to install and maintain a local area network.

ENG 080   Writing Foundations   3   2   0   4
Prerequisites: None
Corequisites: None
This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

	Class	Lab	Work Exp/ Clinical	Credit

ENG 090   Composition Strategies   **3   0   0   3**
Prerequisites: ENG 080, RED 070
Corequisites: ENG 090A
This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. *This course satisfies the developmental writing requirement for ENG 111 and ENG 111A.*

ENG 090A Composition Strategies Lab   0   2   0   1
Prerequisites: ENG 080
Corequisites: ENG 090
This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

ENG 102   Applied Communications II   3   0   0   3
Prerequisites: ENG 080, RED 070
Corequisites: None
This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. In order to pass this course, a student must earn at least a "C" average on required oral presentations. *This is a diploma-level course.*

ENG 111   Expository Writing   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: OST 080
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. In order to pass this course, a student must earn at least a "C" average on required oral presentations. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.**

	Class	Lab	Work Exp/ Clinical	Credit

ENG 112   Argument-Based Research   3   0   0   3
Prerequisites: ENG 111
Corequisites: None
This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. In order to pass this course, a student must earn at least a "C" average on required oral presentations. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.**

ENG 113   Literature-Based Research   3   0   0   3
Prerequisites: ENG 111
Corequisites: None
This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. In order to pass this course, a student must earn at least a "C" average on required oral presentations. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.**

ENG 114   Professional Research & Reporting 3   0   0   3
Prerequisites: ENG 111
Corequisites: None
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. In order to pass this course, a student must earn at least a "C" average on required oral presentations. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.**

ENG 125   Creative Writing I   3   0   0   3
Prerequisites: ENG 111
Corequisites: None
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

ENG 131   Introduction to Literature   3   0   0   3
Prerequisites: ENG 111
Corequisites: ENG 112 or ENG 113 or ENG 114
This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

ENG 231   American Literature I   3   0   0   3
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

ENG 232   American Literature II   3   0   0   3
Prerequisites: ENG 112 or ENG 113, or ENG 114
Corequisites: Non
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

ENG 233   Major American Writers   3   0   0   3
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None
This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

ENG 241   British Literature I   3   0   0   3
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

	Class	Lab	Work Exp/ Clinical	Credit

ENG 242   British Literature II   3   0   0   3
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

ENG 243   Major British Writers   3   0   0   3
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None
This course provides an intensive study of the works of several major British authors. Emphasis is placed on British history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

ENG 261   World Literature I   3   0   0   3
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural contexts, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

ENG 262   World Literature II   3   0   0   3
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century 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 selected works. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

	Class	Lab	Work Exp/ Clinical	Credit

ENG 272   Southern Literature   3   0   0   3
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None
This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

ENG 273   African-American Literature   3   0   0   3
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None
This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

ETR 210   Intro to Entrepreneurship   3   0   0   3
Prerequisites: None
Corequisites: None
This course provides a survey of the starting and operating of an entrepreneurial venture. Topics include new venture creation, the business plan, economics of the business, determining resource needs and acquiring resources, marketing, technology, leadership skills, and business ethics. Upon completion, students should be able to demonstrate an understanding of entrepreneurship concepts and how to use the entrepreneurial mindset to succeed in their careers.

ETR 215   Law for Entrepreneurs   3   0   0   3
Prerequisites: None
Corequisites: None
This course introduces students to basic legal concepts specifically relevant to a business start-up venture. Topics include bailments and documents of title, nature and form of sales, risk and property rights, obligations and performance, business organizations, and agency and employment. Upon completion, students should be able to assess the legal responsibilities of a business start-up.

ETR 220   Innovation and Creativity   3   0   0   3
Prerequisites: None
Corequisites: None
This course provides a study of developing and enhancing individual and organizational creativity and innovation. Topics include that innovation needs to be applied to products, services, and processes to increase competitive advantages and add value to businesses. Upon completion, students should be able to apply innovation and creativity principles in the work place.

ETR 230   Entrepreneur Marketing   3   0   0   3
Prerequisites: None
Corequisites: None
This course covers the techniques to correctly research and define the target market to increase sales for start up businesses or to expand current businesses. Topics include how to target market and meet customers' needs with a limited budget in the early stages of the life of a start up business. Upon completion, students should be able to demonstrate an understanding of how to correctly target market for a start-up business with limited resources.

ETR 240   Funding for Entrepreneurs   3   0   0   3
Prerequisites: ACC 120
Corequisites: None
This course provides a focus on the financial issues and needs confronting entrepreneurs attempting to grow their businesses by attracting startup and growth capital. Topics include sources of funding including: angel investors, venture capital, IPO's, private placement, banks, suppliers, buyers, partners, and the government. Upon completion, students should be able to demonstrate an understanding of how to effectively finance a business venture.

FRE 111   Elementary French I   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the fundamental elements of the French 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 French and demonstrate cultural awareness. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

FRE 112   Elementary French II   3   0   0   3
Prerequisites: FRE 111
Corequisites: None
This course is a continuation of FRE 111 focusing on the fundamental elements of the French 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 French and demonstrate further cultural awareness. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

			Work Exp/	
	Class	Lab	Clinical	Credit

GEO 111   World Regional Geography   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

GEO 112   Cultural Geography   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

GER 111   Elementary German I   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the fundamental elements of the German 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 German and demonstrate cultural awareness. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

GER 112   Elementary German II   3   0   0   3
Prerequisites: GER 111
Corequisites: None
This course is a continuation of GER 111 focusing on the fundamental elements of the German 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 German and demonstrate further cultural awareness. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

GRO 120   Gerontology   3   0   0   3
Prerequisites: PSY 150
Corequisites: None
This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.

HEA 110   Personal Health/Wellness   3   0   0   3
Prerequisites: None
Corequisites: None
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

HEA 112   First Aid & CPR   1   2   0   2
Prerequisites: None
Corequisites: None
This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

HEA 120   Community Health   3   0   0   3
Prerequisites: None
Corequisites: None
This course provides information about contemporary community health and school hygiene issues. Topics include health education and current information about health trends. Upon completion students should be able to recognize and devise strategies to prevent today's community health problems. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

HIS 111   World Civilizations I   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
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. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

	Class	Lab	Work Exp/ Clinical	Credit

HIS 112 World Civilizations II | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
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. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

HIS 121 Western Civilization I | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

HIS 122 Western Civilization II | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

HIS 131 American History I | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

	Class	Lab	Work Exp/ Clinical	Credit

HIS 132 American History II | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

HIS 221 African-American History | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

HIS 226 The Civil War | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

HIS 227 Native American History | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course surveys the history and cultures of Native Americans from pre-history to the present. Topics include Native American civilizations, relations with Europeans, and the continuing evolution of Native American cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments among Native Americans. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

			Work Exp/	
	Class	Lab	Clinical	Credit

HIS 236 North Carolina History   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

HMT 110 Intro to Healthcare Management   3   0   0   3
Prerequisites: None
Corequisites: None
This course introduces the functions, practices, organizational structures, and professional issues in healthcare management. Emphasis is placed on planning, controlling, directing, and communicating within health and human services organizations. Upon completion, students should be able to apply the concepts of management within a healthcare service environment.

HMT 210 Medical Insurance   3   0   0   3
Prerequisites: MED 122
Corequisites: None
This course introduces the concepts of medical insurance. Topics include types and characteristics of third-party payers, coding concepts, payment systems, and manual/electronic claims form preparation. Upon completion, students should be able to process third-party claims forms.

HMT 211 Long-Term Care Administration   3   0   0   3
Prerequisites: HMT 110
Corequisites: None
This course introduces the administration of long-term care facilities and services. Emphasis is placed on nursing home care, home health care, hospice, skilled nursing facilities, and other long-term care services. Upon completion, students should be able to administer state and national standards and regulations as they apply to long-term care.

HMT 212 Mgt of Healthcare Organizations   3   0   0   3
Prerequisites: HMT 110
Corequisites: None
This course examines current issues affecting the management of healthcare delivery systems. Topics include current problems, changes, and challenges in the healthcare environment. Upon completion, students should be able to identify current health care issues and their impact on healthcare management.

			Work Exp/	
	Class	Lab	Clinical	Credit

HMT 220 Healthcare Financial Management   4   0   0   4
Prerequisites: ACC 121, HMT 110
Corequisites: None
This course covers the methods and techniques utilized in the financial management of healthcare programs. Topics include cost determination, pricing of services, financial statement analysis, forecasting/projections, third-party billing, reimbursement, Medicare, Medicaid, and budgeting. Upon completion, students should be able to interpret and apply the principles of financial management in a healthcare environment.

HSE 110 Introduction to Human Services   2   2   0   3
Prerequisites: None
Corequisites: ENG 090, RED 090
This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

HSE 112 Group Process I   1   2   0   2
Prerequisites: Enrollment in the HSE program
Corequisites: ENG 090, RED 090
This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

HSE 123 Interviewing Techniques   2   2   0   3
Prerequisites: None
Corequisites: ENG 090, RED 090
This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.

HSE 125 Counseling   2   2   0   3
Prerequisites: PSY 150
Corequisites: None
This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.

	Class	Lab	Work Exp/ Clinical	Credit

HSE 155   Community Resources Management   2   0   0   2
Prerequisites: None
Corequisites: ENG 090, RED 090
This course focuses on the working relationships between human services agencies and the community. Emphasis is placed on identification and observation of community resources which contribute to the achievement of the human services mission. Upon completion, students should be able to demonstrate knowledge about mobilizing of community resources, marshaling public support, and determining appropriate sources of funding.

HSE 210   Human Services Issues   2   0   0   2
Prerequisites: Successful completion of 12 SHC in the HSE major courses
Corequisites: None
This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multifaceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.

HSE 220   Case Management   2   2   0   3
Prerequisites: HSE 110
Corequisites: None
This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

HSE 225   Crisis Intervention   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.

HSE 227   Children & Adolescents in Crisis   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents.

	Class	Lab	Work Exp/ Clinical	Credit

HSE 250   Financial Services   2   0   0   2
Prerequisites: None
Corequisites: ENG 090, RED 090
This course introduces those agencies that provide income maintenance casework services. Emphasis is placed on qualifying applicants for a variety of economic assistant programs offered by human services agencies. Upon completion, students should be able to make a factual and objective assessment of a client's economic situation to qualify them for economic assistance.

HSE 251   Activities Therapy   2   2   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces skills and techniques used in recreation and leisure activities to enhance the lives of special populations. Emphasis is placed on music, art, and recreational therapy. Upon completion, students should be able to define, plan, and adapt recreational activities for selected groups and individuals.

HUM 110   Technology and Society   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

HUM 115   Critical Thinking   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: 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. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs.**

HUM 120   Cultural Studies   3   0   0   3
Prerequisites: None
Corequisites: ENG 090, RED 090
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

	Class	**Lab**	**Work Exp/ Clinical**	**Credit**

HUM 122   Southern Culture   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

HUM 130   Myth in Human Culture   3   0   0   3
Prerequisites: None
Corequisites: ENG 111
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

HUM 150   American Women's Studies   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in humanities/fine arts.**

HUM 160   Introduction to Film   2   2   0   3
Prerequisites: None
Corequisites: ENG 111
This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in humanities/fine arts.**

	Class	**Lab**	**Work Exp/ Clinical**	**Credit**

HUM 211   Humanities I   3   0   0   3
Prerequisites: ENG 111
Corequisites: None
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in humanities/fine arts.**

HUM 212   Humanities II   3   0   0   3
Prerequisites: ENG 111
Corequisites: None
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in humanities/fine arts.**

HYD 110   Hydraulics/Pneumatics I   2   3   0   3
Prerequisites: MAT 060
Corequisites: None
This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

HYD 115   Industrial Hydraulics   2   2   0   3
Prerequisites: None
Corequisites: None
This course introduces basic principles, components, and concepts of industrial hydraulic systems. Topics include standard symbols, actuators, control valves and other hydraulic components. Upon completion, the student should be able to demonstrate an understanding of the principles, concepts, and operation of an industrial hydraulic system.

HYD 180   Pneumatics in Automation   2   3   0   3
Prerequisites: None
Corequisites: None
This course introduces the basic components and functions of pneumatic systems and their application to automated machinery. Topics include standard symbols, compressors, control valves, control circuits, actuators, maintenance procedures, switching and control devices as applied to automated machinery. Upon completion, students should be able to demonstrate an understanding of the operation of compressed air and vacuum systems including design, troubleshooting, and applications.

	Class	Lab	Work Exp/ Clinical	Credit

INT 110 International Business — Class 3, Lab 0, Work Exp/Clinical 0, Credit 3

Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business.

ISC 112 Industrial Safety — Class 2, Lab 0, Work Exp/Clinical 0, Credit 2

Prerequisites: None
Corequisites: None
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

ISC 132 Manufacturing Quality Control — Class 2, Lab 3, Work Exp/Clinical 0, Credit 3

Prerequisites: None
Corequisites: None
This course introduces quality concepts and techniques used in industry. Topics include elementary statistics and probability, process control, process capability, and quality improvement tools. Upon completion, students should be able to demonstrate an understanding of the concepts and principles of quality and apply them to the work environment.

MAC 111 Machining Technology I — Class 2, Lab 12, Work Exp/Clinical 0, Credit 6

Prerequisites: None
Corequisites: None
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 112 Machining Technology II — Class 2, Lab 12, Work Exp/Clinical 0, Credit 6

Prerequisites: MAC 111
Corequisites: None
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

	Class	Lab	Work Exp/ Clinical	Credit

MAC 113 Machining Technology III — Class 2, Lab 12, Work Exp/Clinical 0, Credit 6

Prerequisites: MAC 112
Corequisites: None
This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications.

MAC 114 Introduction to Metrology — Class 2, Lab 0, Work Exp/Clinical 0, Credit 2

Prerequisites: None
Corequisites: None
This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.

MAC 122 CNC Turning — Class 1, Lab 3, Work Exp/Clinical 0, Credit 2

Prerequisites: MAC 111 or MEC 111
Corequisites: None
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

MAC 124 CNC Milling — Class 1, Lab 3, Work Exp/Clinical 0, Credit 2

Prerequisites: MAC 111 or MEC 111
Corequisites: None
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

MAC 151 Machining Calculations — Class 1, Lab 2, Work Exp/Clinical 0, Credit 2

Prerequisites: None
Corequisites: None
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

MAT 050 Basic Math Skills — Class 3, Lab 2, Work Exp/Clinical 0, Credit 4

Prerequisites: None
Corequisites: 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.

	Class	Lab	Work Exp/ Clinical	Credit

MAT 060   Essential Mathematics   3   2   0   4
Prerequisites: MAT 050
Corequisites: None
This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

MAT 070   Introductory Algebra   3   2   0   4
Prerequisites: MAT 060
Corequisites: RED 080
This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 080   Intermediate Algebra   3   2   0   4
Prerequisites: MAT 070
Corequisites: RED 080
This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 140   Survey of Mathematics   3   0   0   3
Prerequisites: MAT 070
Corequisites: None
This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

	Class	Lab	Work Exp/ Clinical	Credit

MAT 145   Analytical Mathematics   3   0   0   3
Prerequisites: MAT 080
Corequisites: None
This course is designed to develop problem-solving and reasoning skills by the study of selected areas of mathematics. Topics include elementary and Boolean algebra, sets, logic, number theory, numeration systems, probability, statistics, and linear programming. Upon completion, students should be able to apply logic and other mathematical concepts. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

MAT 155   Statistical Analysis   3   0   0   3
Prerequisites: MAT 080
Corequisites: None
This course is an introduction to descriptive and inferential statistics. Topics include sampling, distributions, plotting data, central tendency, dispersion, Central Limits Theorem, confidence intervals, hypothesis testing, correlations, regressions, and multinomial experiments. Upon completion, students should be able to describe data and test inferences about populations using sample data. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option).**

MAT 165   Finite Mathematics   3   0   0   3
Prerequisites: MAT 171
Corequisites: None
This course provides topics used to formulate models and to solve and interpret solutions using an algorithmic approach. Topics include linear algebra, linear programming, simplex method, sets and counting, probability, mathematics of finance, and logic. Upon completion students should be able to demonstrate both an understanding of the theoretical concepts of finite mathematics and the ability to solve related problems. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.**

MAT 167   Discrete Mathematics   3   0   0   3
Prerequisites: MAT 171
Corequisites: None
This course is a study of discrete mathematics with emphasis on applications. Topics include number systems, combinations/permutations, mathematical logic/proofs, sets/ counting, Boolean algebra, mathematical induction, trees/graphs, and algorithms. Upon completion, students should be able to demonstrate competence in the topics covered. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

MAT 171   Precalculus Algebra   3   0   0   3
Prerequisites: MAT 080
Corequisites: MAT 171A
This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

MAT 171A   Precalculus Algebra Lab   0   2   0   1
Prerequisites: MAT 080
Corequisites: MAT 171
This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

MAT 172   Precalculus Trigonometry   3   0   0   3
Prerequisites: MAT 171
Corequisites: MAT 172A
This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

MAT 172A   Precalculus Trig Lab   0   2   0   1
Prerequisites: MAT 171
Corequisites: MAT 172
This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

MAT 271   Calculus I   3   2   0   4
Prerequisites: MAT 172
Corequisites: None
This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

MAT 272   Calculus II   3   2   0   4
Prerequisites: MAT 271
Corequisites: None
This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

MAT 273   Calculus III   3   2   0   4
Prerequisites: MAT 272
Corequisites: None
This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

MAT 280   Linear Algebra   3   0   0   3
Prerequisites: MAT 271
Corequisites: None
This course provides a study of linear algebra topics with emphasis on the development of both abstract concepts and applications. Topics include vectors, systems of equations, matrices, determinants, vector spaces, linear transformations in two or three dimensions, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate both an understanding of the theoretical concepts and appropriate use of linear algebra models to solve application problems. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

MAT 285   Differential Equations   3   0   0   3
Prerequisites: MAT 272
Corequisites: None
This course provides an introduction to ordinary differential equations with an emphasis on applications. Topics include first-order, linear higher-order, and systems of differential equations; numerical methods; series solutions; eigenvalues and eigenvectors; Laplace transforms; and Fourier series. Upon completion, students should be able to use differential equations to model physical phenomena, solve the equations, and use the solutions to analyze the phenomena. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

MEC 110   Introduction to CAD/CAM   1   2   0   2
Prerequisites: None
Corequisites: ENG 090, MAT 080, RED 090
This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

MEC 111   Machine Processes I   1   4   0   3
Prerequisites: None
Corequisites: MAT 050
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 safely machine simple parts to specified tolerances.

MEC 130   Mechanisms   2   2   0   3
Prerequisites: None
Corequisites: MAT 050
This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.

MEC 141   Intro Manufacturing Processes   2   2   0   3
Prerequisites: MAC 111 or MEC 111
Corequisites: None
This course covers the properties and characteristics of manufacturing materials and the processes used to form them. Emphasis is placed on manufacturing materials, heat-treating processes, and manufacturing processes. Upon completion, students should be able to identify physical characteristics of materials and describe processes used to manufacture a part.

	Class	Lab	Work Exp/ Clinical	Credit

MEC 180   Engineering Materials   2   3   0   3
Prerequisites: None
Corequisites: None
This course introduces the physical and mechanical properties of materials. Topics include materials testing, pre and post-manufacturing processes, and material selection of ferrous and non-ferrous metals, plastics, composites, and non-conventional materials. Upon completion, students should be able to utilize basic material property tests and select appropriate materials for applications.

MEC 250   Statics & Strength of Materials   4   3   0   5
Prerequisites: MAT 172
Corequisites: None
This course covers the concepts and principles of statics and stress analysis. Topics include systems of forces on structures in equilibrium and analysis of stresses and strains on these components. Upon completion, students should be able to analyze forces and the results of stresses and strains on structural components.

MEC 270   Machine Design   3   3   0   4
Prerequisites: DFT 151, MEC 180, MEC 250
Corequisites: None
This course covers the basic principles and underlying design and selection of machine elements. Topics include stress analysis, selection of components, power transmission, and other design considerations. Upon completion, students should be able to identify and solve mechanical design problems by applying basic engineering principles.

MEC 271   Machine Design Project   0   3   0   1
Prerequisites: DFT 151, MEC 180, MEC 250
Corequisites: MEC 270
This course provides an opportunity for involvement in the practical application of machine design by development of a project. Emphasis is placed on the design and engineering processes required to complete an approved project. Upon completion, students should be able to demonstrate the ability to progress from conceptual design to completed project.

MED 110   Orientation to Medical Assisting   1   0   0   1
Prerequisites: ENG 090, MAT 070, RED 090, Enrollment in Medical Asst. prog.
Corequisites: MED 130
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

	Class	Lab	Work Exp/ Clinical	Credit

MED 112   Orientation to Clinical Setting I   0   0   3   1
Prerequisites: MED 110, MED 118, MED 121, MED 130
Corequisites: None
This course provides an early opportunity to observe and/or perform in the medical setting. Emphasis is placed on medical assisting procedures including appointment scheduling, filing, greeting patients, telephone techniques, billing, collections, medical records, and related medical procedures. Upon completion, students should be able to identify administrative and clinical procedures in the medical environment.

MED 114   Prof Interaction in Health Care   1   0   0   1
Prerequisites: MED 140, Enrollment in the Medical Assisting program
Corequisites: None
This course is designed to identify various patient behaviors encountered in the medical setting. Emphasis is placed on stressors related to illness, cultural influences, death and dying, and needs specific to patients. Upon completion, students should be able to utilize appropriate methods of verbal and nonverbal communications with empathy and impartiality.

MED 118   Medical Law and Ethics   2   0   0   2
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

MED 121   Medical Terminology I   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122   Medical Terminology II   3   0   0   3
Prerequisites: MED 121
Corequisites: None
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 130   Administrative Office Procedures I   1   2   0   2
Prerequisites: ENG 090, RED 090, Enrollment in the Medical Assisting program
Corequisites: MED 110
This course introduces medical office administrative procedures. Topics include the appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED 131   Administrative Office Procedures II   1   2   0   2
Prerequisites: MED 130
Corequisites: None
This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

MED 140   Exam Room Procedures I   3   4   0   5
Prerequisites: BIO 163, MED 121, MED 122
Corequisites: None
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MED 150   Laboratory Procedures I   3   4   0   5
Prerequisites: MED 140
Corequisites: None
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/ skills based on course topics.

MED 232   Medical Insurance Coding   1   3   0   2
Prerequisites: MED 121
Corequisites: None
This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

	Class	Lab	Work Exp/ Clinical	Credit

MED 260   MED Clinical Externship   0   0   15   5
Prerequisites: MED 112, MED 114, MED 150, MED 232, MED 270, MED 272
Corequisites: None
This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

MED 270   Symptomatology   2   2   0   3
Prerequisites: MED 122, MED 131, Enrollment in the Medical Assisting program
Corequisites: None
This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

MED 272   Drug Therapy   3   0   0   3
Prerequisites: MAT 155, MED 140, Enrollment in the Medical Assisting program
Corequisites: None
This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

MED 276   Patient Education   1   2   0   2
Prerequisites: MED 112, MED 114, MED 150, MED 232, MED 270, MED 272
Corequisites: None
This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.

MKT 120   Principles of Marketing   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

	Class	Lab	Work Exp/ Clinical	Credit

MKT 221   Consumer Behavior   3   0   0   3
Prerequisites: RED 090
Corequisites: None
This course is designed to describe consumer behavior as applied to the exchange processes involved in acquiring, consuming, and disposing of goods and services. Topics include an analysis of basic and environmental determinants of consumer behavior with emphasis on the decision-making process. Upon completion, students should be able to analyze concepts related to the study of the individual consumer.

MKT 223   Customer Service   3   0   0   3
Prerequisites: RED 090
Corequisites: None
This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.

MKT 224   International Marketing   3   0   0   3
Prerequisites: RED 090
Corequisites: None
This course covers the basic concepts of international marketing activity and theory. Topics include product promotion, placement, and pricing strategies in the international marketing environment. Upon completion, students should be able to demonstrate a basic understanding of the concepts covered.

MKT 228   Service Marketing   3   0   0   3
Prerequisites: RED 090
Corequisites: None
This course is designed to define service marketing, demonstrate its importance, and note its special characteristics. Topics include basic building blocks of service marketing, distinctive aspects of services, and applications of service marketing mix. Upon completion, students should be able to demonstrate a basic understanding of the marketing mix as it applies to the service industry.

MNT 110   Intro to Maintenance Procedures   1   3   0   2
Prerequisites: None
Corequisites: None
This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

	Class	Lab	Work Exp/ Clinical	Credit

MNT 230 Pumps & Piping Systems 1 3 0 2
Prerequisites: None
Corequisites: None
This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.

MNT 240 Industrial Equip Troubleshooting 1 3 0 2
Prerequisites: ELC 112 or ELC 131, ELC 128
Corequisites: None
This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

MUS 110 Music Appreciation 3 0 0 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

NAS 101 Nursing Assistant I 3 4 3 6
Prerequisites: None
Corequisites: None
This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. *This is a certificate-level course.*

NAS 102 Nursing Assistant II 3 2 6 6
Prerequisites: Must have current CNA certification before clinical
Corequisites: None
This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. *This is a certificate-level course.*

	Class	Lab	Work Exp/ Clinical	Credit

NAS 103 Home Health Care 2 0 0 2
Prerequisites: High school diploma or GED
Corequisites: None
This course covers basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. *This is a certificate-level course.*

NET 125 Networking Basics 1 4 0 3
Prerequisites: ENG 090, MAT 080, RED 090
Corequisites: None
This course introduces the networking field. Emphasis is placed on 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.

NET 126 Routing Basics 1 4 0 3
Prerequisites: NET 125
Corequisites: None
This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

NET 225 Routing & Switching I 1 4 0 3
Prerequisites: NET 126
Corequisites: None
This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.

NET 226 Routing & Switching II 1 4 0 3
Prerequisites: NET 225
Corequisites: None
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.

	Class	Lab	Work Exp/ Clinical	Credit

NET 289   Networking Project   1   4   0   3
Prerequisites: CTS 120, DBA 110, NOS 120, NOS 230, SEC 110
Corequisites: NET 226
This course provides an opportunity to complete a significant networking project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation.

NOS 110   Operating System Concepts   2   3   0   3
Prerequisites: None
Corequisites: None
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is 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.

NOS 120   Linux/UNIX Single User   2   2   0   3
Prerequisites: NOS 110
Corequisites: None
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

NOS 130   Windows Single User   2   2   0   3
Prerequisites: NET 125, NOS 110
Corequisites: None
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/ optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

NOS 230   Windows Administration I   2   2   0   3
Prerequisites: NOS 130
Corequisites: None
This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.

	Class	Lab	Work Exp/ Clinical	Credit

NOS 231   Windows Administration II   2   2   0   3
Prerequisites: NOS 230
Corequisites: None
This course covers implementing, managing, and maintaining a Windows Server network infrastructure. Topics include implementing, managing, and maintaining IP addressing, name resolution, network security, routing and remote access, and managing a network infrastructure. Upon completion, students should be able to manage and maintain a Windows Server environment.

NUR 101   Practical Nursing I   7   6   6   11
Prerequisites: Admission to the Practical Nursing program
Corequisites: BIO 163
This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/ professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

NUR 102   Practical Nursing II   8   0   12   12
Prerequisites: NUR 101
Corequisites: None
This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

NUR 103   Practical Nursing III   6   0   12   10
Prerequisites: NUR 102
Corequisites: None
This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/ maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

	Class	Lab	Work Exp/ Clinical	Credit

NUR 111   Intro to Health Concepts 4 6 6 8
Prerequisites: Admission to the Associate Degree Nursing program
Corequisites: BIO 165, CIS 110, PSY 150
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112   Health-Illness Concepts 3 0 6 5
Prerequisites: NUR 111
Corequisites: BIO 166, ENG 111, 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.

NUR 113   Family Health Concepts 3 0 6 5
Prerequisites: NUR 111, NUR 112, NUR 114
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.

NUR 114   Holistic Health Concepts 3 0 6 5
Prerequisites: NUR 111
Corequisites: BIO 166, ENG 111, 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.

NUR 211   Health Care Concepts 3 0 6 5
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114
Corequisites: BIO 275, 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.

NUR 212   Health Systems Concepts 3 0 6 5
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114
Corequisites: BIO 275, 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.

NUR 213   Complex Health Concepts 4 3 15 10
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212
Corequisites: SOC 210
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.

OST 080   Keyboarding Literacy 1 2 0 2
Prerequisites: None
Corequisites: None
This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.

OST 122   Office Computations 1 2 0 2
Prerequisites: None
Corequisites: None
This course introduces the keypad and the touch method using the electronic calculator. Topics include mathematical functions in business applications. Upon completion, students should be able to use the electronic calculator to solve a wide variety of problems commonly encountered in business.

OST 131   Keyboarding 1 2 0 2
Prerequisites: OST 080
Corequisites: None
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system. This course also includes setting and using tabs, formatting business letters, and formatting interoffice memorandums.

	Class	Lab	Work Exp/ Clinical	Credit

OST 132 Keyboard Skill Building   1   2   0   2
Prerequisites: OST 131
Corequisites: None
This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

OST 133 Advanced Keyboard Skill Building   1   2   0   2
Prerequisites: OST 132
Corequisites: None
This course is designed to increase speed and improve accuracy to meet employment tests and job requirements. Emphasis is placed on individualized diagnostic and prescriptive drills. Upon completion, students should be able to keyboard with greater speed and accuracy as measured by five-minute timed writings and skill-development paragraphs. This course also includes formatting, itineraries, minutes of meetings, reports with enhancements, news releases, and resumes.

OST 134 Text Entry & Formatting   2   2   0   3
Prerequisites: OST 131
Corequisites: OST 132
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.

OST 136 Word Processing   2   2   0   3
Prerequisites: OST 131
Corequisites: None
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST 137 Office Software Applications   2   2   0   3
Prerequisites: CIS 110, OST 131
Corequisites: None
This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment.

	Class	Lab	Work Exp/ Clinical	Credit

OST 164 Text Editing Applications   3   0   0   3
Prerequisites: OST 131
Corequisites: None
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST 184 Records Management   2   2   0   3
Prerequisites: ENG 080, RED 090
Corequisites: None
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

OST 223 Admin Office Transcription I   2   2   0   3
Prerequisites: ENG 111, OST 134, OST 136, OST 164
Corequisites: None
This course provides experience in transcribing documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents.

OST 233 Office Publications Design   2   2   0   3
Prerequisites: OST 136
Corequisites: None
This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

OST 236 Adv Word/Information Processing   2   2   0   3
Prerequisites: OST 136
Corequisites: None
This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.

OST 286 Professional Development   3   0   0   3
Prerequisites: ENG 111, OST 133
Corequisites: None
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

	Class	Lab	Work Exp/ Clinical	Credit

OST 289   Administrative Office Management   2   2   0   3
Prerequisites: ENG 111, OST 134, OST 136, OST 164, OST 236
Corequisites: None
This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.

PED 110   Fit and Well for Life   1   2   0   2
Prerequisites: None
Corequisites: None
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors, Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

PED 120   Walking for Fitness   0   3   0   1
Prerequisites: None
Corequisites: None
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

PED 142   Lifetime Sports   0   2   0   1
Prerequisites: None
Corequisites: None
This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

PED 210   Team Sports   0   3   0   1
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of popular American team sports. Emphasis is placed on rules, equipment, and motor skills used in various sports. Upon completion, students should be able to demonstrate knowledge of the sports covered. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

	Class	Lab	Work Exp/ Clinical	Credit

PHI 210   History of Philosophy   3   0   0   3
Prerequisites: ENG 111
Corequisites: None
This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

PHY 110   Conceptual Physics   3   0   0   3
Prerequisites: MAT 070, RED 090
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. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.**

PHY 110A   Conceptual Physics Lab   0   2   0   1
Prerequisites: None
Corequisites: PHY 110
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. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

PHY 151   College Physics I   3   2   0   4
Prerequisites: MAT 171, RED 090
Corequisites: None
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

	Class	Lab	Work Exp/ Clinical	Credit

PHY 152   College Physics II   3   2   0   4
Prerequisites: PHY 151
Corequisites: None
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

PHY 251   General Physics I   3   3   0   4
Prerequisites: MAT 271
Corequisites: MAT 272
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

PHY 252   General Physics II   3   3   0   4
Prerequisites: MAT 272, PHY 251
Corequisites: None
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. **This course had been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.**

PKG 130   Basic Electronics   1   3   0   2
Prerequisites: None
Corequisites: None
This course covers the basic electronic components of industrial systems. Topics include safety, PC boards, diodes, power supplies, transducers, transistors, SCRs, Triacs, amplifiers, FETs, ICs, fiber optics, and other related topics. Upon completion, students should be able to demonstrate a working knowledge of basic interfacing and controls associated with industrial machinery electronics.

	Class	Lab	Work Exp/ Clinical	Credit

PLA 120   Injection Molding   2   3   0   3
Prerequisites: MAT 060, RED 080
Corequisites: None
This course provides theory and processing experience with the injection molding process. Topics include machine type, molds, controls, machine polymer part relationship, molding factors, troubleshooting, and molding problems/solutions. Upon completion, students should be able to demonstrate an understanding of machine setup and operation and be able to optimize common injection molding machines.

POL 110   Introduction to Political Science   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

POL 120   American Government   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

POL 220   International Relations   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

	Class	Lab	Work Exp/ Clinical	Credit

PSY 101   Applied Psychology   **3   0   0   3**
Prerequisites: None
Corequisites: None
This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one's personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living. *This course is intended for diploma programs.*

PSY 150   General Psychology   **3   0   0   3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

PSY 237   Social Psychology   **3   0   0   3**
Prerequisites: PSY 150 or SOC 210
Corequisites: None
This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

PSY 241   Developmental Psychology   **3   0   0   3**
Prerequisites: PSY 150
Corequisites: None
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

	Class	Lab	Work Exp/ Clinical	Credit

PSY 281   Abnormal Psychology   **3   0   0   3**
Prerequisites: PSY 150
Corequisites: None
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavioral patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

RED 070   Essential Reading Skills   **3   2   0   4**
Prerequisites: None
Corequisites: None
This course is designed to strengthen reading skills. Emphasis is placed on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies. Upon completion, students should be able to demonstrate competence in the skills required for RED 080. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

RED 080   Introduction to College Reading   **3   2   0   4**
Prerequisites: RED 070
Corequisites: None
This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

RED 090   Improved College Reading   **3   2   0   4**
Prerequisites: RED 080
Corequisites: None
This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. *This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A.*

REL 110   World Religions   **3   0   0   3**
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

	Class	Lab	Work Exp/ Clinical	Credit

REL 111   Eastern Religions | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the major Asian religious traditions. Topics include Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

REL 112   Western Religions | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the major western religious traditions.   Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

REL 211   Introduction to Old Testament | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

REL 212   Introduction to New Testament | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

REL 221   Religion in America | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
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. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

	Class	Lab	Work Exp/ Clinical	Credit

SCI 090   Skills for the Sciences | 2 | 2 | 0 | 3
Prerequisites: None
Corequisites: MAT 070, RED 090
This course is designed to provide fundamental skills necessary for entry into college-level science courses. Topics include scientific vocabulary, measurement, scientific notation, the scientific method for solving problems, collaborative skills, and applications to various areas of science. Upon completion, students should be able to demonstrate a readiness for college-level science courses.

SEC 110   Security Concepts | 3 | 0 | 0 | 3
Prerequisites: NET 125, NOS 110
Corequisites: None
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SOC 210   Introduction to Sociology | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

SOC 213   Sociology of the Family | 3 | 0 | 0 | 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

	Class	Lab	Work Exp/ Clinical	Credit

SOC 220   Social Problems — Class 3, Lab 0, Work Exp/Clinical 0, Credit 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

SOC 225   Social Diversity — Class 3, Lab 0, Work Exp/Clinical 0, Credit 3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

SOC 240   Social Psychology — Class 3, Lab 0, Work Exp/Clinical 0, Credit 3
Prerequisites: PSY 150 or SOC 210
Corequisites: None
This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.**

SPA 111   Elementary Spanish I — Class 3, Lab 0, Work Exp/Clinical 0, Credit 3
Prerequisites: ENG 090, RED 090
Corequisites: SPA 181
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

	Class	Lab	Work Exp/ Clinical	Credit

SPA 112   Elementary Spanish II — Class 3, Lab 0, Work Exp/Clinical 0, Credit 3
Prerequisites: SPA 111
Corequisites: SPA 182
This course is continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

SPA 120   Spanish for the Workplace — Class 3, Lab 0, Work Exp/Clinical 0, Credit 3
Prerequisites: None
Corequisites: None
This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

SPA 161   Cultural Immersion — Class 2, Lab 3, Work Exp/Clinical 0, Credit 3
Prerequisites: SPA 111
Corequisites: None
This course explores Hispanic culture through intensive study on campus and field experience in a host country or area. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

SPA 181   Spanish Lab 1 — Class 0, Lab 2, Work Exp/Clinical 0, Credit 1
Prerequisites: None
Corequisites: SPA 111
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

			Work Exp/	
	Class	Lab	Clinical	Credit

SPA 182   Spanish Lab 2   0   2   0   1
Prerequisites: SPA 181
Corequisites: SPA 112
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.**

SPA 211   Intermediate Spanish I   3   0   0   3
Prerequisites: SPA 112
Corequisites: None
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

SPA 212   Intermediate Spanish II   3   0   0   3
Prerequisites: SPA 211
Corequisites: None
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.**

SWK 113   Working with Diversity   3   0   0   3
Prerequisites: ENG 090, RED 090
Corequisites: None
This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

			Work Exp/	
	Class	Lab	Clinical	Credit

WEB 110   Internet/Web Fundamentals   2   2   0   3
Prerequisites: None
Corequisites: None
This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.

WEB 115   Web Markup and Scripting   2   2   0   3
Prerequisites: None
Corequisites: None
This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.

WEB 120   Introduction Internet Multimedia   2   2   0   3
Prerequisites: None
Corequisites: None
This is the first of two courses covering the creation of internet multimedia. Topics include internet multimedia file types, file type conversion, acquisition of digital audio/video, streaming audio/video and graphics animation plug-in programs and other related topics. Upon completion, students should be able to create internet multimedia presentations utilizing a variety of methods and applications.

WEB 140   Web Development Tools   2   2   0   3
Prerequisites: None
Corequisites: None
This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

WEB 210   Web Design   2   2   0   3
Prerequisites: None
Corequisites: WEB 115 or WEB 140
This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites.

			Work Exp/	
	Class	Lab	Clinical	Credit

WEB 230   Implementing Web Serv   2   2   0   3
Prerequisites: NET 125, NOS 120, SEC 110, WEB 110
Corequisites: None
This course covers website and web server architecture. Topics include installation, configuration, administration, and security of web servers, services and sites. Upon completion, students should be able to effectively manage the web services deployment lifecycle according to industry standards.

WEB 250   Database Driven Websites   2   2   0   3
Prerequisites: DBA 110, WEB 140
Corequisites: None
This course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database driven web applications according to industry standards.

WEB 285   Emerging Web Technologies   2   2   0   3
Prerequisites: WEB 115, WEB 140
Corequisites: None
This course will explore, discuss, and research emerging technologies in the web arena. Emphasis is placed on exposure to up-and-coming technologies relating to the web, providing hands-on experience, and discussion of practical implications of these emerging fields. Upon completion, students should be able to articulate issues relating to these technologies.

WLD 110   Cutting Processes   1   3   0   2
Prerequisites: None
Corequisites: 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.

WLD 112   Basic Welding Processes   1   3   0   2
Prerequisites: None
Corequisites: None
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115   SMAW (Stick) Plate   2   9   0   5
Prerequisites: None
Corequisites: 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.

WLD 117   Industrial SMAW   1   4   0   3
Prerequisites: WLD 112
Corequisites: None
This course introduces the SMAW (stick) process for joining carbon steel components for industrial applications. Topics include padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to safely perform SMAW fillet and groove welds on carbon steel plates with prescribed electrodes.

WLD 121   GMAW (MIG) FCAW/Plate   2   6   0   4
Prerequisites: None
Corequisites: 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.

WLD 131   GTAW (TIG) Plate   2   6   0   4
Prerequisites: None
Corequisites: 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.

WLD 132   GTAW (TIG) Plate/Pipe   1   6   0   3
Prerequisites: WLD 131
Corequisites: 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 perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

	Class	Lab	Work Exp/ Clinical	Credit

WLD 141   Symbols & Specifications   2   2   0   3
Prerequisites: None
Corequisites: 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.

WLD 151   Fabrication I   2   6   0   4
Prerequisites: None
Corequisites: None
This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

WLD 215   SMAW (Stick) Pipe   1   9   0   4
Prerequisites: WLD 115
Corequisites: None
This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuites. Upon completion, students should be able to perform SMAW welds to applicable codes on carbon steel pipe with prescribed electrodes in various positions.

WLD 231   GTAW (TIG) Pipe   1   6   0   3
Prerequisites: WLD 132
Corequisites: 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 in various pipe positions.

WLD 262   Inspection & Testing   2   2   0   3
Prerequisites: None
Corequisites: None
This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes.

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ADMINISTRATIVE SERVICES

Vice President	(vacancy)
Administrative Assistant to the VP	Diane Deese
Director of Human Resources	Sandra Yeatman
Director of Information Technology	Christopher Sturdivant
Assistant Director of IT	Teng Vang
Applications Server Administrator	Michael Privette
Computer Technician	Birgit Godfrey
Director of Institutional Planning and Research	Lucinda Cole
Controller	Robert Ritter
Accounting Technician/Payroll	Debbie Cashwell
Accounting Technician/Cashier	Vicki Tutor
Accounting Technician/AP	Rebecca Watts
Purchasing Agent	Toni Goodwin
Cole Auditorium Director	Joey Bennett
Cole Auditorium Assistant Director/Technical Coordinator	Gary Short
Cole Auditorium Assistant	Karen Thompson
Printshop Technician	Buddy Carriker
Director of Facility Services	Glenn Sims
Maintenance Staff	James Brewington
	James Allred
	Thomas Blackstock
	Ronnie Caulder
	Margaret Cole
	Tony Darhower
	Alphonzo David
	Walter Davis
	Lisa Gainey
	Sally Ingram
	Wallace Jones
	Larry Pryce
	Margaret Steen
Groundskeeper	Danny Thames
Grounds Helper	Danny Miller

INSTRUCTION

Vice President	Johnnie Simpson
Administrative Assistant to the VP/Co-op Coordinator	Dianne Dawkins
Faculty Administrative Assistant	Melinda Hefferan
ADN Administrative Assistant/Receptionist	Penny Jacobs
Dean of Instructional Services	Carl Howald
Evening Administrative Assistant/Receptionist	Trisha Lunceford
Dean of Learning Resources	Carolyn Bittle
Librarian	Gail Riley
Evening Librarian	Amanda Townsend
Library Technician	SheVonne Lockhart
Director of Distance Learning	Brian Lisk
Library Administrative Assistant	Sarah Anderson
Guided Studies Center Coordinator	La Wanda Goodwin
Evening Guided Studies Coordinator	June Wright
Early College High School Liaison – Richmond	Kary Edmondson
Early College High School Liaison – Scotland	Judy Causey

STUDENT DEVELOPMENT

Vice President	Dr. John Wester
Administrative Assistant to the VP	Cayce Holmes
Director of Counseling	Sharon Goodman
Counselor	Tim Harris
Evening Counselor	Thomas Tyson
Registrar	Wanda Watts
Curriculum Records Clerk	Diane Leviner
Director of Admissions and Enrollment Management	Daphne Stancil
Admissions Assistant	Cheryl Vincett
Director of Recruiting	Jennipher Love
Director of Financial Aid	(vacancy)Assistant Director of Financial Aid Cindy Driggers
Assistant Director of Financial Aid	Mary Little
Financial Aid Administrative Assistant	Brook Johnson-Smith
Special Populations Coordinator	Susan Ward
Administrative Assistant/Receptionist	Marcella McDonald

CONTINUING EDUCATION

Vice President	(vacancy)
Administrative Assistant to the VP	Pam McKay
Administrative Assistant/Receptionist	(vacancy)
Continuing Education Records Clerk	Patsy Morgan
Director of Public Safety and Allied Health	Brent Barbee
Nurse Assisting Instructor – Scotland Center	Tina Nielsen
Director of Occupational Training and Prison Programs	Marvena Rush-Wall
Continuing Education Admin. Asst. – Scotland Center	Paula Patterson
Director of Pre Employment Training	Carlotta Knotts
Small Business Center Director	Deborah Hardison
Director of Customized Industrial Training	Lee Eller
Director of Basic Skills Programs	Sherry Byrd
Continuing Education Administrative Assistant – James Bldg.	Michelle Wall
AHS/GED Coordinator	Lenae Thompson

CED/ESL Coordinator	Terry Thompson
Retention/Assessment Specialist	Terry Rosberg
Chief GED Examiner	Gwen Covington
GED Examiner	Beth Perkins-Talley
ABE/Scotland County Coordinator	Melanie Hunt
Basic Skills Recruiter/Instructor	Stephanie Taylor
Basic Skills Recruiter/Instructor	Helena Thomas
Basic Skills Training/Assessment Coordinator	Julie Morgan
Basic Skills Instructors	Dianne Brigman
	Phillip Covington
	Tara Hoffman
	Mary Ingram
	Cynthia McInnis
	Vanessa McLaurin
	Carol Norton
	Catherine Riggan

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Index