



# Rockingham

COMMUNITY COLLEGE



# 2021-2022

## Catalog and Student Handbook

2021 – 2022  
Rockingham Community College Catalog  
and Student Handbook

P.O. Box 38 Wentworth, NC 27375  
336-342-4261  
TTY 336-634-0132  
[rockinghamcc.edu](http://rockinghamcc.edu)



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# ROCKINGHAM COMMUNITY COLLEGE

## Academic Calendar 2021-2022

### *FALL SEMESTER 2021*

Monday, August 9	Convocation / Faculty Return
Monday, August 16	16-Week and First 8-Week Session Begins
Monday - Tuesday, August 16 - 17	Drop/Add First 8-Week and 16-Week Session
Monday, August 30	14-Week Session Begins
Monday and Tuesday, August 30 - 31	Drop/Add 14-Week Session
Monday, September 6	Labor Day Holiday
Tuesday, September 7	13-Week Session Begins
Tuesday and Wednesday, September 7 – 8	Drop/Add 13-Week Session
Monday, October 11	First 8-week Session Ends
Tuesday, October 12	Second 8-Week Session Begins
Tuesday - Wednesday, October 12 – 13	Drop/Add Second 8-Week Session
Monday - Tuesday, October 18 – 19	Fall Break for Faculty/Students
Monday, October 25	Last Day to receive a “W” Grade for 16-Week Session
Friday, October 29	Last Day to receive a “W” Grade for 14-Week Session
Tuesday, November 2	Last Day to receive a “W” Grade for 13-Week Session
Tuesday, November 16	Last Day to receive a “W” Grade for Second 8-Week Session
Wednesday, November 24	College open No classes for Faculty and Students
Thursday - Friday, November 25 – 26	Thanksgiving Holidays
Monday, December 13	Fall Semester Ends
Wednesday, December 15	Fall Semester Grades DUE
Friday - Wednesday, December 24 - 29	Christmas Holidays
Thursday - Friday, December 30 – 31	College Closed – Annual Leave for Staff
Friday, December 24 – Friday, December 31	College Closed for Christmas Break

## ***SPRING SEMESTER 2022***

Monday, January 3	New Year's Holiday
Monday, January 10 Monday - Tuesday, January 10 – 11	16-Week and First 8-Week Session Begins Drop/Add First 8-Week and 16-Week Session
Monday, January 17	Martin Luther King, Jr. Holiday
Tuesday, January 25 Tuesday - Wednesday, January 25 - 26	14-week Session Begins Drop/Add 14-Week Session
Tuesday, February 1 Tuesday - Wednesday, February 1 - 2	13-week Session Begins Drop/Add 13-Week Session
Friday, February 11	Last Day to receive a "W" Grade for First 8-Week Session
Monday, March 7	First 8-week Session Ends
Tuesday, March 8 Tuesday - Wednesday, March 8 - 9	Second 8-week Session Begins Drop/Add Second 8-Week Session
Wednesday - Friday, March 16 - 18	Spring Break for Faculty and Students
Tuesday, March 22	Last Day to receive a "W" Grade for 16-Week Session
Monday, March 28	Last Day to receive a "W" Grade for 14-Week Session
Wednesday, March 30 Thursday, April 14	Last Day to receive a "W" Grade for 13-Week Session Last Day to receive a "W" Grade for Second 8-Week Session
Friday, April 15	Easter Holiday for Faculty, Staff and Students
Friday, May 6	Spring Semester Ends
Monday, May 9	Spring Semester Grades DUE
Friday, May 13	Commencement, 10 AM

## ***SUMMER SEMESTER 2022***

*The summer session will be offered in 8-week and 4-week sessions.*

Wednesday, May 25	Classes for First 4-week and 8-week Session Begins
Wednesday – Thursday, May 25 - 26	Drop/Add First 4-week and 8-week Session
Monday, May 30	Memorial Day Holiday
Friday, June 10	Last Day to receive a “W” Grade for First 4-Week Session
Tuesday, June 21	First 4-week Session Ends
Wednesday, June 22	Second 4-week Session Begins
Wednesday - Thursday, June 22 – 23	Drop/Add Second 4-week Session
Tuesday, June 28	Last Day to receive a “W” Grade for 8-Week Session
Monday, July 4	Independence Day Holiday
Friday, July 8	Last Day to receive a “W” Grade for Second 4-Week Session
Monday, July 18	Second 4-week Session and 8-week Session Ends
Tuesday, July 19	Second 4-week and 8-week Session Grades DUE
Friday, July 22	Summer Commencement, 10 AM



# ROCKINGHAM COMMUNITY COLLEGE HOLIDAY SCHEDULE 2022

Monday, January 3	New Year's Day Holiday
Monday, January 17	Martin Luther King, Jr. Holiday
Friday, April 15	Easter Holiday
Monday, May 30	Memorial Day Holiday
Monday, July 4	Independence Day Holiday
Monday, September 5	Labor Day Holiday
Thursday, November 24 – Friday, November 25	Thanksgiving Holidays ( <i>2 days</i> )
Friday, December 23 – Wednesday, December 28	Christmas Holidays ( <i>4 days</i> )

## Greetings from the President



Thank you for choosing Rockingham Community College as the place to continue your education.

This publication combines the Catalog and Student Handbook into one useful resource. Included you will find college policies, program of study information, the academic calendar and much more. I encourage you to review this publication especially if you are a new student. The information provided will help you meet your educational goals.

Whether you plan to go directly into the workforce, transfer to a four-year school, or simply want to enhance your skills so that you may advance in the workforce, the faculty and staff are prepared to help you as you begin your studies. Be sure to visit the James Library and The Academic Resource Center. Both of these facilities are available to you and will enhance your educational experience. If you have questions about programs of study, financial aid, student life, selecting a career, or educational goals, there is someone at RCC who can assist you.

I hope you enjoy the time that you spend on campus. Take time to hike the nature trails, walk or run on the track, play tennis, enjoy some quiet time on our campus, participate in a student organization, or attend an athletic event. There are many opportunities on campus to relax and have fun when you need a break from the classroom or lab. I wish you well as you pursue your career. We will challenge you to reach your potential, and we expect you to hold us to high standards in all that we do to provide instruction and support for you while you are here.

Welcome to campus!  
Sincerely,

A handwritten signature in black ink that reads "Mark O. Kinlaw". The signature is written in a cursive, slightly slanted style.

Dr. Mark O. Kinlaw, President

# Governance

## State Board of Community Colleges

<i>Member</i>	<i>Appointment</i>
Dr. Breeden Blackwell, Chair .....	Senate – Region 4
Mrs. Lisa Estep .....	Governor, At Large
Dale Folwell .....	State Treasurer
Ms. Jena Gallagher .....	Governor, Region 2
Mr. William Holder .....	Governor, At Large
Mr. Wade Bryan Irwin, Jr .....	Senate
Dr. Ronald Lingle .....	Senate
Mr. Bill McBrayer, Vice Chair .....	House
Mr. Mark Merritt.....	Governor, Regional – Region 4
Mr. Hari Nath .....	House
Dr. Samuel Powell .....	Region 3
Mrs. Mary Ann Rice .....	Governor, Regional – Region 1
The Honorable Mark Robinson .....	Lt. Governor
Mr. Bob Stephens .....	At Large
Mr. Burr Sullivan .....	House
Mr. Jerry Vaughan .....	Senate
Mr. Jesse Watts .....	President, N4CSGA
Mrs. Ann Whitford .....	Governor, Regional – Region 5

*North Carolina Community College System* ..... Mr. Thomas A. Stith, President

## Rockingham Community College Board of Trustees

<i>Appointed by Rockingham County Board of Commissioners.</i>	<i>Expiration of Term</i>
Mr. R. Scott Barham .....	6/30/2024
Mr. Charles K. Rakestraw .....	6/30/2025
Mrs. Janice R. Tate .....	6/30/2022
Mr. C. Grayson Whitt .....	6/30/2023

<i>Appointed by Rockingham County Board of Education</i>	<i>Expiration of Term</i>
Mr. Mark G. Collins .....	6/30/2022
Mr. Harold R. “Hal” Griffin .....	6/30/2023
Mrs. Randy D. Judkins .....	6/30/2025
Mr. Thomas R. “Tom” Schoolfield .....	6/30/2024

<i>Appointed by Governor of North Carolina</i>	<i>Expiration of Term</i>
The Honorable E. Nelson Cole .....	6/30/2025
Mrs. Elizabeth H. “Libby” Maddrey .....	6/30/2023
Mrs. Elaine V. McCollum .....	6/30/2024
Mrs. Tango B. Moore .....	6/30/2022

### *Rockingham Community College*

Dr. Mark O. Kinlaw, President  
 Mrs. Lynne S. Dickerson, Executive Assistant to the President/Trustee Liaison  
 Mr. Zane Prusia, Student Government Association President

# Rockingham Community College Board of Trustees



Chair  
Mr. R. Scott Barham,  
Eden



Vice Chair  
Mrs. Randy D. Judkins,  
Reidsville



The Honorable  
E. Nelson Cole,  
Reidsville



Mr. Mark G. Collins,  
Reidsville



Mr. Harold R. Griffin,  
Reidsville



Mrs. Elizabeth H. Maddrey,  
Eden



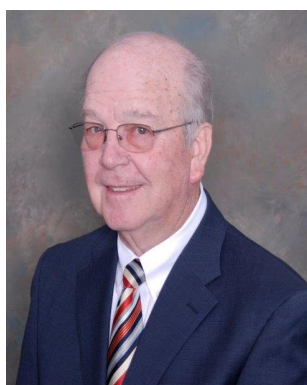
Mrs. Elaine V. McCollum,  
Stoneville



Ms. Tango B. Moore,  
Reidsville



Mr. Charles K. Rakestraw,  
Stokesdale



Mr. Thomas R. Schoolfield,  
Reidsville



Mrs. Janice R. Tate,  
Madison



Mr. C. Grayson Whitt,  
Eden

# Accreditation

Rockingham Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates. Contact the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Rockingham Community College. To learn more about the College's accreditation status with SACSCOC or to find out more about the accreditation process, please visit the [SACSCOC](http://www.sacscoc.org) website.

The **Associate Degree Nursing Program** is approved by the  
North Carolina Board of Nursing (NCBON)  
P.O. Box 2129, Raleigh, NC 27602-2129  
[www.ncbon.com](http://www.ncbon.com) 919-782-3211

The **Basic Law Enforcement Training Program** is approved by the  
North Carolina Department of Justice Criminal Justice Education and Training Standards Commission  
P.O. Drawer 149, Raleigh, NC 27602  
[www.ncdoj.gov](http://www.ncdoj.gov) 919-661-5980

The **Cosmetology Program** is approved by the  
North Carolina State Board of Cosmetic Arts  
121 Edinburgh South Drive, Suite 209, Cary, NC 27511  
[www.nccosmeticarts.com](http://www.nccosmeticarts.com) 919-736-6123

The **Emergency Medical Services Program** is approved by the  
North Carolina Division of Health Service Regulation Office of Emergency Medical Services  
Physical Address: 1201 Umstead Drive, Raleigh, North Carolina 27603-2008  
Mailing Address: 2707 Mail Service Center, Raleigh, NC 27699-2707  
[www.ncems.org](http://www.ncems.org) 919-855-3935

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

The **Paramedic Program** has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP Executive Office). This letter is NOT a CAAHEP accreditation status, it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.

To contact CoAEMSP Executive Office:  
8301 Lakeview Parkway Suite 111-312, Rowlett, TX 75088  
[www.coaemsp.org](http://www.coaemsp.org) 214-703-8445 FAX 214-703-8992

The **Practical Nursing Program** is approved by the  
North Carolina Board of Nursing (NCBON)  
P.O. Box 2129, Raleigh, NC 27602-2129  
[www.ncbon.com](http://www.ncbon.com) 919-782-3211

The **Respiratory Therapy Program** is accredited by the  
Commission on Accreditation for Respiratory Care (CoARC)  
264 Precision Blvd. Telford, TN 37690  
[www.coarc.com](http://www.coarc.com) 817-283-2835

The **Surgical Technology Program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).  
Commission on Accreditation of Allied Health Education Programs  
25400 US Highway 19 North, Suite 158, Clearwater, FL 33763  
[www.caahep.org](http://www.caahep.org) 717-210-2350

Accreditation Review Council on Education in Surgical Technology and Surgical Assisting  
6 W. Dry Creek Circle, Suite 210, Littleton, CO 80120  
[www.arcstsa.org](http://www.arcstsa.org) 303-694-9262

Additionally, the North Carolina Community College System approves the programs of study for all degrees, diplomas and certificates offered by Rockingham Community College. The College has also been fully approved for payment of veterans' benefits by the U.S. Department of Veterans Affairs and North Carolina State Approving Agency for eligible veterans.



# Statements of Mission, Vision, Values, and Motto

## Mission

The mission of Rockingham Community College is to enhance individual and community success by fostering life-long learning and economic development through high-quality, accessible education and innovative partnerships.

## Vision

The vision of Rockingham Community College is to be the catalyst for educational innovation, economic growth, and enhanced quality of life in our community.

## Values

### ***ACCOUNTABILITY***

We assume and maintain accountability for all our actions at RCC. This accountability acknowledges that our students are the primary focus and that our actions should promote their success in every aspect of their RCC experience. As faculty and staff, we work together to maintain transparency while delivering excellent service.

### ***INTEGRITY***

We recognize that a commitment to integrity begins with honesty, trustworthiness, and teamwork. We strive to treat each individual with fairness and respect, aiming for consistency in our words and actions to reflect our moral and ethical principles.

### ***COLLABORATION***

We pledge to create a collaborative environment for students, faculty, and staff by working together outside of our immediate units or divisions and engaging in teamwork based on trust, empowerment, and respect.

### ***INNOVATION***

We create and foster a growth mindset within the college and the greater community, becoming a pioneer in education, training, and workforce development to meet emerging needs.

### ***STUDENT SUCCESS***

We commit to meeting students where they are and providing a supportive environment while helping students achieve their academic and career goals.

### ***EXCELLENCE***

We strive to practice, model and teach excellence by holding ourselves and our students to high standards and by pursuing continuous improvement.

## Motto

Learning, Service, Leadership

*Approved by the Board of Trustees, September 2019  
Mission Change Approved July 2021*

*To quote Dr. W. Dallas Herring, chairman of the State Board of Education from 1957-1977,  
who is called the Father of the Community College System:*

*“The only valid philosophy for North Carolina is the philosophy of total education; a belief in the incomparable worth of all human beings,  
whose claims upon the state are equal before the law and equal before the bar of public opinion;  
whose talents (however great or however limited or however different from the traditional) the state needs and must develop to the fullest possible degree.*

*That is why the doors to the institutions of North Carolina’s system of community colleges must never  
be closed to anyone of suitable age who can learn what they teach.*

*We must take people where they are and carry them as far as they can go within the assigned functions of the system.”*

# 2020 Performance Measures for Student Success

The Performance Measures for Student Success Report is published annually by the North Carolina Community College System (NCCCS) and serves as the System's major accountability document. Beginning in 2012-13, the NCCCS adopted system-wide "baselines" and "goals" for each performance measure. Using three years of historical data for each performance measure, each baseline was set two standard deviations below the system average and each goal was set at one standard deviation above the system average. The performance summary below lists each performance measure, the system baseline and goal, and the results for Rockingham Community College.

**A. Basic Skills Student Progress Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG)**

NCCCS Baseline: 24.2%  
NCCCS Excellence: 50.6%  
RCC: 48.8%  
Peer Group Average: 44.1%

**B. Student Success Rate in College-Level English Courses Percentage of first-time associate degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years of their first fall term of enrollment**

NCCCS Baseline: 40.1%  
NCCCS Excellence: 66.6%  
RCC: 63.8%  
Peer Group Average: 61.3%

**C. Student Success Rate in College-Level Math Courses Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first term of enrollment**

NCCCS Baseline: 19.5%  
NCCCS Excellence: 46.2%  
RCC: 42.0%  
Peer Group Average: 43.3%

**D. First Year Progression Percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term**

NCCCS Baseline: 56.6%  
NCCCS Excellence: 71.9%  
RCC: 69.8%  
Peer Group Average: 70.7%

**E. Curriculum Completion Percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.**

NCCCS Baseline: 34.1%  
NCCCS Excellence: 52.7%  
RCC: 49.5%  
Peer Group Average: 52.8%

**F. Licensure and Certification Passing Rate Index Weighted index score of first-time test-taker results on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Weights are based on the tier associated with the related instructional program.**

NCCCS Baseline: 0.79  
NCCCS Excellence: 1.07  
RCC: 0.97  
Peer Group Average: 1.00

**G. College Transfer Performance Among community college Associate Degree completers and those who have completed 30 or more articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester.**

NCCCS Baseline: 74.4%  
NCCCS Excellence: 89.4%  
RCC: 85.4%  
Peer Group Average: 84.0%

# Equal Opportunity/Affirmative Action

Rockingham Community College is an equal opportunity college, in compliance and agreement with the provisions set forth in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person shall be discriminated against on the basis of race, color, sex, religion, age, national origin, creed, gender, sexual orientation, or disability. In addition, Rockingham Community College is committed to a policy of affirmative action. As part of our commitment to increase the number of minority personnel, the institution has established a goal that the proportion of minority employees should reflect their proportionate representation in the relevant labor markets. The Trustees and the President shall oversee the plan of action, and the President shall monitor the implementation of this plan through the Affirmative Action Officer. Affirmative action and equal opportunity are considered integral parts of the mission and purpose of Rockingham Community College.

## **Student Nondiscrimination Policy**

Rockingham Community College shall comply with all federal and state laws that require giving equal opportunity for students without regard to race, religion, color, creed, national origin, gender, age, sexual orientation, or disabilities.

## **Americans with Disabilities Act (ADA)**

Rockingham Community College will comply with the Americans with Disabilities Act, as well as Section 504 of the Rehabilitation Act of 1973.

# Admission and Enrollment Information

## Admission Policies and Procedures

### The Open-Door Policy

Rockingham Community College is an open-door admission institution. This means that any person, whether a high school graduate or non-graduate, who is 18 years old or older and who is able to profit from further formal education will be served by the institution. Persons younger than 18 years old may be enrolled in accordance with specific program requirements. Counseling and advising services are available to help students decide which programs best serve their needs and objectives in life, as indicated by their background, abilities, and expressed interests.

The open-door policy does not mean that there are no restrictions on admission to specific programs. It does mean that these restrictions are flexible enough to allow students opportunities to improve their educational status by eliminating deficiencies through remedial work. When students are able to meet the specific admission requirements for a given curriculum, they may then be enrolled in that curriculum and remain in the program as long as they make satisfactory progress and remain enrolled on a continuous basis as required by their curriculum.

Although the College follows an open-door policy, there will be no compromise with academic standards set by the State Board of Community Colleges and the Rockingham Community College Board of Trustees. The College reserves the right to limit enrollment in a curriculum to a number that can be accommodated by the resources of the college.

Rockingham Community College may refuse admission to any applicant during any period of time the applicant is suspended or expelled for non-academic reasons from any other educational institution.

The College reserves the right to refuse admission to any applicant as it is necessary to protect the safety of the applicant or other individuals. When the College determines that there is an articulable, imminent, and significant threat, the College will document the following: (1) detailed facts supporting the rationale for denying admission; (2) the time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and (3) the conditions upon which the applicant that is refused would be eligible to be admitted.

An applicant may appeal the College's decision to deny admission by following the College's Non-Academic Grievance Procedure.

### General Admission Requirements for Curriculum Programs

Applicants for admission to Rockingham Community College must be a high school graduate or have earned a high school equivalency diploma. Students are encouraged to apply to a degree, diploma, or certificate program prior to graduating from high school or its equivalent. Students must have A high school diploma or the equivalent on the first day of the term the student wishes to enroll.

Rockingham Community College will admit high school students to appropriate courses at the College. High school students must be enrolled in an approved pathway and meet all state requirements. Guidelines established by RCC and area schools will be observed.

Persons intending to enroll in a specific curriculum are encouraged to submit their applications at least two months prior to the term in which they wish to enroll. The application process can be started on the RCC Admissions Website [www.rockinghamcc.edu](http://www.rockinghamcc.edu), or College Foundation of North Carolina [www.cfnc.org](http://www.cfnc.org). If needed, individual appointments with an admissions officer may be made.

## Admission to Curriculum Programs

The following steps will assist you in your admission to Rockingham Community College:

**1. Complete the RCC application process.** Prospective students must complete the application process prior to enrolling in RCC curriculum courses. The first step in the application process is to complete an interview with the North Carolina Residency Determination Service (RDS). The RDS interview will determine your state residency and is required for all North Carolina community college students. The RDS interview may be found [online](#) or through the Apply button on the RCC homepage. The second step in the admissions process is to complete the RCC Application for Admission. The application may be completed through the Apply button on the RCC homepage or the [CFNC](#) webpage. Please remember to use the same login and password for the RDS interview and the RCC application.

**2. Request that official high school, GED or equivalent transcripts and all college, university, or other post-secondary educational transcripts be sent directly to the Admissions Office.** RCC will recognize transcripts from only North Carolina high schools, home schools, or GED programs registered with the state. RCC will only recognize out of state transcripts from regionally accredited high school or GED programs. Students not completing such a program must complete their high school or GED diplomas before being admitted to a curriculum program. While RCC does not require regional accreditation for North Carolina high school and GED programs, regional accreditation may be required to receive financial aid funds. For a listing of regional accrediting agencies, please see “Credit through Education, Testing, and Other Experiences”.

Students who are in their first semester of enrollment must submit all official transcripts to the Admissions Office within thirty (30) calendar days from the first day of the academic session. Students who fail to submit all transcripts from institutions attended within 30 days will have an admissions hold placed on their student account. Students with an admissions hold will not be allowed to register for upcoming semesters, view final grades, or request RCC transcripts until all transcripts from other institutions have been received.

An official transcript is required to complete the admission process for curriculum programs in keeping with the procedures described in #2 above. The requirement to present official transcripts from all schools attended ensures verification of a student’s completion of all courses and/or programs of study at other institutions.

Only official transcripts are used to review potential transfer of academic credit and/or award of other credits that may apply to a student’s program of study. Students often bring to the admission process copies of unofficial transcripts that may possibly be used for advising purposes, but until official transcripts are received, no review of potential transfer credit will occur. Applicants are cautioned that failure to present transcripts at the time of admission and subsequent advising could result in registration for courses previously completed elsewhere.

**3. Meet with an admissions officer.** Prospective students will meet in person with an admissions officer to determine the need for placement testing and to discuss possible programs of study. If placement testing is required, the applicant will be guided to the Testing Center to complete the testing. If placement testing is waived, the student will be registered for New Student Orientation. No action will be taken with an application for enrollment until a prospective student meets with an admissions officer.

**4. Attend New Student Orientation (NSO).** At the conclusion of placement testing or waiver, all new students will be registered for New Student Orientation. NSO is required for all students new to Rockingham Community College.

## **New Student Orientation (NSO)**

Orientation is designed to help make the transition to college as smooth as possible. The orientation process will acquaint students with campus regulations, introduce students to campus technology, advise students of college support services, provide academic information; and guide students through the selection and registration of courses related to their program of study. New students will meet with an academic advisor and register for their first semester courses during New Student Orientation. No other person, including parents and family members, is permitted to attend NSO in lieu of the student.

At orientation students will be issued an RCC student identification card. The purpose of the RCC identification card is to confirm the identity of students registering for courses by means of a government-issued photo identification card. Students are required to bring a government-issued photo ID to New Student Orientation. Acceptable forms of identification include state-issued driver's license, state-issued ID card, military ID, or passport.

Upon identity verification, a student's photo is taken and a college identification card is printed. The student's photo is uploaded to Colleague, Student Planning, and Moodle for future identify verification by college faculty and staff.

During the registration process at orientation, advisors verify student identity through the student's picture in Colleague and Student Planning.

### ***Time Limits for Credit Acceptance***

Given the rapidly changing nature of information and resulting modification of course competencies, RCC reserves the right to limit credits accepted in a program of study based on the year in which the credits were earned. Courses that are part of an earned degree are subject to review.

1. Developmental course work is valid for five years. After five years, students will have the option to re-take the placement test and enroll in the indicated course or enroll in the last developmental course they successfully completed.
2. Students applying for Health Sciences programs must adhere to the specific admission requirements including time limits and course grades as outlined in the Health Sciences admission information packets.
3. All credit awarded is at the discretion of the College.
4. Advisors may guide students to repeat the first course in a sequence if there has been a significant time lapse.

## **Transcript Guidelines for Financial Aid Applicants**

Applicants for financial aid must have all official transcripts on file in the Admissions Office before the Financial Aid Office will process their paperwork. If the applicant does not have all official transcripts on file at the time an application is submitted, he/she will be coded as "special credit" and will not be eligible to receive financial aid until transcripts have all been received. It is the responsibility of the applicant to verify with the Admissions Office that all transcripts have been received. At that time, the applicant should request that his/her program of study be changed from "special credit" to an approved program of study by completing a Program Change Form and consultation with an advisor, and notify the Financial Aid Office that such a change has been made.

## **Transcript Guidelines for Veteran Applicants**

Applicants for veteran educational benefits must have all official transcripts on file in the Admissions Office *before* the Veteran Affairs Office will process certification. Veterans who completed a GED may be required to submit a transcript of all high school courses completed in grades 9 or higher. For more information, please see the Veteran Affairs Coordinator in the Financial Aid Office.

## **Transcript Guidelines for Health Sciences Program Applicants**

Health sciences applicants who completed a GED may be required to submit a transcript of all high school courses completed in grades 9 or higher to validate that prerequisites have been met.



## Placement and Testing

Students enrolling in RCC enter with a variety of skills and academic backgrounds. In order to ensure appropriate course placement, RCC has adopted Reinforced Instruction for Student Excellence (RISE) placement guidelines. RISE placement guidelines were established by the North Carolina Community College System in 2018 and fully implemented by RCC in the fall of 2019. Students may be placed in one of three different levels for math and English: college level, college level with a required co-requisite course, or the transition center.

RCC will use a variety of sources to place students. These sources include high school GPA (for students who graduated within the last 10 years), GED/HiSET test scores, ACT test scores, SAT test scores, and coursework from colleges and universities. Students who do not meet the previous criteria will have the option of taking the RISE placement test administered on the RCC campus. Placement for math and English will be evaluated independently. Students may be placed in different levels for math and English.

RCC offers many more courses than just math and English. Each course will have its own placement requirements based on RISE placement guidelines. Once students are placed in the appropriate math and English levels, admissions staff and academic advisors will assist students in selecting suitable courses.

Students who graduate from an accredited high school within the last 10 years will be placed using RISE placement guidelines and will not have the option to take the RISE placement Test. Students who complete high school equivalency or adult high school must take the RISE placement test, unless waived by other test scores. Students who have graduated high school more than 10 years ago must take the RISE placement test.

## Readmission to Curriculum Programs

Rockingham Community College recognizes that circumstances may cause disruption in the progress of a student toward the completion of his/her course of study and that the student may find it necessary to withdraw from his/her program of study or from the College. The student is encouraged, when the circumstances causing the disruption in academic progress have been resolved, to contact the Admissions Office.

Students who have been placed on Academic Suspension for academic deficiencies must complete specific requirements to be reenrolled in the College. Please refer to the Academic Suspension section of the catalog for an explanation of Academic Suspension and the procedure for readmission.

***The following steps will assist you in your readmission to Rockingham Community College:***

**1. Complete the RCC application process.** Students who have attended RCC within one year are not required to complete a new Application for Admission and may complete the curriculum requirements outlined in the catalog published at the time of initial enrollment if no significant changes have been made to the program of study. Depending on circumstances, students may be required to complete a reconsideration interview with the North Carolina Residency Determination Service.

Returning students who have been away from RCC for more than one calendar year must complete a reconsideration interview with the North Carolina Residency Determination Service and an RCC Application for Admission. A student that is re-admitted to the college after being away for more than one year will be required to complete the curriculum requirements for the program of study under the current catalog in place at the time of readmission.

**2. Request official transcripts from any college, university, or other post-secondary educational programs attended after leaving RCC.** An official transcript is required to complete the admission process for curriculum programs. The requirement to present official transcripts from all schools attended ensures verification of a student's completion of all courses and/or programs of study at other institutions.

Students who are in their first semester of reenrollment must submit all official transcripts to the Admissions Office within thirty (30) calendar days from the first day of the academic session. Students who fail to submit all transcripts from institutions attended within 30 days will have an admissions hold placed on their student account. Students with an admissions hold will not be allowed to register for upcoming semesters, view final grades, or request RCC transcripts until all transcripts from other institutions have been received.

Only official transcripts are used to review potential transfer of academic credit and/or award of other credits that may apply to a student's program of study. Students often bring to the admission process copies of unofficial transcripts that may possibly be used for advising purposes, but until official transcripts are received, no review of potential transfer credit will occur. Applicants are cautioned that failure to present transcripts at the time of admission and subsequent advising could result in registration for courses previously completed elsewhere.

**3. Meet with an admissions officer.** Returning students will meet in person with an admissions officer to determine the need for additional placement testing or the waiver of developmental courses. Depending on the individual student's circumstances, the returning student may be assigned to New Student Orientation or an academic faculty advisor. No action will be taken with a student file until the returning student meets with an admissions officer.

## Special Credit Students

An applicant who is not pursuing a curriculum program of study and is interested in taking only a limited number of courses may enroll as a special credit student. He/she must complete an RCC Admission Application, and for admission purposes, need not have a high school diploma or equivalent. Special credit students are permitted to register for certain credit courses, provided prerequisites have been met. Transcripts will be required to verify completion of prerequisite requirements, or students may be required to take the college placement test to determine appropriate placement. All policies, rules, and the Student Code of Conduct apply to special credit students. Special credit students are not eligible for any form of financial aid through Rockingham Community College.

## International Education Credits from Secondary and/or Post-Secondary Institutions

International transcripts must be translated and evaluated by an approved agency. If you attended high school or college outside the United States, you must submit a certified copy of your transcript with an English translation and evaluation directly to the RCC Admissions Office by the evaluation agency.

International high school transcripts must be translated by an accredited agency to verify equivalency to a United States high school diploma. If the student has completed a GED or an accredited high school diploma in the United States, the foreign secondary education transcript is not required.

International college transcripts must be evaluated by a National Association of Credential Evaluation Services ([NACES](#)) member agency. Only courses with a letter grade (A, B, or C) and earned hours are eligible for credit; no credit is awarded for courses graded as Pass, Satisfactory, or the equivalent. A course-by-course evaluation, course syllabus, or course catalog description may be required to award credit.

## Undocumented Student Admissions

Effective July 12, 2012, the State Board of Community Colleges' rule (1D SBCCC 400.2, "Admission to Colleges") was implemented to provide an admissions policy for undocumented immigrants throughout public education in North Carolina. Under this rule, North Carolina community colleges will admit undocumented immigrants if three requirements are met: 1. The individual must be a graduate of a U.S. public high school (including Adult High School), private high school, or home school that operates in compliance with state or local law (undocumented immigrants with a GED are not eligible to be admitted to a community college); 2. The individual must pay out-of-state tuition; and 3. The individual may not displace a North Carolina citizen or U.S. citizen when capacity limitations exist. Undocumented students interested in applying for admission are invited to contact the Admissions Office for information.

Undocumented students are registered after the last published date of registration on a space available basis. Also, undocumented students will be counseled regarding programs of study that require a state license upon graduation and the impact of undocumented status upon this requirement. (Examples of programs of this type include but are not limited to: Licensed Practical Nursing, Associate Degree Nursing, Surgical Technology, Respiratory Therapy, Cosmetology, and Basic Law Enforcement.) Undocumented students interested in applying for admission should contact the Admissions Office for information.

## High School Student Enrollment Options

Career and College Promise Pathways at Rockingham Community College provide several opportunities to high school students. Career and College Promise offers three pathways:

1. College Transfer (open to freshmen, sophomores, juniors and seniors): earn college credits that are transferable to all UNC System Institutions and many NC Independent Colleges and Universities
2. Career Technical (open to juniors and seniors): potential to earn credential, certificate, or diploma in a technical career
3. Cooperative Innovative High Schools: potential to earn a high school diploma and two years of college credit through the Rockingham Early College High School

Home school, private, and public high school students who reside in North Carolina and meet the eligibility requirements are allowed to enroll in a Career and College Promise Pathway.

***Please refer to the High School Connections section for information on eligibility requirements for high school students.***

## Student Records

Upon receipt of the application for admission from the prospective student, a student record file is established. This student record file, maintained by the College or parties acting on its behalf, is used throughout the student's enrollment and contains data directly related to the student's admission and academic progress. All official documents become the property of the college; copies of these documents are not provided nor later released to the student. It is the student's responsibility to notify the Records Office of name, address, or other directory information changes.

Student record files are maintained in accordance with the Family Education Rights and Privacy Act of 1974 (FERPA) and the North Carolina Community College System Records Retention and Disposition Schedule. The contents of the student record file include: admission applications, residency status, official transcripts of the student's previous educational record, placement test results (where applicable), credit awarded for prior learning, academic progress, credentials awarded, information disclosure forms, and correspondence relative to admission and academic progress.

## **Hold on Student Records**

Student records may be held by the Business Office for failure to pay a balance due including a parking fine; by the Gerald B. James Library for losses, damages, or unpaid fines; by the Business Office for unpaid bills or bad checks; by the Financial Aid Office; by the Student Development Office for failing to submit required transcripts or for damaged or lost equipment; and by the faculty for books or materials not returned.

A Hold on a record means the student may not receive or have access to a grade report, receive or have access to a transcript (official or unofficial), register for classes, participate in graduation ceremonies, or receive a certificate, diploma, or degree at RCC until the Hold has been removed. To clear a Hold, the student must contact the office or offices initiating the Hold.

## **Transcript Requests**

Transcript request procedures are outlined on the College's website. Transcript requests may be submitted online, in person, by mail, by fax, or by email (with a valid signature); requests are not accepted by telephone. All transcript requests must include a valid hand-written or electronic student signature and are processed once applicable fees are paid to the Business Office. Transcript requests for a student with a student record hold are processed once the hold is satisfied.

Only Rockingham Community College transcripts are released; transcripts from other institutions provided to RCC are not returned or reissued. To obtain copies of transcripts from other institutions attended, students must contact the institution from which the transcript originates.

Students with no active student record holds may obtain their unofficial transcript in Student Planning using Self-Service. The Records Office does not issue unofficial transcripts and transcripts are not sent by fax.

# Registration, Tuition, and Fees

RCC operates on the semester system with fall, spring, and summer semesters. Fall and spring semesters are 16 weeks and the summer session is eight weeks. Some courses are offered on an alternative schedule (e.g. 13-week, eight-week, four-week, etc.).

After completing all steps in the admission process, students register for their first semester courses during New Student Orientation. In subsequent semesters, students begin the registration process by meeting with an assigned academic advisor. The academic advisor assists in creating an overall academic plan and in making changes in that plan as needed. Students are encouraged to make an appointment with their advisor early by phone or in person.

After the advisor has approved a student's course selection, students register for classes online using the web-based student registration system. Students register for classes during the time set aside for registration purposes. At the time of registration, students should have the appropriate tuition and fees total payment, have received verification of financial aid award, or be prepared to make payment arrangements with the Business Office. Students who register for courses but fail to meet financial obligations are removed from classes the day following the applicable payment deadline. Registration periods and payment deadlines are identified in the academic calendar.

Requests and approvals for an Audit; S/U grade option; Repeat of a Course; Credit for Prior Knowledge, Experience, or Certification; Credit by Examination; and Independent Study must be completed by the time of registration.

## Establishment of Residency

North Carolina law requires each person to be classified as a resident or nonresident for tuition purposes. North Carolina General Statute 116-143.1 mandates only those who can demonstrate a minimum of twelve months of uninterrupted domicile (legal residence) in North Carolina are eligible for in-state tuition. The statute also places the burden of proof on the student to establish, by a preponderance of evidence, that they are a bona fide domiciliary rather than mere residents of North Carolina.

Residency determinations occur by way of the statewide centralized Residency Determination Service (RDS). Residency classifications are not determined by RCC officials. The Residency Determination Service provides four separate processes to reach a residency classification. Most students are only required to complete the Initial Consideration process. The Reconsideration and Appeal processes are for those students who experience a change in circumstances (Reconsideration) or who have not had a change in status and believe their residency classification is incorrect (Appeal). The Residency Determination Service enables students to use one residency determination for admissions applications to multiple North Carolina public colleges and universities and to demonstrate residency for state aid programs consideration at all (public and private) North Carolina colleges and universities.

All students, parents, faculty, staff, and constituents of the North Carolina Community College System should refer to the [Residency website](#) for more details regarding the North Carolina Residency Determination Service, processes, and required residency guidelines.

## Tuition and Fees

Tuition is determined by the North Carolina State Board of Community Colleges and is subject to change without notice. Costs of textbooks and supplies are additional expenses and vary according to the program of study. Current tuition and basic fees are outlined below:

## Credit (Curriculum) Programs of Study

*(subject to change)*

North Carolina Residents tuition:	\$76.00 per credit hour
* maximum tuition per semester:	\$1216.00
Out-of-State Students tuition:	\$268.00 per credit hour
* maximum tuition per semester:	\$4288.00

Fees are due each semester upon registration and must be paid before classes begin. Due dates for payment of tuition and fees are posted on the RCC website and in the Curriculum Credit Course Schedule. A student is not fully registered until tuition and fees are paid. A student will be dropped from his or her courses if payment is not made by the published deadline.

## Student Activity Fees

*(subject to change)*

### Fall and Spring Semesters

Students will pay activity fees according to the following schedule (per semester):

1-4 Credit Hours	\$ 8.00
5-7 Credit Hours	\$16.00
8-11 Credit Hours	\$24.00
12 or more Credit Hours	\$32.00

### Summer Session

Each student (full-time or part-time) will pay a \$1.00 student activity fee.

### College Access, Parking & Security Fee (CAPS) *(paid by all students)*

\$10.00 fall and spring semester
\$5.00 summer session

### Technology Fee *(paid by all students)*

1-3 credit hours – \$15.00 per semester
4 or more credit hours – \$24.00 per semester

*\* Please note that additional lab fees or supply fees may be charged for some courses.*

### Credential Fee

1-11 credit hours - \$3.00 per semester
12 or more credit hours - \$5.00 per semester

## Non-Credit (Workforce Continuing Education) Programs and Courses

*(subject to change)*

### Technology Fee

1-24 course contact hours – \$1.00
25-50 course contact hours – \$3.00
51 or greater course contact hours – \$5.00

### College Access, Parking & Security Fee (CAPS)

1-50 course contact hours – \$3.00
51 or greater course contact hours – \$5.00



## **Tuition Refunds**

### ***Degree Credit (Curriculum) Refund Policy***

Classes that begin during the first week of the semester:

- A student who officially withdraws or is officially withdrawn by the college prior to the first day of class(es) of the academic semester as noted on the college calendar will receive a 100 percent refund.
- A student will receive a 100 percent refund if the class in which the student is officially registered is canceled by the college.
- A student who officially withdraws or is officially withdrawn by the college on or after the first day of classes but prior to or on the 10 percent point of the semester will receive a 75 percent refund.
- Students who withdraw after the 10 percent census point of each semester are not eligible for a refund.

Classes that begin other than the first week of the semester:

- For classes beginning at times other than the first week (seven calendar days) of the semester, a student who officially withdraws from the class or is officially withdrawn by the college prior to the first day of class(es) will receive a 100 percent refund.
- A student who officially withdraws or is officially withdrawn by the college on or after the first day of classes, but prior to or on the 10 percent point of the academic period, will receive a 75 percent refund.
- Students who withdraw after the 10 percent census point of each semester are not eligible for a refund.

### ***Workforce Development non-credit (Continuing Education) Refund Policy***

- A student who officially withdraws or is officially withdrawn by the college from a workforce development class(es) prior to the first course section meeting will receive a 100 percent refund.
- A student will receive a 100 percent refund if a course section is canceled by the college.
- A student who officially withdraws prior to or on the 10 percent point of the scheduled hours of the course section will receive a 75 percent refund after the class begins. Students who withdraw after the 10 percent census point of each semester are not eligible for a refund.
- This refund policy applies to all course sections except those that begin and end on the same calendar day.

### ***Additional Costs***

#### **Accident Insurance**

Accident insurance covering the student during hours that college is in session or while taking part in a college activity, is available for purchase. The premium is subject to change by the insuring agency. This insurance may be required for certain programs.

#### **Textbooks and Supplies**

Costs of textbooks and supplies are additional expenses for which the student should budget in his/her college expenses. These expenses vary according to the program of study. Estimated supply fees are listed in the program of study and in certain course descriptions.

# Financial Aid

## Financial Aid Policy

Rockingham Community College (RCC) is committed to assisting students in preparing for the cost of higher education. Education is a big investment of time, money and effort for students and families. RCC makes every effort within the limitations of its available financial resources, to assure that no qualified student will be denied the opportunity to attend the college because of a lack of adequate funds to meet expenses. Financial assistance is available in a variety of forms including grants, work-study, and scholarships that may be used singularly or in combination to meet the student's total need.

Financial aid is awarded without regard to the applicant's race, religion, color, national origin, political affiliation, age, handicap, or gender. However, students must demonstrate financial need and maintain satisfactory academic progress as described by the college policy as found in the college catalog.

Student eligibility requirements for receiving grants and work-study funds are as follows:

- A student must be a U.S. citizen or an eligible non-citizen.
- A student must submit the Free Application for Federal Student Aid (FAFSA) after which the results are received and processed by the RCC Financial Aid Office.
- A student must be enrolled in an approved program of study at RCC.
- A student must maintain Financial Aid Satisfactory Academic Progress while enrolled at RCC to continue to receive financial aid.
- A student receiving federal financial aid must not be in default on any student federal loan or owe a refund on any Title IV grant at any educational institution (individual situations may require supporting documentation).
- A student must never have been convicted of any illegal drug offense while receiving federal student aid. A prior drug-related conviction does not necessarily make a student ineligible for aid. Call 1-800-433-3243 for more information.
- Students may apply for financial aid, but aid will not be processed until they have first been accepted for admission by the Admissions Office. Any student wishing to use financial aid funds to pay for tuition and fees at time of registration should have completed all documentation for their financial aid file no later than June 15 for Fall registration, November 15 for Spring registration, and April 15 for Summer registration. Availability of eligible funds at registration is not guaranteed if these dates are not met; however, the financial aid office will make every effort to process all files in a timely manner for late submissions.
- Students must keep in mind that they are eligible for financial aid only for courses that are in their prescribed course of study and for remedial courses taken as a result of placement test scores. Audit courses and courses taken as Credit by Examination (CE) are not eligible for financial aid enrollment status. Elective courses taken outside a student's program of study will affect a student's financial aid award.

## **Rights and Responsibilities of Financial Aid Students**

Students who receive federal financial aid have certain rights and responsibilities and must also be aware of certain facts. An awareness of these will enable students to make informed decisions about their educational goals and how best to pursue them from a financial perspective.

### ***Rights of Financial Aid Students***

Financial aid students have the right to know:

- the financial aid programs that are available at the college;
- the deadlines for submitting applications for each of the financial aid programs that are available;
- how financial aid will be distributed and how decisions on that distribution are reached;
- how financial aid was determined, including the way costs for tuition and fees, travel, books and supplies, and other expenses are considered in the student's budget;
- what resources (such as parental contribution, other financial aid, a student's assets, and so forth) were considered in the calculation of financial need;
- how much of financial need (as determined by the institution) has been met;
- how to obtain an explanation of the various programs in the student's financial aid package;
- the college's refund policy;
- how the college determines whether a student is achieving satisfactory academic progress and what happens if this progress is not being achieved;
- appeal procedures that may be applicable to a student who is not qualified to receive aid.

### ***Responsibilities of Financial Aid Students***

Students receiving financial aid are responsible for:

- completing all application forms accurately and submitting them on time to the appropriate office;
- providing correct information, with the understanding that failure to report accurate information on financial aid applications is a violation of law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code;
- supplying all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which an application is submitted;
- reading and understanding all forms, letters and other correspondence (that are either sent by U.S. Mail to the student's most recent address on file with the college, or emailed to the student's college email account), or updated on the student's Web Advisor/Self Service account regarding their financial aid status;
- understanding all documents that they are required to sign and for keeping copies of those documents;
- accepting responsibility to abide by all agreements that they sign.

### ***Types of Available Financial Aid***

All students seeking federal or state financial aid based on need must begin the process by completing the Free Application for Federal Student Aid (FAFSA). This application may be completed online at [Federal Student Aid](#). The student will receive the results from the federal processor in the form of a Student Aid Report (SAR) and the schools noted by the student will receive the electronic results in the college's financial aid office. The financial aid office is authorized to request additional documentation as needed to complete the verification and awarding process.

#### ***Federal Pell Grant***

The Student Aid Report (SAR) is the official notification of the student's Pell grant eligibility. Determination of award amounts are made in the financial aid office based on the information provided on the student's SAR as well as required documents and materials furnished by the student. Federal Pell grants are awarded to eligible students who are enrolled on a full-time or part-time basis in an eligible curriculum program.

#### ***Federal Supplemental Educational Opportunity Grant (FSEOG)***

The financial aid office will award the FSEOG to eligible students on an individual basis. Student eligibility is determined by the SAR information from the FAFSA. This grant varies in amount and is awarded based upon student need. As monies are limited in this fund, students are encouraged to complete the FAFSA early.

#### ***North Carolina Community College Grant (NCCCG)***

Students must complete the Free Application for Federal Student Aid (FAFSA). Legal residents of North Carolina who are enrolled in at least 6 credit hours in an eligible curriculum program at a North Carolina community college and who demonstrate moderate financial need based upon FAFSA results may be eligible for this grant. Both eligibility and funding are determined by CFNC.

#### ***North Carolina Education Lottery Scholarship (ELS)***

This scholarship was created by the 2005 NC General Assembly to provide financial assistance to needy NC resident students attending eligible colleges and universities located within the state of NC. Eligibility requirements are: Legal resident of North Carolina, be admitted, enrolled and classified as an undergraduate student in a degree, certificate or diploma program at an eligible North Carolina institution and demonstrate moderate financial need based on the FAFSA information. Students must be enrolled in at least 6 credit hours in an eligible curriculum program to receive the NC Education Lottery Scholarship. Both eligibility and funding are determined by CFNC. Students who are enrolled for less than 12 credit hours, but at least 6 credit hours, receive one-half of the grant.

#### ***Federal Work Study***

The Federal Work-Study Program provides jobs on campus for students who demonstrate financial need, are enrolled in a minimum of 6 credit hours in an approved course of study, maintain Satisfactory Academic Progress, and have completed the FAFSA application (Exceptions may be allowed during a student's final semester). Job assignments are based on departmental needs, student's interest, skills and class schedule; and contingent upon available funds. Work-study jobs are available in many academic and administrative departments on campus. [Applications are to be completed through the Etrieve system.](#)

#### ***Rockingham Community College Foundation Scholarships***

The Rockingham Community College Foundation, Inc. was organized and incorporated in 1970.

The Foundation exists to assist and support Rockingham Community College and its efforts to enhance individual and community success through education, employment assistance, service to business and industry, and contributions to cultural and social development.

The Foundation serves as a vehicle to receive private gifts and bequests and to account for, manage and help appreciate monies or property donated to the Foundation for the purpose of benefitting Rockingham Community College.

Various individuals and organizations contribute funds for scholarships. RCC uses an online application process for scholarships provided by the RCC Foundation. The online application is available January 1 each year. Please use the link marked "[RCC Scholarship Application](#)" that is found on the financial aid section of RCC's webpage.

### ***Loan Funds***

At Rockingham Community College, Emergency Loan Funds may be available. Small amounts may be borrowed for documented emergencies or tuition and fees if the FAFSA has been filed. The loan is made for a short term (one semester) and no interest is charged. All funds operate as revolving accounts, and the availability of funds is totally dependent upon the borrower's cooperation in repaying all loan money within the specified time.

### ***Other Sources and Procedural Information***

The college also serves as a referral and information agency for the following resources:

1. Veterans Administration
2. Social Security
3. Department of Social Services
4. Vocational Rehabilitation
5. Job Resource Center

All financial aid is awarded on the basis of demonstrated need. Those persons who foresee a need for financial assistance are encouraged to complete the Free Application for Federal Student Aid (FAFSA) early in the year preceding the date of expected enrollment. The FAFSA may be filed online at [Federal Student Aid](#) or mobile applications.

Financial aid awards are NOT automatically renewable. Students must re-apply for all scholarships and complete the Free Application for Federal Student Aid each school year. The academic year covered by the awards will be shown on the student's award letter and consideration for aid beyond that time can be made only after an updated FAFSA application has been received. Students needing assistance should contact the Financial Aid Office.

## **Calculation of Financial Aid Awards**

Financial Aid will be considered and awarded/adjusted according to the student's appropriate credit-hour enrollment status for financial aid purposes. The following enrollment applies to Fall, Spring, and Summer semesters for student's financial aid and enrollment status.

- Full-time student – 12 or more credit hours
- Three- Quarters – Time student – 9 - 11 credit hours
- Half-Time student – 6 - 8 credit hours
- Less than Half-Time student – 5 or fewer credit hours

The following programs at Rockingham Community College do not have an Associate's degree component, and Title IV credit hours have a specific calculation:

- Basic Law Enforcement Training (C55120) BLET financial aid is adjusted according to Pell Formula 4 and disbursed in two parts, the second disbursement made after 312 hours and 12 weeks are completed.
- Practical Nursing Diploma (D45660)

To determine Title IV credit hours for Practical Nursing.

- Multiply the number of lecture/lab and contact hours by 16 weeks and divide by 37.5.

- Example: registered for 4 classes and 13 contact hours ( $13 \text{ contact hours} \times 16 \div 37.5 = 5.55$  Title IV credit hours. Round down to 5 Title IV credit hours and receive aid at less than half-time status.

## **Financial Aid Satisfactory Academic Progress Policy**

Rockingham Community College is required by federal and state regulations to define and administer standards of Satisfactory Academic Progress (SAP) for students seeking financial aid. RCC applies these standards to federal and state financial aid funds to maintain a consistent procedure for all students. RCC students receiving financial aid will be evaluated at the end of each semester on the following criteria:

- Qualitative Standard – GPA
- Quantitative Standard – Pace of Completion/Pass Rate
- Maximum Time Frame

### ***Qualitative Standard – GPA***

Students must maintain a cumulative GPA of at least a 2.0 as calculated for financial aid purposes. Cumulative GPA is calculated from the beginning date of enrollment to the present. There are several [GPA calculators online](#).

\*Note: A student's financial aid GPA can be different than their college's academic GPA.

### ***Quantitative Standard – Pace of Completion/Pass Rate***

Students must complete a cumulative 67% of the total credit hours attempted. The number of hours attempted is defined as the total cumulative number of credit hours enrolled at the 10% point of each semester. The total number of hours earned is defined as the total cumulative number of credit hours for which the student received a passing grade as noted on the student's academic transcript. Example: If a student has attempted 50 credit hours, the student must have completed at least 34 (or 67%) of those credit hours or  $50 \times .67 = 34$ .

### ***Maximum Time Frame***

Students receiving financial aid must complete his or her program of study in a time frame that does not exceed 150% of the published length to complete the program. This time frame will be measured in credit hours. (Example: If a student's program length requires 60 credit hours, maximum time frame is no more than 90 credit hours or  $60 \times 1.50 = 90$ .)

### ***Financial Aid Warning/Probation***

Students not making satisfactory progress due to GPA, pace of completion, and/or maximum time frame rule will be put on financial aid warning/probation. Students on financial aid warning/probation will be allowed one semester to achieve cumulative student academic progress (SAP). During the warning/probationary period, students may be eligible to receive financial aid. At the end of the warning/probationary period, after all grades have been reported and verified by the Registrar, SAP will be evaluated to determine whether the student is eligible for aid. If the student is not meeting cumulative SAP, then financial aid will be terminated until SAP is achieved.

### ***Financial Aid Suspension/Termination***

A student will be placed on financial aid suspension/termination when he or she has not met cumulative SAP conditions at the end of the financial aid warning/probation period or if he or she has not met the conditions of an approved appeal. Students are not eligible to receive financial aid while on suspension/termination until he or she has attended classes and increased the completion rate to 67% and/or increased GPA to a 2.0 or better. At that time, the students may need to appeal to have financial aid reinstated at that point.



## Appeal Procedure

All appeals for restoration of financial aid must be made in writing on a [SAP Appeal Form](#) through e-trieve. Students should visit the Financial Aid Office for an appeal form that is relevant to their situation. All appeals must include an explanation of the reasons the student did not meet SAP requirements, documentation of all extenuating circumstances, and explanation with documentation that the situations outlined in the student's appeal are now resolved. The student must submit the appeal and non-returnable documentation to the Financial Aid Office for the Appeals Committee to review.

For maximum timeframe appeals, the student's academic advisor must include a list of the specific courses the student needs for graduation.

If appeals are approved, they are approved conditionally. The student must meet the following conditions:

- Achieve 2.0 GPA or better each semester,
- No withdrawals for any semester,
- No F grades for any semester,
- Take only those classes which are within the program,
- Follow the academic plan to graduate by the expected graduation date.

The appeal form completed and signed by the student explains the future financial aid consequences of not meeting the above conditions while on an approved appeal and the procedures that will follow.

## Additional Financial Aid Information

It is the student's responsibility to update all current mailing addresses and to check their RCC student email and Web Advisor accounts regularly for important information.

It is the student's responsibility to be aware of his or her SAP status for financial aid eligibility. **NOTE:** All notices regarding financial aid SAP will be sent by mail as well as to the student's RCC email address. Students are responsible for monitoring these mailboxes.

SAP is cumulative and includes all periods of enrollment, even those for which a student did not receive financial aid. Withdrawals whether "official" or "unofficial" and/or "withdraw passing" (WP) or "withdraw failing" (WF) affect the student's ability to meet the qualitative standard described above. It is highly recommended to discuss any plans prior to withdrawing from courses, the student should discuss such plans with the Financial Aid Office to see how it may affect financial aid eligibility.

Incomplete grades will affect a student's ability to meet the quantitative standard described above, as an incomplete grade will be counted as a class attempted but not completed.

Repeated courses are permitted. However, if a student passes a course ("D" or better), the course may only be repeated only once for financial aid purposes. **NOTE:** Previous hours attempted and earned will be counted in the total hours attempted and earned. Transfer credit hours and grades accepted from other institutions the student has attended are included in the SAP calculation.

Developmental/Remedial course work is included in the SAP calculation. Also, there is a limit on the amount of developmental/remedial course work that can be included for financial aid purposes. A student can receive financial aid for up to 30 credit hours of developmental/remedial course work.

Audited and/or Credit by Exam courses cannot be included in enrollment status for financial aid purposes.

A student's change of program may affect a student's financial aid eligibility for the new program since SAP is cumulative and must include previously attempted hours in other programs.

### ***Policy on Return of Title IV Funds***

The Higher Education Amendments of 1998 changed the formula for calculating the amount of aid a student and the school may keep when the student totally withdraws or ceases attending all classes. Effective October 7, 2000, students who withdraw from all classes prior to completing more than 60 percent of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws after completing only 30 percent of the semester will have earned only 30 percent of any Title IV aid received. The remaining 70 percent must be returned by the school and/or student. *Students should read this policy carefully and consult the Financial Aid Office before withdrawing from all classes.*

1. This policy shall apply to all students who withdraw, drop out, or cease attending all classes at Rockingham Community College and who receive financial aid from Title IV funds:
  - a. The term "Title IV Funds" refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended), including the Federal Pell Grant, and Federal SEOG.
  - b. A student's withdrawal date is:
    - the date the student began the institution's withdrawal process (as described in RCC's catalog), or
    - the midpoint of the semester for a student who leaves without notifying the institution, or
    - the student's last day of attendance at a documented academically-related activity.
2. Refunds on all institutional charges, including tuition and fees, will be calculated using the state refund policy published in the RCC Catalog.
3. Title IV aid is earned in a prorated manner on a semester basis up to and including the 60 percent point. Title IV aid is viewed as 100 percent earned after the 60 percent point of the semester.
  - a. The percentage of Title IV aid shall be calculated as follows:

$$\frac{\text{Number of days completed}}{\text{Total number of days in semester}} = \text{Percent of semester completed}$$

The percent of semester completed shall be the percentage of Title IV aid earned by the student. The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.

- b. The percentage of Title IV aid unearned shall be 100 percent minus the percent earned.
  - c. Unearned aid shall be returned first by RCC from the student's account calculated as follows:

$$\text{Total institutional charges} \times \text{percent of unearned aid} = \text{amount returned to program(s)}.$$

Unearned Title IV aid shall be returned to the following programs in the following order:

1. Federal Pell Grant
2. Federal SEOG
3. Other Title IV grant programs

***Exception: No program shall receive a refund if the student did not receive aid from that program.***

- d. When the total amount of unearned aid is greater than the amount returned by RCC from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:
    1. Federal Pell Grant

2. Federal SEOG
3. Other Title IV grant programs

(Amounts to be returned by the student to the federal grant programs receive a 50% discount)

4. Notifications of Return to Title IV funds will be sent to the student's home address on file in the Records Office following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned.
5. Institutional and student responsibility in regard to the return of Title IV funds.
  - a. RCC's responsibility in regard to the return of Title IV funds includes:
    - providing each student with the information given in this policy
    - identifying students who are affected by this policy and completing the Return of Title IV funds calculation for those students,
    - returning any Title IV funds that are due the Title IV program
    - collecting from student any amount that the institution had to pay for textbooks and supplies.
  - b. The student's responsibility in regard to return of Title IV funds includes:
    - becoming familiar with the Return of Title IV Funds policy and how complete withdrawal affects eligibility for Title IV aid,
    - notify Records Office of withdrawal by completing withdrawal form,
    - returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV funds calculation,
    - reimbursing RCC for any funds the institution had to pay for textbooks and supplies.
6. The fees, procedures, and policies stated above supersede those published previously and may change at any time.
7. Unofficial Withdrawals – If a student leaves the college without official notification (does not earn any credit within the given semester by receiving all grades of F or a combination of F and W), the college will establish a withdrawal date by using the midpoint of the semester or using the student's last day of attendance if documented.

\* Loan amounts are returned with the terms of the promissory note.

### ***Policy on Return of State Grant Funds***

State-funded grants are provided to assist students with the cost of attendance on the assumption that the students will attend college for the entire term for which the funds are awarded. When a student withdraws a calculation is done to determine how much, if any, state grant funds must be returned, based upon the student's last date of attendance. The student is responsible for the repayment to RCC of any funds that are returned.

## **Department of Veterans Affairs**

The Veterans Administration (VA) provides a program of monetary entitlement for the education and training of eligible service persons, veterans, reservists, and eligible dependents of 100% disabled or deceased veterans. The program is designed to promote self-improvement through educational opportunity.

Institutional curriculum programs are approved under the provisions of Title 38 and Title 10 United States Code for the educational training of veterans under Public Law 894 and for the children and spouses of deceased or totally disabled

veterans under Public Law 634.

Students who are eligible and entitled to receive benefits under provisions of Chapter 30, 31, 33, 35, 1606, 1607, and Sections 901 and 903 may enroll in programs approved by the North Carolina State Approving Agency and may apply for veteran educational benefits. Application for VA educational benefits must be made online [benefits.va.gov/gibill](https://benefits.va.gov/gibill). DD-214 (Member 4) copies are required for service members.

A veteran who plans to attend Rockingham Community College must complete the application process through the Admissions Office of the college. The student is responsible for submitting a Registration Statement (class list, tuition, and fees) to the VA Coordinator in the Financial Aid Office in order to be certified for educational benefits each term. Veterans who wish to receive full educational benefits are required to carry a full class load (a minimum of 12 credit hours) in all degree and diploma programs. Benefits status and payment are determined by the following credit-hour rates and the dates classes are in session:

12 (or more) credit hours—full time  
9 –11 credit hours—3/4 time 6–  
8 credit hours—1/2 time  
Less than 1/2 time—pays tuition and fees

Exception: Summer semester operates on an accelerated schedule (16 weeks of instruction in an 8-week session); therefore, VA benefits are payable in summer semester at the following rates: 6 (or more) credit hours—full time

4-5 credit hours—3/4 time  
3 credit hours—1/2 time  
Fewer than 3 hours—pay tuition and fees

### ***Letter of Eligibility***

A student who is eligible for veteran's benefits will receive a Letter of Eligibility from the Department of Veteran's Affairs. It is the student's responsibility to understand their eligibility requirements, as they will be specific to the student and to the veteran's program to which the student is eligible.

### ***Regulations for Students Receiving VA Educational Benefits***

VA regulations require the college to monitor a veteran's academic progress. To ensure compliance with VA regulations, the veteran should be aware of the following provisions:

#### **1. Audits**

No payment of educational benefits will be made to an eligible veteran for audited courses, because no credit toward an educational objective can be earned for an audited course.

#### **2. Independent Study**

Independent study can be paid on a credit hour basis for single subject pursuits within the design of a post-secondary or higher learning curriculum or plan leading to an accredited, standard college degree.

#### **3. Course Options**

All courses taken must apply toward degree/diploma requirements. A veteran may not receive VA educational benefits for courses not required in his/her specific program of study.

#### **4. Internet/Online and Hybrid and Blended (Distance Learning)**

In order to maintain a high quality of educational and academic excellence, all VA students receiving educational benefits from Veteran Affairs will meet the following criteria upon enrollment in distance learning classes:

- a. Remedial courses must be pursued through classroom instruction. VA regulations prohibit payment for remedial courses taken via distance learning.
- b. The veteran must have completed any required remedial work as determined by Rockingham Community College's placement test scores before benefits can be paid for curriculum courses taken via Distance

Learning. (Appeal may be considered on case-by-case basis.)

c. The distance learning class must be an integral part of the veteran's current program.

5. **Distance Learning** may affect Chapter 33 Post 9/11 GI Bill benefits.

6. **Course Substitutions**

The VA will allow course substitutions to be certified for VA benefits if the substitution is on file and approved by the college.

7. **Drops/Withdrawals**

Effect of complete withdrawal from school:

If the veteran withdraws from class and the VA determines that extenuating circumstances exist, the veteran will receive benefit payments to the last date of attendance in class. Any change in a veteran student's enrollment status must be promptly reported to the college's VA Coordinator and to the VA to prevent overpayment or underpayment of benefits.

Faculty are required to record attendance for all veterans. Faculty must report the last date of attendance to the financial aid department.

8. **Changes of Program**

After initially entering a program, students are allowed unlimited changes of program. The first change is approved without challenge, but subsequent changes will be evaluated to determine if there is a material loss of credit of more than 12 credit hours. When a program is completed and the student enters another program, a change of program is not charged against the student's entitlement.

9. **Grades**

**Non-punitive Grades**

Grades which do not have hours attempted or GPA to be added into the calculation of the accumulative quality-point average are considered non-punitive grades by the Veterans Administration. Benefits will not be paid for courses in which non-punitive grades are assigned unless mitigating circumstances are found to exist:

- |                   |   |
|-------------------|---|
| <b>W, WP or R</b> | If an eligible veteran withdraws from a course after the drop-add period, receives a non-punitive W, WP grade or R, and mitigating circumstances are not found, benefits for that course will be terminated effective back to the first day of class in that course. The course can be repeated for VA benefit payments. If the eligible veteran withdraws and mitigating circumstances are shown, the veteran will be eligible for benefits through the last day of attendance in that course.   |
| <b>U</b>          | If an eligible veteran completes a course but receives a non-punitive U grade and mitigating circumstances are not found, benefits for that course will be terminated effective back to the first day of class in that course. The course can be repeated for VA benefit payments.  |
| <b>I</b>          | The grade of Incomplete "I" may be given only when the completed portion of a student's work in the course is of passing quality and due to extenuating circumstances the student is not able to complete all the course requirements. <i>A student's desire to avoid a low grade is not a legitimate reason to award an incomplete.</i> The student requesting an Incomplete should be able to complete the course with minimal assistance from the instructor. An "I" does not count as hours attempted or hours earned. The student has until 1) the end of the 6 <sup>th</sup> week of the subsequent fall or spring semester, or 2) the end of the applicable state specified time period (only applies to certain programs) to complete the course requirements. If the instructor does not remove the "I" grade nor request a time extension, the "I" grade will change to an "F". |

If course requirements are met and the “I” grade is replaced with a grade of A, B, C, D, F or S prior to the end of the 6th week of the subsequent semester, VA benefits are payable for one semester.

If the “I” grade is not removed within the specified period, benefits will be terminated effective back to the first day of the semester in which the student initially enrolled for the course. If an “F” grade is assigned, the student may register again and receive VA benefits while repeating the course. Veterans may not, however, repeat the course for VA benefits if the grade assignment is A, B, C, D, or S.

**CE** If the eligible veteran completes a course through proficiency examination, VA benefits will not be payable for that course. If “CE” credit has been given, the course may not be repeated for VA benefits.

**NC** This symbol does not count for hours attempted or earned. This symbol may be used only for “grade forgiveness.” (Refer to Grade Forgiveness Policy in current college catalog.) VA benefits will not be paid for a course for which grade forgiveness was approved unless the original grade was a “WF” or an earned “F” grade.

### **Punitive Grades**

Grades which have credit granted toward graduation, GPA, and/or hours attempted to be computed into the GPA are “A”, “B”, “C”, “D”, “S”, “P”: If the eligible veteran completes a course and a grade of A, B, C, D, S, or P is assigned for a course in which credit is granted toward graduation, VA benefits will be paid for the entire semester. However, the course cannot be repeated for VA benefits credit.

**WF** If the eligible veteran withdraws after the fourth week of the semester while failing the course and is assigned a punitive WF grade, the VA benefits will be payable up to the last date of attendance in the course. This course can be repeated for VA payment purposes.

**F** If the eligible veteran attends class, completes the course, but is assigned a punitive “F” grade for which no credit toward graduation is granted, VA benefits will be paid for the entire semester. It is distinguished from non-punitive grades, because the hours attempted are used to determine the accumulative quality-point average for graduation purposes. The course can be repeated with VA benefits.

### **Progress Records**

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

### **Probation**

All students receiving VA educational benefits must maintain satisfactory progress toward their diplomas/degrees. (See RCC Satisfactory Academic Progress Policy and Procedure in current college catalog.) If progress is unsatisfactory, the law requires the college to report this to the VA. According to the RCC SAP policy, students receiving VA benefits may have one semester on probation to bring their standing above probation status. If these requirements are not met, their VA benefits will be terminated. VA students are eligible to complete an RCC SAP appeal, they must receive academic counseling and they must show that the cause of unsatisfactory performance has been removed before enrollment will be re-certified for benefits.

### ***Class Attendance***

Students receiving VA benefits are expected to attend all regular class meetings for which they are registered. Students enrolled in diploma or certificate programs may be required to respond to VA’s monthly request for Verification of Attendance (WAVE) in order to receive payment. If a student receiving VA benefits is dismissed from the college for



misconduct, the benefits are terminated immediately.

### ***Overpayment of VA Benefits***

Chapter 33 Post 9/11 GI Bill recipients' tuition and fee charges are paid by the VA directly to the school. Eligibility ranges from 40% up to 100% based on period of service. Chapter 33 Post 9/11 GI Bill veteran students are responsible for any charges not covered by the VA and any overpayment resulting from dropped classes or complete withdrawal from the college.

All other recipients of VA educational benefits must pay tuition and fees by the college's established deadlines; VA educational benefits will be paid directly to the student by the VA. Overpayment of benefits will be deducted from future benefits if the veteran continues enrollment in subsequent terms. Complete withdrawal will require prompt repayment of benefits directly to the VA. All VA benefit recipients should promptly report to the VA and to the school's VA Coordinator any changes in enrollment.

# Academic Policies and Procedures

This section outlines academic policies and procedures. The academic procedures are outlined to enable students to gain the greatest benefit from their course of study and to make certain that they satisfy all requirements for graduation.

Rockingham Community College confers the following associate, associate of applied science, diploma, and certificates in accordance with the program requirements outlined in the catalog.

## Catalog of Record

The catalog of record for a student is the published catalog at the time of initial enrollment. A continuously enrolled student may request to change their catalog of record to the current year; however, once the change has been approved and processed, it cannot be reversed. Catalog Year Change requests for the upcoming catalog year can be submitted no earlier than the beginning of the summer term. Catalog Year change requests are initiated with the student's advisor via the Catalog Year Change Request form and must be approved by the applicable department chair/program director.

Non-continuous enrollment is defined as not being enrolled in curriculum/credit courses at RCC for more than one calendar year. A student who is re-admitted to the college after being away for more than one year will be required to complete the curriculum requirements for the program of study under the current catalog in place at the time of readmission.

## Prerequisite and Corequisite Requirements

While admission to Rockingham Community College is open to all adult citizens, some programs of study require students to meet certain standards or to have taken specific courses before being accepted into the program. Additionally, some courses require completion of or enrollment in another course in order to take the course.

Prerequisites and corequisites serve as safeguards to successful course and program completion to ensure proper knowledge and background for higher level courses. Course prerequisites and corequisites are identified in the course description. If a program or course denotes a required prerequisite, the course must be taken before entering a program or taking the course. If a course denotes a required corequisite, the course may be taken with or prior to another course(s).

Students are expected to adhere to prerequisite and corequisite requirements and are prevented from enrolling in a course if the prerequisites/corequisites are not met. However, in certain circumstances (e.g. completion of a similar course, work experience, etc.), a student may request waiver of a local requisite; state requisites cannot be waived.

Documentation for waiver of a local prerequisite or corequisite may include the following:

- A student's RCC academic record;
- A transcript from another accredited college indicating that the student successfully completed a course with similar objectives and content; or,
- Employment history demonstrating the student has been employed in a position that already utilizes the skills taught in the prerequisite/corequisite course.

## Requisite Waiver Procedure

If seeking a local prerequisite or corequisite exception, the student must obtain permission prior to the end of the drop/add period for the course in which the student wishes to enroll. To request a prerequisite or corequisite waiver, students must meet with their advisor to discuss the request.

If the advisor approves, the advisor completes the Local Requisite Waiver Request form, attaches the supporting documentation for the request to the completed form, and, routes the completed request to the Division Dean of the discipline for approval. The final authority to waive a local requisite rest with the Vice President for Academic Affairs.

Upon approval by the Vice President for Academic Affairs, the Records Office applies the waiver and registers the student for the course. Documentation for all requisite waiver approvals is kept on file in the Records Office.

## **Credit for Prior Learning**

### *Credit through Education, Testing, and Other Educational Experiences*

Credit for Prior Learning (CPL) is awarded for college-level learning. CPL encompasses knowledge, skills, and competencies students have obtained as a result of their prior learning experiences.

All prior learning assessed for credit must meet or exceed “C” level work. Additionally, credit can only be awarded for a course: 1) on the list of approved courses in the North Carolina Community College System (NCCCS) Combined Course Library (CCL); 2) that is directly applicable to curriculum requirements at Rockingham Community College; and, 3) to the student’s declared certificate, diploma, or degree program as outlined in the college catalog. There may be instances where accreditation, credentialing, licensure, or other external agency criteria prohibit Rockingham Community College from awarding prior learning course credit for a course within the college or from another community college within the System.

In accordance with the NCCCS Credit for Prior Learning Policy, requests for prior learning credit are reviewed based on the following applicable criteria specified.

#### **I. Continuing Education (non-credit) to Curriculum Credit (credit)**

Only pre-approved North Carolina Community College System continuing education courses are eligible for curriculum credit articulation. Credit is awarded based on established equivalencies; no course substitutions are permitted. Eligible courses include those approved in the System-wide Credit Articulation and local College Level Credit Articulations.

Courses approved for local college credit articulation are courses which represent similar knowledge and/or technical skill attainment of competencies in the corresponding curriculum courses. Local articulations are only applicable for continuing education courses completed at Rockingham Community College. No more than 50% of the required credits for a degree, diploma, or certificate may be earned with continuing education coursework articulated to curriculum credit unless otherwise approved by the Vice President for Academic Affairs; a minimum of 50% of the credential must be earned by completing curriculum college credit courses at Rockingham Community College.

Courses approved for local articulation:

- Require comparable student learning outcomes outlined in the curriculum course syllabus and met the 32 CE contact hour for one CU semester hour credit ratio for hours of instruction;
- Are led by a course instructor who meets the College’s Faculty Credential Policy for the equivalent curriculum course; and,
- Require assessment of course work, evaluate performance by exam, and, record attendance (each is documented in the course syllabus).

To be eligible for articulation of credit, students must:

1. Earn a grade of S (successful completion/completed course with a C or better) in the pre-approved non-credit course at Rockingham Community College;
2. Complete all college admissions requirements, and enroll in an associated certificate, diploma, or degree program to which credit will be awarded;
3. Be enrolled in one or more curriculum courses within the program of study;
4. Submit an official transcript for approved state-level articulation courses not completed at Rockingham Community College to the Admissions Office; and,
5. Submit (student or advisor) a completed Credit for Prior Learning form, to the Records Office, within five

years of completion of the eligible continuing education course.

Students who previously attempted the equivalent curriculum course are not eligible to receive curriculum credit by non-credit course articulation. Students who register for curriculum courses pay curriculum tuition and fees. Students who register for non-credit courses pay non-credit tuition and fees. Students may not change their registration type beyond the posted Drop/Add period for the course. Financial aid is not awarded for non-credit courses converted to curriculum credit.

Non-Credit Continuing Education (CE) Program Area	CE Course Number	CE Course Title	Credit Curriculum (CU) Course Number	CU Course Title
Health Occupations EMS/EMT	EMS 4200	Emergency Medical Technician – Initial	EMS-110	EMT
Health Occupations EMS/Paramedic	EMS 4400	Paramedic Initial	EMS 110 EMS 122 EMS 130 EMS 131  EMS 160 EMS 220 EMS 221 EMS 231 EMS 240  EMS 241 EMS 250 EMS 260 EMS 270 EMS 275	EMT EMS Clinical Practicum I Pharmacology Advanced Airway Management Cardiology I Cardiology II EMS Clinical Practicum II EMS Clinical Practicum III Patients with Special Challenges EMS Clinical Practicum IV Medical Emergencies Trauma Emergencies Life Span Emergencies EMS Capstone
Computer Training	NET 7003	CompTIA Network+ and Security +	CTI 120	Network and Security Foundations

## II. Industry-recognized Certifications and State Regulated Credentials

Students enrolled at Rockingham Community College seeking academic credit for prior learning via industry recognized and/or state regulated credentials must submit a request for approval to receive credit. Industry recognized, and state regulated credentials include apprenticeships, certifications and professional licensures. Course credit is awarded based on established state approved credit articulations. No more than 50% of the required credits for a degree, diploma, or certificate may be earned with industry-recognized certifications and/or state regulated credentials unless otherwise approved by the Vice President for Academic Affairs; a minimum of 50% of the credential must be earned by completing curriculum college credit courses at Rockingham Community College.

To request approval, students must:

1. Meet all admission requirements for the college and program;
2. Be enrolled in the associated certificate, diploma, or degree program which includes the course for which credit is sought (for apprenticeship or pre-apprenticeship, students must be enrolled in a North Carolina Community College System CTE curriculum program that aligns with their documented apprenticeship);
3. Complete a Credit for Prior Learning form;
4. Attach evidence of apprenticeship or valid (non-expired) certification/licensure which must have been issued within five (5) years prior to their request for articulated credit; and,
5. Submit (student or advisor) the completed Credit for Prior Learning form and required documentation to the Division Dean of the discipline for the course.

The Department Chair/Program Director and Discipline Lead faculty will determine if the apprenticeship/certification/licensure meets the requirement necessary to award credit and forwards their approval to the Division Dean. Faculty may request a hands-on demonstration of skills to validate competence for a certification that was earned by means of a written or other form of assessment that lacked a demonstration component. Credit awarded for apprenticeships will use the same basis as WBL curriculum courses wherein 160 hours of documented on-the-job learning earn one semester hour credit (1 SHC). Final approval to award the credit rests with the Division Dean. If approved, institutional credit is awarded for the specified course as hours earned on the student’s transcript; no grade is assigned.

Industry-Recognized Certification	Issuing Agency/ Organization	Credit Curriculum (CU) Course Number	CU Course Title
Licensed Practical Nurse (Current and active license)	North Carolina Board of Nursing	NUR 111 NUR 112 NUR 113	Introduction to Health Concepts Health Illness Concepts Family Health Concepts
*Upon successful completion of NUR 117, NUR 118, NUR 221, and NUR 223 A45110L Associate Degree Nursing: LPN to ADN option students are awarded credit for NUR 111, NUR 112, and NUR 113 (18 shc)			

### III. Military Educational and Training Credit

College credit is awarded for equivalent military education and/or training to students with documented training. No more than 75% of the required credits for a degree, diploma, or certificate may be earned with industry-recognized certifications and/or state regulated credentials unless otherwise approved by the Vice President for Academic Affairs; a minimum of 25% of the credential must be earned by completing curriculum college credit courses at Rockingham Community College.

Students with military credit and/or training must:

1. Complete all college admissions requirements; and,
2. Submit official copies of all military transcripts to the Admissions Office;

The Admissions Office routes the transcripts to the Records Office for evaluation. The Records Office reviews the transcripts to determine the appropriate credit to be awarded based on the North Carolina Community College System (NCCCS) and University of North Carolina System (UNCS) military credit crosswalk. Military training and courses not included in the NCCCS and UNCS military credit crosswalk are reviewed and evaluated by the Records Office based on recommendations from the American Council on Education’s (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services and in consultation with academic departments when necessary.

Students who have completed the Armed Forces Basic Training receive college credit for PED 111 Physical Fitness I and PED 112 Physical Fitness II by Physical Fitness II by providing a copy of form DD214 showing dates of service and an honorable discharge.

### IV. High School to Community College Articulation Agreement

College credit for high school coursework is awarded based on the statewide North Carolina High School to Community College Articulation Agreement and the local Rockingham County Schools and Rockingham Community College

articulation agreement. No more than 50% of the required credits for a degree, diploma, or certificate may be earned through high school coursework articulated to community college credit unless otherwise approved by the Vice President for Academic Affairs; a minimum of 50% of the credential must be earned by completing curriculum college credit courses at Rockingham Community College

To receive credit for the associated community college course, students must:

1. Complete the specified high school course with a final grade of B or higher;
2. Achieve a RAW score of 93 or higher on the standardized CTE post-assessment;
3. Enroll at Rockingham Community College within two years of high school graduation date;
4. Submit an official high school transcript and CTE post-assessment scores to the Admissions Office; and,
5. Submit a completed Credit for Prior Learning form to the Records Office within the first year of enrollment.

High School Program Area	High School Course	High School Title	RCC Course Number	RCC Course Title
Agricultural Education	AS31	Agricultural Mechanics II	WLD 112	Basic Welding Processes
Business and Info Tech Ed	BN20	Network Administration I	NOS 110	Operating System Concepts
Family and Consumer Sci Ed	FE11 & FE12	Early Childhood Education I & II	ECU 119	Introduction to Early Childhood Education
Family and Consumer Sci Ed	FE21	Teaching as a Profession or Teacher Cadet (High School teacher must meet RCC academic credential for EDU 187)	EDU 187	Teaching and Learning for All
Health Occupations Ed	HU40	Health Science I	MED 121 and MED 122	Medical Terminology I and Medical Terminology II
Trade and Industrial Ed	II21	Computer Engineering Technology I	CTS 120	Hardware/Software Support
Trade and Industrial Ed	IM 41 & IM42	Metals Manufacturing Technology I and Metals Manufacturing Tech II	BPR 111 and MAC 111	Print Reading and Machining Technology I

## V. Portfolio of Life and Work Experiences

Students can present prior learning experiences in portfolio format. After evaluation of the portfolio by Department Chair/Program Director, Discipline Lead faculty and the Division Dean, credit may be awarded. No more than 50% of the required credits for a degree, diploma, or certificate may be earned with industry-recognized certifications and/or state regulated credentials unless otherwise approved by the Vice President for Academic Affairs; a minimum of 50% of the credential must be earned by completing curriculum college credit courses at Rockingham Community College.

Credit based on portfolio assessment is awarded based on the following standards:

- The learning is assessed to be college-level;
- Credit awarded via portfolio assessment may be applied toward a degree program, certificate, general education requirements, concentration, and general electives that count toward the student's selected course of study;
- Pre-requisite courses are assessed and approved for credit prior to credit consideration of the corresponding advanced courses;
- Credit awarded via portfolio assessment is not used to satisfy college/program residency requirements;
- Credit awarded via portfolio assessment does not duplicate any previously awarded credit; and,

- Credit awarded via portfolio assessment is awarded only for those courses directly applicable to the student's declared program of study.

To be eligible to receive portfolio credit, students must:

1. Be enrolled at Rockingham Community College in an associated certificate, diploma, or degree program to which credit will be awarded;
2. Complete a Credit for Prior Learning form;
3. Attach evidence of student learning including all applicable documentation and student-developed artifacts; and,
4. Submit the completed Credit for Prior Learning form and required documentation to the Division Dean of the discipline for the course.

## VI. Standardized Exams

Rockingham Community College uses the following standardized exams to provide students with credit for prior learning: Advanced Placement (AP), College-Level Examination Program (CLEP), Credit for International Baccalaureate (IB), Defense Activity for Nontraditional Educational Support (DANTES), and Cambridge International Examinations. Students should consult with an academic advisor to verify certain degree, diploma, and certificate restrictions. No more than 25% of the required credits for a degree, diploma, or certificate may be earned through standardized exams unless otherwise approved by the Vice President for Academic Affairs; a minimum of 75% of the credential must be earned by completing curriculum college credit courses at Rockingham Community College.

To be eligible to receive credit via standardized exam, students must:

1. Be enrolled at Rockingham Community College in a certificate, diploma, or degree program; and,
2. Submit official examination score reports (or grade report for Cambridge International examinations) to the Admissions Office.

The Admissions Office routes the score reports to the Records Office for review. Upon receipt of the official score reports, the Records Office awards credit for standardized examinations using the following criteria identified for each exam.

### Advanced Placement (AP)

Rockingham Community College awards credit for Advanced Placement examinations as specified in the following AP exam crosswalk.

Examination	Minimum Score	Hours Awarded	RCC Course
Art History	3	3	ART 114
Art History	5	6	ART 114 and ART 115
Studio Art: 2-D Design	3	3	ART 121
Studio Art: 3-D Design	3	3	ART 122
Studio Art: Drawing	3	3	ART 131
Studio Art: Drawing	5	6	ART 131 and ART 132
Biology	3	4	BIO 111
Biology	5	8	BIO 111 and BIO 112
Calculus AB	3	4	MAT 271
Calculus BC	3	4	MAT 271
Calculus BC	5	8	MAT 271 and MAT 272
Chemistry	3	4	CHM 131 and CHM 131A
Chemistry	5	4	CHM 151
Comparative Government and Politics	3	3	POL 210
English Language and Composition	3	3	ENG 111
English Language and Composition	5	6	ENG 111 and ENG 112



English Literature & Composition	3	3	ENG 111
English Literature & Composition	5	6	ENG 111 and ENG 112
European History	3	3	HIS 121
European History	5	6	His 121 and HIS 122
Human Geography	3	3	GEO 111
Macroeconomics	3	3	ECO 252
Microeconomics	3	3	ECO 251
Physics C: Electricity and Magnetism	3	4	PHY 252
Physics C: Mechanics	3	4	PHY 251
Psychology	3	3	PSY 150
Spanish Language and Culture	3	3	SPA 111
Spanish Language and Culture	5	6	SPA 111 and SPA 112
Statistics	3	4	MAT 152
United States History	3	3	HIS 131
United States History	5	6	HIS 131 and HIS 132
World History	3	3	HIS 111
World History	5	6	HIS 111 and HIS 112

### College-Level Examination Program (CLEP)

Experiences may be validated through CLEP Subject Examinations, which are judged equivalent to courses offered at RCC, by the academic department and approved by the division dean. Credit is awarded for eligible exams for a score of 50 or above, which is equivalent to earning a C in the relevant course, as outlined below.

Subject Examination	Minimum Score	Hours Awarded	RCC Course
American Government	50	3	POL 120
American Literature	50	6	ENG 231 and ENG 232
Biology	50	4	BIO 110
Calculus	50	4	MAT 271
Chemistry	50	4	CHM 151
College Algebra	50	4	MAT 171
College Composition	50	3	ENG 111
College Composition Modular	50	3	ENG 111
College Mathematics	50	3	MAT 143
English Literature	50	3	ENG 241 and ENG 242
Financial Accounting	50	4	ACC 120
French Language: Level 1	50	6	FRE 111 and FRE 112
French Language: Level 2	50	9	FRE 111, FRE 112 and FRE 211
German Language: Level 1	50	6	GER 111 and GER 112
German Language: Level 2	50	9	GER 111, GER 112 and GER 211
History of the United States I	50	3	HIS 131
History of the United States II	50	3	HIS 132
Human Growth and Development	50	3	PSY 241
Humanities	50	6	HUM 211 and HUM 212
Information Systems	50	3	CIS 110
Introductory Business Law	50	3	BUS 115
Introductory Psychology	50	3	PSY 150
Introductory Sociology	50	3	SOC210
Precalculus	50	4	MAT-171
Principles of Macroeconomics	50	3	ECO 252
Principles of Management	50	3	BUS 137
Principles of Marketing	50	3	MKT 120
Principles of Microeconomics	50	3	ECO 251
Spanish Language: Level 1	50	6	SPA 111 and SPA 112
Spanish Language: Level 2	50	9	SPA 111, SPA 112 and SPA 211
Western Civilization I: to 1648	50	3	HIS 121

Western Civilization II: 1648 to Present                      50                      3                      HIS 122

**International Baccalaureate (IB)**

Rockingham Community College acknowledges the IB diploma and awards advance standing credit for the following examinations with a score of 5 or higher.

Subject Examination	Minimum Score	Hours Awarded	RCC Course
Biology HL	5	4	BIO 111
Biology HL	6	8	BIO 111 and BIO 112
Chemistry HL	5	8	CHM 151 and CHM 152
Economics HL	5	6	ECO 251 and ECO 252
English HL	5	6	ENG 111 and ENG 112
Geography HL	5	3	GEO 111
Mathematical Studies SL	5	4	MAT 271
Mathematical Studies HL	5	8	MAT 271 and MAT 272
Psychology HL	5	3	PSY 150
Spanish B SL	5	6	SPA 111 and SPA 112
Spanish B HL	5	6	SPA 211 and SPA 212
The Americas HL	5	6	HIS 131 and HIS 132
World Religion SL	5	3	REL 110

**DANTES Subject Standardized Tests (DSST)**

Rockingham Community College awards credit for acceptable scores on Defense Activity for Non-Traditional Education Support (DANTES) DSST college-level examinations as recommended by the American Council on Education (ACE). Eligible examinations and scores required to receive credit are identified in the following crosswalk.

Subject Examination	Minimum Score	Hours Awarded	RCC Course
A History of the Vietnam War	44/400	3	HIS 167
Art of the Western World	48/400	3	ART 114
Astronomy	48/400		AST 151
Business Ethics and Society	NA/400	3	BUS 240
Business Mathematics	48/400	3	BUS 121
Computing and Information Technology (formerly Introduction to Computing)	45/400	3	CIS 110
Criminal Justice	49/400	3	CJC 111
Ethics in America	46/400	3	PHI 240
General Anthropology	47/400	3	ANT 210
Health and Human Development (formerly Here's to Your Health)	48/400	3	HEA 110
Human Resource Management	46/400	3	BUS 153
Introduction to Business	46/400	3	BUS 110
Introduction to Geography (formerly Human/Cultural Geography)	48/400	3	GEO 110
Introduction to Law Enforcement	45/400	3	CJC 111
Introduction to World Religions	48/400	3	REL 110
Lifespan Developmental Psychology	46/400	3	PSY 241
Management Information Systems	46/400	3	CTS 115
Math for Liberal Arts	NA/400	3	MAT 143
Money and Banking	48/400	3	BUS 225
Organizational Behavior	48/400	3	BUS 255
Personal Finance	46/400	3	BUS 125

Principles of Advanced English Composition	NA/400	3	ENG 111
Principles of Finance	46/400	3	BUS 225
Principles of Physical Science 1	47	4	PHS 110
Principles of Public Speaking	47/400	3	COM 231
Principles of Statistics	48/400	4	MAT 152
Principles of Supervision	46/400	3	BUS 137
Technical Writing	46/400	3	ENG 114

### Cambridge International

Rockingham Community College awards credit for a grade of e/E or better (which is the equivalent to a grade of C in the United States) on Cambridge International examinations. Course credit is awarded using the current Cambridge translation table and based on the student's academic program of study.

### VII. Transfer Course Credit from U.S. Educational Institutions

College curriculum course credit is awarded for the successful completion of an equivalent course taken at another post-secondary institution. Credit is awarded for coursework which is equivalent in content and quantity to courses offered at Rockingham Community College and completed with a grade of "A", "B", or "C". Pass/Fail or Satisfactory/Unsatisfactory grading system may be acceptable for credit if the grade awarded is equivalent to a "C" or better. No more than 75% of the required credits for a degree, diploma, or certificate may be earned through transfer credit unless otherwise approved by the Vice President for Academic Affairs; a minimum of 25% of the credential must be earned by completing curriculum college credit courses at Rockingham Community College.

Students with courses taken at another post-secondary institution must:

1. Complete all college admissions requirements; and,
2. Submit official copies of all post-secondary institution transcripts to the Admissions Office.

The Admissions Office routes the transcripts to the Records Office for evaluation. The Records Office reviews the transcripts to determine credit to be awarded. Course review for transfer credit follows Rockingham Community College's Time Limits for Credit Acceptance. Equivalency of credit is determined by:

- An evaluation of the catalog description of the course;
- Consideration of the program in which the student was enrolled when taking the course;
- Consultation with a subject matter expert within the academic department at Rockingham Community College, if necessary; and,
- When appropriate, a conference with the student and/or a representative of the transferring institution.

Credit is awarded, from the originating institution, for equivalent course work completed at institutions maintaining accreditation by one of the following accrediting agencies.

- Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges (ACCJC)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)

Students with courses completed at an institution not affiliated with one of the accrediting agencies listed above must contact the Records Office to request a review of credit. The Records Office forwards the request to the division who Dean completes a course-by-course review to determine equivalency. The division Dean then forwards a written recommendation to the Vice President for Academic Affairs, which documents the validation process, rationale, and justification for granting credit or not granting credit. The decision of the Vice President for Academic Affairs is based upon appropriate consultation with faculty and staff and is final. Copies of the recommendation, documentation, and decision are forwarded to the Records Office and filed in the student's permanent record.

In cases where a student completes courses at another college after enrolling at Rockingham Community College (RCC), the student must submit official transcripts with final grades posted to the Admissions Office as soon as the courses are completed. Students enrolled at other colleges when applying for graduation must notify the Records Office of enrollment at other colleges by indicating the information on the Application for Graduation form and attaching verification of enrollment in the course. It is the graduating student's responsibility to provide verification of final grades for courses taken at another college to the Records Office by the final grade due date of the semester for which the student applied for graduation (refer to Academic Calendar). If eligible, credentials are awarded to graduating students who completed courses at another college upon receipt and review of the final official transcript.

### **VIII. Transfer Course Credit from International Educational Institutions**

Students with courses completed in an institution outside the United States must have transcripts translated and evaluated by a National Association of Credential Evaluation Services (NACES) member agency. Only courses with a letter grade (A, B, or C) and earned hours are eligible for credit; no credit is awarded for courses graded as Pass, Satisfactory, or the equivalent. A course catalog description or course syllabus may be required to award credit.

## **Enrollment**

Official enrollment at RCC is defined as class attendance on or before the course census date for seated, traditional classes. Official enrollment for online courses is defined as completion of the Required Enrollment Assignment on or before the term census date. Official enrollment for hybrid and blended courses is defined as class attendance or completion of the Required Enrollment Assignment on or before the term census date. Failure to attend class or complete the Required Enrollment Assignment by the published date will result in removal from the course without an opportunity for reinstatement.

Courses may have an attendance policy. In cases where the instructor has an attendance policy, the policy is included in the course syllabus. In general, absences due to official college activities and events will not be included as absences within an individual faculty member's attendance policy, provided that the student submits appropriate documentation to the faculty of record at least one week prior to the event. However, if the student has an excessive number of absences or has unsatisfactory academic performance in the course, the faculty member will inform the appropriate organization advisor/sponsor whether the student will be permitted to miss class. Students missing a class due to official college activities and events are responsible for contacting the faculty member to make arrangement for advanced submission or make-up of work. The student will be allowed a reasonable opportunity to complete all work missed as a result of the missed class. Official college activities and events include participation in the following: field trips in connection with courses; intercollegiate athletic contests; state-wide, regional and/or national organization events; scholarship events, and student academic competitions and award ceremonies.

### **No Show Drop for Non-Attendance**

Once a student registers for classes, the student is responsible for paying tuition and fees, even if the student never attends classes. Students who register for classes and decide not to attend must officially drop the classes (es) before the first day of the semester in which the class is offered. To officially drop or withdraw from a class, students must complete a drop/add or withdrawal form and submit it to the Records Office by the applicable deadline.

Faculty denote a “No Show” in Self-Service for students who do not attend class on or before the 10% census point of a course or semester. Students who do not physically attend or complete the required enrollment activity for an online class on or before the 10% census point will be marked a “No Show” and removed from the class.

If a student is enrolled in a late start class, the student will not be paid for those credit hours until after the student has attended that class. If the student is reported as a No Show or Never Attend, financial aid will be calculated based on enrollment status and prorated accordingly.

Any refund is based on the official date that the student dropped or withdrew from the class. Students are financially and academically responsible for all courses in which they enroll.

Refund criteria is outlined below:

- Students who officially drop or are officially withdrawn by the College prior to the first day of class(es) of the academic term noted on the academic calendar will receive a 100% refund.
- Students who drop classes during the drop/add period but on or before the 10% census point will receive a 75% refund of tuition and fees.
- Students who withdraw after the 10% census point of each semester are not eligible for a refund.

### **Full-Time/Part-Time Enrollment Status**

A full-time student is one who is enrolled in 12 or more credit hours during fall or spring semester, or in nine or more credit hours during the summer term. A part-time student typically enrolls in six to eight credit hours during the fall or spring semester and three to five in the summer term.

### **Course Overload**

A full-time student is one who is enrolled in 12 or more credit hours during Fall or Spring semester, or in nine or more credit hours during the Summer session. No student may enroll in more than 19 credit hours for Fall or Spring, or 12 credit hours for Summer, without prior approval of the appropriate division dean and Vice President for Academic Affairs. Students who plan to work are advised to adjust their course loads proportionate to the number of hours anticipated for work.

### **Course Cancellation**

It may become necessary for the college administration to cancel a class appearing on a schedule. Normally this is done only when the enrollment for this class is not sufficient to allow it to be taught as scheduled. When class cancellations are made, College staff will work with students to find an acceptable alternative. Students are automatically dropped from cancelled classes and refunds are issued if they are due.

### **Class Attendance**

Regular attendance is essential to receiving maximum benefit from the educational experiences. Students are expected to attend and be on time for all class, lab, shop, work experience and clinical sessions. To assure success, students must be prepared to engage in the teaching and learning process.

Each faculty member will provide a written attendance policy in the course syllabus. In cases of an absence, students are responsible for all materials covered and all assignments made in class.

In exceptional cases faculty may be unavoidably detained. If there is no written or verbal communication that the faculty member is unavoidably detained, students are required to wait fifteen minutes for the faculty member or designee to arrive. If the faculty member or designee does not arrive during this time frame, students may assume that scheduled class time will not take place that day. In said cases, students are required to check the course Moodle site for information regarding rescheduled class time and/or alternate class assignments to complete. Students who fail to complete the

Moodle assignment will be marked absent. If there is written or verbal communication that the faculty will begin class at a delayed time, students are required to wait unless otherwise notified.

## **Course Schedule Adjustments**

When classes begin, there is a scheduled period for registered students to drop and add courses. The time limit for these changes appears in the academic calendar, registration materials, and/or course syllabi. Students are responsible for any financial and/or program progress impact as a result of making changes to their course schedule during the schedule adjustment period. Students wishing to add or drop courses during this period are encouraged to discuss the adjustments with their academic advisor prior to making any changes. High school students are required to have advisor approval to add or drop a course. Additionally, students who receive financial aid should also verify the impact with the Office of Financial Aid and Scholarships prior to making any changes.

Students who drop and add courses during the schedule adjustment period using the student registration system, must submit the changes simultaneously, to avoid incurring extra charges.

### **Add Procedure**

Students may add a course during the designated add period once classes begin. The time period to add a credit course is identified as the Drop/Add period on the Academic Calendar. Students may add a workforce continuing education course prior to the 10 percent point of the course. To add a course, students must register for the course using the student registration system or submit a completed Add/Drop/Withdrawal form to the Records Office by the applicable deadline.

### **Drop Procedure**

Students may drop a course prior to the 10 percent term/session census date for the class. The time period to drop a course is identified on the Academic Calendar, registration materials, and/or course syllabi. A class dropped prior to the 10 percent point is not recorded on the student's transcript. To drop a course, students must drop the course using the student registration system or submit a completed Add/Drop/Withdrawal Form to the Records Office by the applicable deadline.

### **Course Withdrawal**

Dropping a class after the 10 percent term/session census date is considered a withdrawal. Students who receive financial aid should verify the impact of withdrawing from a course with the Office of Financial Aid and Scholarships prior to making any changes. High school students are required to have advisor approval to withdraw from a course.

Withdrawals are reflected on the student's transcript with a grade of W, WP, WF. For all withdrawals, a student or faculty member must submit the appropriate form to the Records Office at the time of withdrawal. A student who has withdrawn from all courses is no longer considered a registered student.

### **Student-Initiated Withdrawal**

RCC recognizes there are situations when a student may need to withdraw from a course; however, students are encouraged to explore other options before withdrawing and should remain in the course long enough to make a sound determination of the appropriateness of the course to their needs.

Students must submit a completed Add/Drop/Withdrawal Form to the Records Office by the applicable deadline to withdraw from a course; withdrawal is not final until the form is submitted to the Records Office. It is the student's responsibility to withdraw from a course. The decision to stop attending classes does not constitute an official withdrawal from the course, nor does notification to the faculty member. Failure to submit the required form for official withdrawal to the Records Office results in the student being liable for applicable tuition and fee charges.

The withdrawal period begins the day after the 10 percent census point of the term/session.

- Students may withdraw from a continuing education course through the last day of the course.

- Students may withdraw from a credit course prior to the 60 percent point of the course session. Deadlines are identified on the Academic Calendar and in course syllabi. Students are not allowed to initiate withdrawals from a credit course after the 60 percent point. Students can request withdrawals after the 60 percent point of the semester or its equivalent in an abbreviated semester in cases where justifiable reasons exist (i.e. extenuating circumstances). In such cases, students are required to meet with the faculty of record to request an administrative withdrawal.
- Students found guilty of academic dishonesty may not withdraw from the course in order to avoid penalty of an “F”, “WF”, or “U” given by the faculty of record as a result of the academic dishonesty.

### **Administrative Withdrawals**

Faculty may administratively withdraw a student for extenuating circumstances that include, but are not limited to: classroom behavior/student incivility, academic integrity violations, medical emergency, family emergency, program requirements (where applicable), etc. Faculty complete and route an Administrative Withdrawal Form to the appropriate Department Chair/Program Director and Dean for approval. Note: Students who disrupt class may be administratively withdrawn from the course after the faculty member has taken corrective measures.

The Vice President for Student Development may also administratively withdraw a student for an academic integrity violation in accordance with the sanctions outlined in the College’s Academic Integrity Policy. Generally, a student placed on Academic Suspension for a third violation of the Academic Integrity Policy will receive a course grade of W; however, a course grade of F may be assigned depending on the circumstances of the violation.

- Administrative withdrawals for continuing education courses are assigned a grade of W.
- Administrative withdrawals for credit courses are assigned a grade of W, WP, or WF.
  - Administrative withdrawals prior to the 60 percent point are assigned a grade of W.
  - Administrative withdrawals after the 60 percent point are assigned a grade WP or WF.

### **Readmission Procedure**

In cases where faculty need to readmit a dropped or withdrawn student in a course, faculty complete the Instructor Readmission Form. Instructor readmission requires approval from the applicable Department Chair/Program Director and Dean, and the Vice President for Academic Affairs.

Once readmitted in the course, the student is responsible for making up any missed work.

### **Military Leave**

Any student in the United States Armed Forces who has received temporary or permanent reassignment as a result of military operations and to any student who is a National Guard service member placed onto State active duty status during an academic term will be granted excused absences for the period of time the student is on active duty.

- Students will be provided an opportunity to make up any test or other work missed during the excused absences.
- Students will be provided the option, when feasible, to continue classes and coursework during the academic term through online participation for the period of time the student is placed on active duty.
- Students will have the option of receiving a temporary grade of “I” Incomplete for any course that the student was unable to complete as a result of being placed on State active duty status; however, the student must complete the course requirements within the period of time specified by the College to avoid receiving a failing grade for the course.
- Students will be permitted to drop, without penalty, any course that the student was unable to complete as a result of being placed on State active duty status.
- Students will be permitted to drop, without financial penalty, any course that the student was unable to complete as a result of the excused absence as set forth in 1E SBCCC 900.4.



Military leave of absences will not be counted as an absence when the faculty of record has received prior official notification. The responsibility for initiating such notices resides with the student. Military personnel must be able to enter the course prior to the term census date. Any military leave that interferes with the course entry before the term census date may require that the individual may be dropped from the class.

## Religious Observance Policy

RCC recognizes the diversity in religious beliefs. Out of respect for individual religious convictions, students may be granted two (2) business days of excused absences per academic year.

### Religious Observance Procedure

A student wishing to exercise this leave must provide written notice to the Vice President for Academic Affairs two weeks in advance of the leave. Students will be given the opportunity to make up any class work missed during the excused day(s).

## Grading System

RCC employs a letter grading system to evaluate student performance in meeting the stated objectives of the classroom, laboratory, clinical setting, or work experiences.

### Progress Reporting

Progress reporting allows the institution to identify students who may be at risk of not successfully completing a course in which they are enrolled. At the 40% point of each semester, current grade data is analyzed to identify any students who are not successfully completing the course. Progress reporting is used for advising purposes but is not recorded on the permanent academic record.

### Grade Reports

Students have access to online records of their academic progress throughout the semester. Final grades are available online to all students following the end of the course.

### Explanation of Grades

At the end of class, students receive a final grade. Grades for continuing education courses are awarded on a pass/fail basis. Grades for college credit courses are awarded based upon the following ten-point system (exceptions are noted in the course syllabus) and a 4.00 grade point system is used to calculate student grade point averages per credit hour.

<u>Grade</u>	<u>Numerical Equivalency</u>	<u>Explanation</u>	<u>Grade Points Per Credit Hour</u>
A	90%-100%	Excellent	4
B	80%-89%	Good	3
C	70%-79%	Average	2
D	60%-69%	Poor	1
F	Below 60%	Failing	0
I	Incomplete	Grade Pending	(no grade points calculated)

### Academic Record Symbols

*The following academic record symbols are used for credit courses*

- Academic record symbols A, B, C, D, F, WF are used to calculate grade point average.
- Academic record symbols AU, CE, I, P, P1, P2, P3, R, S, U, W, and WP are not used to calculate grade point average.

**A** The student has, in a superior way, met the objectives established for the course by the instructor and department or departments involved. 4 per sem. hr.

**AU** Audit – Courses taken as an audit. Courses is not graded and no credits are earned

- B** The student has more than adequately met the objectives established for the course by the instructor and the department or departments involved. 3 per sem. hr.
- C** The student has adequately met the objectives established for the course by the instructor and the department or departments involved. 2 per sem. hr.
- CE** Credit by Exam/Challenge Examination  
The student received credit for course through proficiency examination.
- D** The student has minimally met the objectives established for the course by the instructor and department or departments involved. 1 per sem. hr.
- F** The student failed to meet the objectives established by the instructor and the department or departments involved. 0 per sem. hr.
- I** The completed portion the student's work in the course was of passing quality and due to extenuating circumstances, the student was not able to complete all the course requirements. The student has until 1) the end of the 6th week of the subsequent fall or spring semester, or 2) the end of the applicable state specified time period (only applies to certain programs) to complete the course requirements. If the instructor does not remove the "I" grade nor request a time extension, the "I" grade will change to an "F".
- P** The student successfully completed the course with a passing grade.
- P1** The student successfully completed Tier 1 of transition English or mathematics course (ENG 002, MAT 003).
- P2** The student successfully completed Tier 2 of transition English or mathematics course (ENG 002, MAT 003).
- P3** The student successfully completed Tier 3 of transition English or mathematics course (ENG 002, MAT 003).
- R** The student did not successfully complete the course and must re-enroll.  
Grades of R earned in developmental courses are also included in the number of times the course has been attempted.
- S** Satisfactory - The student successfully completed the course on the S-U option or completed a course in which the S or U is given. The symbol does not count as hours attempted but does count as hours earned.
- U** Unsatisfactory - The student did not successfully complete a course taken on the S-U option or did not successfully complete a course in which the S or U is given.
- W** The student withdrew or was administratively withdrawn prior to the 60 percent point.
- WP** The student was administratively withdrawn after the 60 percent point and was completing the course with a passing grade at the time of withdrawal.
- WF** The student was administratively withdrawn after the 60th percent point and was not completing the course with a passing grade at the time of withdrawal.

*The following academic record symbols are used for continuing education courses.*

- AU** Audit - Courses taken as an audit/not graded.
- S** Satisfactory - The student successfully completed the course.

**U** Unsatisfactory - The student did not successfully complete the course.

**W** The student officially withdrew or was administratively withdrawn.

### ***Course Audit***

Students wishing to audit courses must officially register for such courses. Auditors receive no credit and the grade symbol “AU” will be recorded on the student’s transcript. Students may audit a course one time prior to taking the course for credit. Once academic credit has been awarded for a course, students may audit the class one additional time. Exceptions may be granted by the Vice President for Academic Affairs.

To audit a course, the student must complete and submit an Audit Request form and officially register for the course in the normal registration process as required of any other course before the final date for adding courses in any given semester. An audit cannot be changed to credit or credit to audit after the deadline for adding courses without approval of the instructor, advisor, and Vice President for Academic Affairs. Fees for auditing a course are the same as for taking a course for credit. Students may not receive financial aid for audit classes.

### **Incomplete Grade**

Definition: The grade of Incomplete (“I”) may be given only when the completed portion of a student’s work in the course is of passing quality and due to extenuating circumstances, the student is not able to complete all the course requirements. A student’s desire to avoid a low grade is not a legitimate reason to award an incomplete. The student requesting an Incomplete should be able to complete the coursework with minimal assistance from the faculty member. An “I” does not count as hours attempted or hours earned.

### ***Incomplete Grade Procedure***

1. Students must make arrangements with the faculty of record to receive an incomplete grade prior to the end of the semester.
2. The faculty of record will complete the Report of Incomplete Grade form describing the requirement(s) to remove an “I” grade and submit the form prior to the final grading deadline. This form is routed for approval through the applicable department chair/program director and dean and is filed in the student’s permanent record upon approval.
3. If approved, the Records Office will enter a grade of “I” for the student in the course when processing the Report of Incomplete Grade form and include the applicable grade expiration date as designated on the Academic Calendar (Deadline to remove “I” grade). If not approved, the instructor will assign the grade earned for the course in final grading.
4. The student has until 1) the end of the 6th week of the subsequent fall or spring semester, or 2) the end of the applicable state specified time period (only applies to certain programs) to complete the course requirements. If the faculty of record does not remove the “I” grade nor request a time extension by the “I” grade expiration date, the “I” grade will change to an “F”.
5. Students cannot register for the same course when an “I” has been issued.
6. After the course work is completed, the assignment of the earned grade is the responsibility of the faculty of record and will be submitted on a Grade Change Form to the Records Office for processing. When removing the “I”, the faculty of record cannot submit a grade change of “W”, “WP”, “WF”, or “NC”.

### **Grade Point Average (GPA)**

Grade Point Average (GPA) is defined as the total grade points earned divided by the total number of credit hours attempted. Grade points are the numerical equivalents of the letter grades and are used to determine academic honors. Program GPA is the grade points earned divided by the number of credit hours attempted in courses required for the selected program of study.

A minimum GPA of 2.0 overall and in the program of study for all certificates, diplomas, and degrees is necessary to meet grade requirements for graduation. Transfer credit and credit by examination are not included in grade point average.

## Course Repeat

Students can repeat a course in which they received an unsatisfactory grade. The following applies when a student repeats a course for credit:

- All grades earned appear on both the unofficial and official transcript.
- The most recent (last) grade is used to in calculating GPA, even if the grade is lower than a grade from a previous attempt. In cases where the student withdraws from a repeat attempt with a grade of W or WP, the prior graded attempt remains the grade of record for the course.
- The most recent (last) attempt is the attempt applied toward hours earned and program of study requirements. For example, if a student earns a C on the first attempt of a required course, but earns an F on the second attempt, not only does the F replace the C in GPA calculation, but it impacts program of study requirements as well. Because the F was the last grade earned, the course must be retaken as the F is now the standing grade for the course.
- Grades earned in repeated courses are not used to replace grades earned as part of a credential (degree, certificate, diploma) once it has been awarded.
- Credit is awarded for a course one time. For example, passing the same 3 credit hour course twice results in the student earning 3 hours of credit, not 6.
- Repeated courses are noted with an R in the Repeat column on the transcript or an asterisk after the grade if the course was repeated prior to 1996.
- Withdrawals from a course with a W, WP, or WF are included in the number of times the course has been attempted.
- A course completed at Rockingham Community College must be retaken at Rockingham Community College to replace the grade.

Repeat of a course is not permitted for a grade of “I” and “CE”. A student requesting a repeat of course for which an “AU” was recorded, must follow the Audit policy. Students receiving financial aid should consult with staff in the RCC Financial Aid Office to learn the impact of repeating a course.

Students receiving financial aid should consult with the staff in the RCC Financial Aid Office to learn the impact of repeating a course. Repeating a course may have implications for the students receiving financial aid and/or Veterans benefits, and students should consult these offices to determine if repeating a course has a financial impact.

Students planning to transfer should note that the receiving institutions may re-compute grade point averages and may include all grades in their calculations for admission decisions.

### Course Repeat Procedure

A student is permitted to repeat, (second attempt) a course without permission. A third attempt of a course requires the student to complete the Course Repeat Form and make an appointment to request approval from the Department Chair/Program Director responsible for the course. A fourth attempt requires approval from the Dean of the division in which the course is taught. If the student is unsuccessful after the fourth attempt, the student must schedule an appointment with the Vice President for Academic Affairs to request permission to repeat the course.

## **Grade Forgiveness Policy**

The purpose of Grade Forgiveness is to provide students at Rockingham Community College the opportunity to improve their academic grade point average if they have previous grades that are detrimental to their current and future academic pursuits. A student may request Grade Forgiveness for one of the following reasons:

1. The student earned a grade of D, F, or WF in a course no longer offered by the college, or
2. The student earned a grade of D, F, or WF in a course that was completed at least five years prior to the request for Grade Forgiveness.

### **Grade Forgiveness Procedure**

A student seeking Grade Forgiveness must make an appointment with a counselor who will assist the student in completing an Application for Grade Forgiveness. The student must also write a letter explaining the reason(s) for requesting Grade Forgiveness and the circumstances that surrounded the unsatisfactory course. The completed application and letter must be submitted to the Vice President for Academic Affairs who will review the case.

In case number one above, the Vice President will consult with the appropriated Dean to confirm that the course will no longer be offered. In case number two above, the Vice President will consult with the appropriate Dean, who will in turn consult with the faculty member who assigned the grade. In cases where the faculty member is no longer employed by the college, the Dean will serve in the faculty member's role. The decision of the Vice President is final.

The following conditions apply to Grade Forgiveness:

1. The student must be currently enrolled at RCC or will enroll in the academic term immediately following the approval of Grade Forgiveness.
2. For each course for which Grade Forgiveness is approved, forgiven grades and hours attempted will no longer be calculated in the student's cumulative grade point average nor counted towards graduation requirements. The original course listing and grade will remain on the transcript.
3. Grade Forgiveness may not be requested for any course that was counted toward graduation requirements for a certificate, diploma, or degree previously awarded by RCC.
4. Approval of Grade Forgiveness applies to RCC courses only. There is no expectation that grade forgiveness will be recognized by another college or university.
5. A student's eligibility for financial aid is determined in accordance with applicable federal, state, and institutional financial aid regulations. The Grade Forgiveness policy does not override financial aid regulations. Therefore, a student seeking Grade Forgiveness must consult with the financial aid office to determine the potential impact of Grade Forgiveness upon his or her financial aid eligibility.
6. Grade forgiveness may be granted only once except in the case when a course is no longer offered by the college.

## **Grade Appeal**

Students shall have the right to appeal a grade whether derived from a singular course event or the final grade issued for the course. Grades for individual class assignments as well as final grades are to be determined by the course faculty of record in accordance with the grading guidelines distributed in the course syllabus at the beginning of a course. Appeals for individual class assignments or final course grade must be made according to the procedures described below.

### **Grade Appeal Procedure**

In all steps of these procedures, communications to the student from the college personnel regarding arrangements for meetings and decisions are made to students through RCC email.

## *Appeal of Grade for Individual Course Assignment*

A student may appeal a grade derived from a singular course event by following the college's Academic Grievance Procedure. (See the Student Grievance Procedure for academic grievances, found elsewhere in this catalog.)

### *Appeal of Final Course Grade*

1. Students may appeal a final course grade as outlined below:
  - a. Any student who has an issue with the final course grade must attempt to resolve the matter with the faculty member who assigned the grade. Appeals must be submitted to the faculty member in a letter that includes a rationale for the grade change, no later than the 60% point of the term following the term in which the final grade was awarded. The faculty member must contact the student within five business days of receipt of the student's appeal of the final course grade and arrange to meet with the student within five business days of contacting the student. The faculty member must notify the student of the decision regarding the student's appeal within five days of the meeting with the student.
  - b. A student cannot appeal a final course grade based upon a previously appealed individual course assignment.
  - c. In the event the matter cannot be resolved, the student may appeal the grade following the procedure outlined below:
    - i. The student will complete the Final Grade Appeal form available on the RCC website in Etrieve Central. Either on the form, or in a letter attached to the form, the student must explain the rationale for the appeal. The student must submit the Final Grade Appeal Form within five business days of the decision reached by the faculty member. The form will be processed by the Vice President for Student Development and submitted to the appropriate Department Chair/Program Director. The Department Chair/Program Director will contact the student within five business days of receiving the student's form to arrange a meeting to discuss the appeal. (*Note; Follow the procedure in 1-c-vi if the faculty member who awarded the grade is also the Department Chair/Program Director.*)
    - ii. The Department Chair/Program Director shall meet with the student and confer with the faculty member to seek a resolution within five business days of the receipt of the appeal. The Department Chair/Program Director will communicate a decision to the student, in writing, through the Etrieve form, within five business days of the meeting.
    - iii. Should the Department Chair/Program Director and student fail to reach a satisfactory resolution; the student may appeal to the division Dean who provides administrative supervision for the course. The student will complete the Final Grade Appeal form available on the RCC website in Etrieve Central. Either on the form, or in a letter attached to the form, the student must explain the rationale for the appeal. The student must submit the Final Grade Appeal Form within five business days of the decision reached by the Department Chair/Program Director. The form will be processed by the Vice President for Student Development and submitted to the appropriate Division Dean.
    - iv. The division Dean will contact the student within five business days to arrange a meeting to discuss the appeal. The division Dean will communicate a decision to the student, in writing, through the Etrieve form, within five business days of the date of the meeting.

**Note:** Should supervisors who would normally review a student's final grade appeal be involved in the process prior to the student filing the appeal, the Vice President for Academic Affairs and Vice President for Student Development will recommend a department chair/program director and/or dean from another division to review and respond to the appeal prior to the student's decision to appeal to the College Appeals Committee.

- v. Should the division Dean and student fail to reach a satisfactory resolution; the student may appeal to the



College Appeals Committee. The student will complete the Final Grade Appeal Form available on the RCC website in Etrieve Central. Either on the form, or in a letter attached to the form, the student must explain the rationale for the appeal. The student must submit the Final Grade Appeal form within five business days of the decision reached by the Division Dean. The form will be processed by the Vice President for Student Development and submitted to the chairperson of the College Appeals Committee.

- vi. The Chairperson of the College Appeals Committee will contact the student within five business days of receipt of the student's final grade appeal. The Chairperson will arrange a date for the student to meet with the Committee within five business days of the date when the Chairperson contacts the student.

The Appeals Committee will be comprised of seven members appointed annually by the President of the College, consisting of one division Dean, four faculty members, and two staff members. Any member of the Appeals Committee who has a conflict of interest in the student's appeal, or who is unable to participate for any reason in hearing, will be excused and a substitute appointed by the president.

On the designated date, the student will appear before the Committee to discuss the appeal. If the Committee finds the grade received was inappropriate, the Committee shall determine a method by which the grade will be re-evaluated. The resulting grade, if different, must be submitted within College guidelines and may not be appealed further. Should the Committee find the grade assigned by the faculty member to be appropriate, the Committee shall direct that no action be taken to change the final grade.

The findings shall be submitted to the Vice President for Academic Affairs within five business days. The Chairperson of the Committee will notify the student in writing, through the Etrieve form, of the Committee's decision within five business days from the date when the student appeared before the Committee.

- vii. If the faculty member who awarded the grade is also the Department Chair/Program Director, the student's first appeal will be to the division Dean, and will then follow to the College Appeals Committee if the student seeks to appeal the Dean's decision.

2. Failure of a student to pursue a grade appeal in accordance with the provisions of this policy or any publications derived there from shall be deemed unacceptable and the grade assigned will be the grade of record.
3. This policy shall apply to all credit, noncredit and High School Equivalency courses offered by the College regardless of length, credit awarded, method of delivery, time of delivery, or other similar factors.

## **Standards of Academic Progress**

Students enrolled in a degree, diploma, or certificate programs are expected to maintain satisfactory academic progress toward the completion of the requirements for their programs. At the end of each semester an assessment is made of each student's total academic record. Academic standards at RCC are based on an overall "C" average (GPA 2.0), the minimum standard of progress toward graduation or transfer

### **Satisfactory Academic Progress**

Satisfactory academic progress is defined as a cumulative grade point average (GPA) of at least 2.0, based on credit hours attempted. A minimum grade point average (GPA) of at least 2.0 is required to graduate with a credential from RCC.

Students in special academic or support programs and students receiving financial aid or veterans' benefits must also meet any additional academic requirements for those programs. Contact Financial Aid and Veteran Services for more specific requirements.

Students enrolled in health science programs must adhere to programmatic academic progression standards outlined in the program handbook.



## Unsatisfactory Progress

### *Academic Warning*

Once a student falls below a 2.0 GPA, the student is placed on *Academic Warning* for one semester. A student on Academic Warning is notified in writing of this status and receives information related to the student's need to achieve a cumulative 2.0 GPA as required for graduation. The letter of notification includes a listing of resources and personnel available to assist the student to return to satisfactory academic standing.

### *Academic Probation*

While on Academic Warning, if the student still does not achieve a cumulative 2.0 GPA following completion of the subsequent semester, the student is placed on *Academic Probation*. A student on Academic Probation is notified in writing of this status and is informed of the increased seriousness of this status and the steps that must be taken in order to be removed from Probation and avoid Suspension. Similar to the Academic Warning letter, a listing of resources and personnel available to assist the student is included. A student on Academic Probation may be prohibited from registering for another term until he or she first meets with an academic advisor, counselor, or similar staff member to discuss the Academic Probation status and the steps being taken to address the deficient GPA.

### *Academic Suspension*

While on Academic Probation, if the student still does not achieve a cumulative 2.0 GPA following completion of the subsequent semester, the student is placed on *Academic Suspension*. A student on Academic Suspension is notified in writing of this status and is ineligible to enroll at the college for one semester. Following the completion of one semester of inactivity at the college, the student is required to apply for readmission. The letter informing the student of Academic Suspension includes information related to the readmission process as well as a listing of resources and personnel available to assist the student in returning to satisfactory academic status. Often, a student's readmission request is considered only after the student has completed a required visit with a counselor to determine the appropriateness of the student's academic program area.

## Course Substitution

A course substitution is a course that takes the place of a required course in the student's program of study. RCC programs of study are reviewed regularly and represent the outcomes required for student success; therefore, substitutions should be rare.

Circumstances in which a substitution could be made include, but are not limited to, the following:

- A required course is cancelled.
- A program of study is changed.
- A comparable course is taken at another institution.
- Continuing Education Articulation – non-credit course/program work may be transferred or accepted for credit courses in specific programs. Courses eligible for articulation must be stacked with a curriculum course or be taught by a credentialed instructor; meeting the same requirements, hours, and applicable credentialing exams.

Course substitutions will not be granted because of a student's failure to enroll in a required course. In addition, the following guidelines apply:

- Substitutions of core courses are discouraged.
- Courses must have comparable learning outcomes and contact hours.
- General education requirements are not substituted (for example, a Humanities requirement cannot be met with

a Social Science course).

- A student must earn a “C” or better in the course that is being substituted.
- If the substituted course is from another college or university, it must be accredited institution.

### **Course Substitution Procedure**

Course substitution requests are submitted by the student’s advisor via the Credit Verification Form and must be approved by the applicable department chair/program director, dean, and Vice President for Academic Affairs.

In cases where institutional error or oversight is believed to have occurred or exceptional circumstances need to be considered, requests for variation in graduation requirements can be made in writing to the Vice President for Academic Affairs. The request should include a rationale and justification for variation in requirements. The decision of the Vice President will be based upon appropriate consultation with faculty and staff and will be final. Copies of the request, documentation of the review process and the decision shall become part of the student’s permanent record.

### **Independent Study**

On infrequent occasions, selected courses may be available for independent study. Independent Study may be used to meet the academic needs of students who are unable to schedule classes needed to fulfill academic program requirements for graduation. An Independent Study is a last resort to assist students in meeting program requirements.

### **Independent Study Procedure**

A student requesting to take a course by independent study must complete the Request for Independent Study form and have it approved by the Department Chair/Program Director and Division Dean prior to registration. Because of the requirements accompanying the approval process, students are cautioned to begin the procedure well in advance of registration.

The request to enroll in a course by independent study may be approved when the following conditions are met:

- The student has a cumulative grade point average of 2.0 or higher.
- The student has completed more than 50% of required semester hours in an academic program at RCC and is on pace to graduate within one year.
- The student has not taken more than two independent study courses.

The following steps must be completed for a student to request an Independent Study:

1. Consult with the appropriate Division Dean to discuss the need for taking a course through Independent Study and verify that the student will not exceed the limit of two independent study courses.
2. Complete Part A of the Independent Study Request Form and submit to the appropriate Division Dean.

The Division Dean will evaluate the request with the appropriate Department Chair/Program Director and complete Part B of the Independent Study Request Form. If the request is approved, the Division Dean will request a comprehensive course syllabus and semester outline that describes the required work and assessment from the designated faculty member. If the request is denied, the Division Dean will notify the student in writing.

3. The designated faculty member will meet with the student to establish the terms of the contract, review the course syllabus, review the semester outline, and complete the Independent Study Contract. The Division Dean will forward the documents to the Vice President for Academic Affairs for final approval.
4. Vice President for Academic Affairs will submit the documentation to the Program Accountability Specialist (credit)

to create the course section and the documentation is forwarded to the Records Office to register the student.

5. The student must be registered for the course by the final date for adding classes, as is required for all courses.

## Program of Study Change

Students desiring to change their program of study should contact the Admissions Office when considering the change. Once the decision is made, the advisor will assist the student with preparing and submitting the appropriate forms. Forms must be submitted at least two weeks prior to registration to allow ample time for any necessary placement testing and processing.

Program changes are effective the following term and are not official until the necessary forms are processed by Student Development. Once processed, notification will be sent to the new and former academic advisor.

Special Note to Veterans: Because of specific Veterans Administration policies regarding benefits, questions concerning program change, repeat courses, and the academic probation policy should be referred to the RCC Veterans Affairs Officer.

## Distance Learning

RCC offers distance learning courses in several different formats. Distance learning is an educational format that enables learning to occur when the student and the faculty member are physically separated from each other by time and place. Courses are delivered through the institution's online learning management system – Moodle. Courses offered through distance learning meet the same academic requirements and quality standards as those established for traditional instruction. These include, but are not limited to, policies and procedural requirements related to program development, review and approval, faculty course load, faculty evaluation and improvement of instruction, student performance, student evaluation of instruction, teacher-student interaction, and student support services.

There is no additional charge for distance learning courses.

A breakdown of the distance learning course types is as follows:

- **Online/Internet [IN]:** College curriculum or continuing education course in which 100% of the instruction is delivered via the internet/online. Courses may have proctored testing and students may be required to complete exams in a proctored environment, but instruction is delivered online.
- **Hybrid [HY]:** College curriculum or continuing education course in which greater than 50% but less than < 100% of instruction is delivered when the student and the instructor are separated by distance. Instructional content delivery may be facilitated through the Learning management system and other internet, video, or instructional software sources. The online instruction may be delivered asynchronously or synchronously.
- **Blended [BL]:** College curriculum or continuing education course in which 50% or less of instruction is delivered when the student and the instructor are separated by distance. Instructional content delivery may be facilitated through the Learning management system and other internet, video, or instructional software sources. The online instruction may be delivered asynchronously or synchronously.
- **Asynchronous online Instruction:** Online class instruction that includes learning activities and content that students are expected to engage independently and on their own time. While students are free to engage the material at the time most convenient for them, assignments are expected to be completed by the indicated due dates.
- **Synchronous online Instruction:** Online class instruction that includes specific meeting times scheduled through online meeting software within the College's learning management system [LMS], Moodle. Students must log into Moodle and participate during the scheduled class time. Class sessions will be recorded with a replay link

available in Moodle for future viewing or review.

The content of these courses is equal to traditional courses. Distance learning courses require the same academic rigor, and offer the same semester credits as traditional courses. The primary difference between face-to-face courses and distance learning courses is the method of instructional delivery. Students enrolling in distance learning courses follow the RCC Academic Integrity Policy.

Distance learning courses are integrated into existing curriculum programs. These courses enable the college to offer a wider variety of classes than would normally be offered during a semester and provide an alternative for the self-motivated student who values the convenience and flexibility of a distance learning course.

Distance learning courses appear on the regular academic semester schedules and are designated by special section numbers ending in:

- 40-49 – Internet/Online
- 50-59 – Hybrid/Blended, day
- 80-89 – Hybrid/Blended, evening

Online/Internet students "attend class" by accessing the class using the College's learning management system and completing assignments according to the class schedule. Students are required to complete assignments according to the class schedule, to maintain regular contact with the faculty member, and to participate in online class discussions. Students are subject to the same attendance policy as traditional, seated classes. Online courses are scheduled on the same semester schedule as traditional classes.

RCC's official entry into an Internet/online, hybrid, or blended class is defined as logging into the learning management system and completing the Required Enrollment Assignment (REA) on or before the term census date. Failure to attend class or complete the Required Enrollment Assignment (REA) by the published date, will result in removal from the course without an opportunity for reinstatement.

Admission and graduation requirements for students enrolled in distance learning courses are the same as for those students enrolled in traditional classes. The specific requirements for veteran students are listed in the Department of Veteran Affairs section of the 2021-2022 RCC Catalog and Student Handbook.

Students who are considering distance learning as an option should schedule an appointment to discuss this option with their academic advisor. Students are encouraged to make use of the Moodle Basics tutorial. Students are auto enrolled in this course and it can be found on the Moodle Dashboard once they are logged in to the application. This course provides guidance on how to navigate and utilize the College's Moodle system.

Students enrolling in Internet/online courses should have access to a personal computer and possess the necessary computer skills. Personal computers should meet the minimum system requirements as listed on the [Online Learning webpage](#).

### **Student Password(s)**

Students are issued a temporary password and are required to enroll in the RCC Self Password Reset Portal. To verify the identity and access to the reset portal, students must answer four security questions. To use the password reset portal, students need an RCC email address and temporary issued password assigned upon admission to the College.

Passwords must conform to the following password rules:

- Contain eight or more characters
- Contain both upper- and lower-case letters
- Contain at least one number (for example 0-9)

Passwords must not contain any these:

- All or part of your first or last name
- All or part of your initials
- A previously-used password

Once passwords are changed, it will also become your password for all of the following services:

- Etrieve Central
- Network (how you login to computers at a desk or in the computer labs on campus)
- Self-Service
- RCC Email
- RCC Moodle

Passwords expire every 90 days and will have to be changed. An email reminder is sent 10 and 5 days before the expiry date.

## **Identity Verification and Authentication**

RCC uses SmarterID and ProctorTrack to assure that the student who registers for a distance education course is the same student who participates in and completes the course and receives the credit. Course syllabi consist of verbiage to address identity verification and proctored assessment requirements.

### **SmarterID**

SmarterID is the identity authentication tool used by the College to ensure academic integrity of online and hybrid courses. Students in online and hybrid courses are required to engage in an identity verification process. When students access their courses, they will encounter an online identity challenge. The challenge uses a webcam to complete an automated identity verification.

The SmarterID tool is in all online and hybrid courses. The eLearning Department established default settings of 10%, meaning students have a 10% likelihood of encountering an identity verification. Faculty review the SmarterID dashboard for failed identity verifications and in most cases is able to determine why SmarterID failed the verification. However, in some cases, faculty may determine that the academic integrity policy has been violated.

### **ProctorTrack**

ProctorTrack is an automated online remote proctoring solution that continuously verifies the identity of online test takers, while detecting and deterring academic misconduct. All hybrid and online courses have a minimum of one proctored assessment. The assessment may be proctored either by using ProctorTrack's online services, face-to-face proctoring provided by the faculty member, RCC Testing Center, or through a certified testing center.

Institutions must obtain approval from states for local and distance postsecondary educational activities relevant to the delivery of educational programs. Activities include online learning, non-classroom experiences, faculty members who live outside of North Carolina, proctoring, professional licensure, and marketing. Compliance with individual state requirements is now part of the Higher Education Opportunity Act of 2008, Amended 2010, H 600.9(c).

Rockingham Community College is approved to participate in the [National Council for State Authorization Reciprocity Agreements](#) (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Through NC-SATA Rockingham Community College is authorized to serve students in 49 US states (all except

California), the District of Columbia (DC), Puerto Rico, and the US Virgin Islands. If you have questions, please contact the Office of Institutional Effectiveness.

**Distance Learning (Out of State Students) and State Authorization**

As a member of the North Carolina Community College System, Rockingham Community College works with the Southern Regional Education Board and individual states to ensure that this institution is authorized to serve students in other states. Rockingham Community College is working to achieve compliance to the U.S. Department of Education State Authorization Requirements as established in HEOA 600.9(c). This section states the following:

If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary [of Education] the State's approval upon request. (Authority: 20 U.S.C. 1001 and 1002).

The states in which the college is authorized through the SREB electronic campus to serve students include those listed below.

Alabama	Alaska	Arizona	Arkansas	Colorado	Connecticut	Delaware
District of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana
Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts
Michigan	Minnesota	Mississippi	Missouri	Montana	Nebraska	Nevada
New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio
Oklahoma	Oregon	Pennsylvania	South Carolina	South Dakota	Tennessee	Texas
Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming

If you have questions, please contact the office of Institutional Effectiveness and Technology Support Services.

# Graduation

## Graduation Requirements

To be eligible for graduation, students must:

- Satisfy all applicable program requirements;
- Complete at least 25 percent of the Semester Credit Hours required for graduation at RCC;
- Have a final cumulative overall GPA of 2.0 or above;
- Have a final cumulative GPA of 2.0 or above in the selected program of study; and
- Clear any student record holds including providing official transcripts, payment of tuition, fees, and/or fines, return library materials, or other outstanding obligations.

## Graduation Application

To have an earned credential awarded at the time of completion, a student must submit a completed application for graduation for each program to be completed, to the Records Office by the applicable deadline. Even if not participating in the graduation ceremony, the student must submit the application for graduation to a credential awarded at the time of completion. Graduation applications are available in Self-Service, Etrieve Central, and in the Whitcomb Student Center.

Students must have official transcripts sent to RCC if completing courses at another college/university. Students must notify the Records Office when taking courses at another college/university when applying for graduation.

Graduation applications for applied science programs submitted two or more years following completion of program coursework require department approval.

## Administrative Graduation

Each semester, the Records Office identifies students who previously satisfied program completion requirements but did not apply for graduation. Those students are administratively graduated, and the earned credential is recorded on the student's transcript. The following restrictions apply.

- Certificates are administratively awarded if the student has not completed the diploma or degree program for the same program of study.
- The Associate in Arts Degree is not administratively awarded if the Associate in Science Degree was previously awarded to the student and the Associate in Science degree is not administratively awarded if the Associate in Arts Degree was previously awarded.

Students may request a diploma for an administratively awarded credential by submitting a completed Diploma Request Form to the Records Office.

## Graduation Ceremony

The college conducts graduation ceremonies in May for December and May graduates and in July for July graduates. The college encourages participation in the graduation ceremony, but if a student chooses to not participate, the student may obtain the earned degree, diploma, or certificate from the Records Office as specified in the graduate information materials.

Diplomas are subject to disposal if unclaimed beyond one year. Graduates are charged a \$35 fee per diploma for replacement diploma requests.



## **Student Academic Honors**

### ***President's List***

To be eligible for the President's List within any given semester: A student must maintain a 4.00 GPA within the semester with at least 12 college level credit hours attempted during Fall or Spring or 9 credit hours attempted during Summer.

### ***Dean's List***

To be eligible for the Dean's List within any given semester: A student must maintain a 3.25 GPA within the semester with at least 12 college level credit hours attempted during Fall or Spring, or 9 credit hours attempted during Summer, with no grade less than a C.

Semester GPAs are computed at the end of each semester and grades received in any previous semester are not included in computing the GPA for the current semester.

### ***Academic Honors at Graduation***

In an effort to recognize sustained academic excellence, academic honors are awarded based on program GPA for diploma and degree programs of study. Only those courses used to meet graduation requirements in the selected diploma or degree program are used in computing the GPA for academic honors at graduation. Graduation academic honors are as follows: Permanent Dean's List (Program GPA of 3.25-3.39); Honors (Program GPA of 3.40-3.69); and High Honors (Program GPA of 3.70-4.00).

## Comprehensive Articulation Agreements

The Comprehensive Articulation Agreement (CAA) addresses the transfer of Associate in Arts and Associate in Science students between institutions in the North Carolina Community College System and the constituent institutions of the University of North Carolina. Information about the Comprehensive Articulation Agreement can be located at:

<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements>

The Independent Comprehensive Articulation Agreement (ICAA) between signatory institutions of the North Carolina Independent Colleges and Universities (NCICU) and the North Carolina Community College System (NCCCS) is intended to provide smooth transfer for community college AA and AS students who wish to continue their education at an NCICU institution which has signed the agreement. Information about the Independent Comprehensive Articulation Agreement can be located at:

<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements>

## Articulation Agreements

### Early Childhood Education

The [Early Childhood Uniform Articulation Agreement](#) is a state-wide agreement that promises educational advancement opportunities for early childhood education students transferring from the North Carolina Community College System to an institution in the University of North Carolina system in order to complete a Bachelor's degree in a Birth to Kindergarten teaching licensure program or Bachelor's degree in a related Early-Childhood non-licensure program.

### Registered Nurse (RN) to Bachelor of Science in Nursing (BSN)

The [RN-BSN Uniform Articulation Agreement](#) promotes educational advancement opportunities for registered nurses moving between North Carolina community colleges and the constituent institutions of The University of North Carolina in order to complete Bachelor of Science in Nursing degrees.

The Registered Nurse to Bachelor of Science in Nursing Articulation Agreement (RN to BSN AA) is between the State Board of North Carolina Community Colleges and The University of North Carolina Board of Governors. It applies to all NC community colleges that operate associate degree nursing programs and to those eleven constituent institutions of The University of North Carolina that operate RN to BSN Programs (Appalachian State University, Fayetteville State University, East Carolina University, North Carolina Agricultural & Technical University, North Carolina Central University, UNC-Charlotte, UNC-Greensboro, UNC-Pembroke, UNC-Wilmington, Western Carolina University and Winston-Salem State University).

## Partnerships with Universities

### 2 + 2 Programs

North Carolina Agricultural and Technical State University (N.C. A&T) – Bachelor of Science Agricultural Education (Secondary Education and Agricultural Professional Service)

N.C A&T offers a [bachelor in science degree in Agricultural Secondary Education and Professional Service](#). Students who have completed an Associate in Applied Science (AAS) degree in Agribusiness Technology are eligible to transfer to N.C. A&T University with junior status. Interested students should work closely with their academic advisor to assure they enroll in the correct general education classes. NC A&T offers a bachelors of science degree in Agriculture Education, with tracts in Secondary Education or Agricultural Professional Service.

University of North Carolina Charlotte - Bachelor of Science in Respiratory Therapy (BSRT)

The University of North Carolina at Charlotte offers a baccalaureate degree in Respiratory Therapy. Candidates for this program are students who have complete their associate's degree in Respiratory Therapy. Students must successfully complete an A.A.S. in Respiratory Therapy, possess an active Registered Respiratory Therapy (RRT) credential from the National Board for Respiratory Care (NBRC), and hold a current unencumbered license in North Carolina.

East Carolina University (ECU) - Bachelor of Science Degree in Industrial Technology (BSIT)

East Carolina University offers a bachelor in science degree in Industrial Technology (BSIT). The BSIT Transfer Program is a degree completion curriculum designed for students who have been awarded a qualified AAS degree in an industrial or technical related field at RCC. The approved AAS programs can be viewed at the [ECU website](#). Courses may be completed on the campus of ECU or online. Interested students should work closely with their academic advisor.

## Co-Enrollment Agreements

### N.C. A&T – AGGIE PLUS

Aggie Plus is a co-enrollment partnership with the North Carolina Agricultural and Technical State University (N.C. A&T) that improves access to a four-year degree at N.C. A&T and enhances success during the transfer process. RCC students enrolled in an Associate in Arts or Associate in Science program can seamlessly transfer to N.C. A&T to complete upper level division coursework. While enrolled at RCC, participants will receive targeted advising from an *Aggie Plus* advisor and will receive priority review during the admissions process at N.C. A&T State University.

### East Carolina University – PIRATE PROMISE

Pirate Promise is a co-enrollment partnership with the East Carolina University (ECU) to improve access to a four-year degree at ECU and enhance success during the transfer process. RCC students enrolled in a transfer program can seamlessly transfer to ECU to complete upper level division coursework. While enrolled at RCC, participants will have access to ECU's Libraries and *Pirate Promise* events on ECU's campus. Participants are also eligible to purchase discounted athletic tickets. Upon completion, participants are guaranteed admission to ECU; however, admission to certain degree programs is a departmental decision.

### University of North Carolina at Greensboro – SPARTAN PASSAGE

Spartan Passage is a co-enrollment partnership with the University of North Carolina at Greensboro (UNC-G) that improves access to a four-year degree at UNCG and enhances success during the transfer process. RCC students enrolled in an Associate in Arts or Associate in Science program can seamlessly transfer to UNCG to complete upper level division coursework. While enrolled at RCC, students are eligible to access all UNCG campus activities, library services and resources, computer services and the Kaplan Center for Wellness.

### University of North Carolina at Wilmington (UNCW)

The Pathways to Excellence (PTE) program is a partnership between the University of North Carolina Wilmington (UNCW) and Rockingham Community College (RCC). It is a pathway for guaranteed admission to UNCW for students completing an Associate in Arts, Associate in Science, or Associate in Engineering with a cumulative GPA of at least a 2.5 (on a 4.0 scale) in transferable, college-level coursework from RCC. Guaranteed admission to the University does not constitute admission to a professional school or specific program.

UNCW will provide a Transfer Student Success Coordinator to meet with students at RCC at intervals throughout each semester at the community college, working in collaboration with community college advising staff to help students create a path of transfer and beyond; host RCC students annually in an open house event, and will provide an application event each spring for RCC students, providing application fee waivers to students applying to transfer.

# Guaranteed Admissions Agreements

## Lees-McRae College

Lees – McRae College offers guaranteed admission to students who earn an Associate in Arts (AA), Associate in Science (AS), Associate in Fine Arts (AFA), and an Associate of Applied Science (AAS) with an overall grade point average of 2.2 or higher in the following programs:

Business Administration, Criminal Justice, English, History, Nutrition Science, Psychology, Communication Arts, Emergency Medical Services and Management, Exercise Science, Musical Theatre, Outdoor Recreation Management, and Religious Studies. Those with a 2.5 or higher overall grade point average are guaranteed admission into the following programs: Biology, Wildlife Biology, Pre-Veterinary Medicine and Pre-Physical Therapy. Admission to the Elementary and Special Education and Nursing programs have additional requirements.

# Registered Apprenticeship

Registered Apprenticeship combines on the job training with formal education. Opportunities are company specific and require sponsorship by a company and paperwork approved by [ApprenticeshipNC](#). This is a limited enrollment program and is not open to every student. A registered apprenticeship must be initiated by the Apprenticeship sponsor company, and curriculum for apprenticeship programs is typically chosen by the Apprenticeship Sponsor in conjunction with the RCC Apprenticeship Coordinator and is dependent on DOL requirements for the apprenticed position.

Apprenticeships options include:

- Youth Apprenticeship (including [RockATOP](#))
- Adult Apprenticeship (including Veteran Apprenticeships)
- Incumbent Worker Apprenticeships

According to the NC Community Colleges ApprenticeshipNC webpage: "Apprentices are individuals who receive on-the-job learning from a master-level supervisor while typically receiving job-related education from institutions such as community colleges or trade organizations. They can be current high school students, recent graduates, experienced workers or military veterans. (ApprenticeshipNC.com)"

To learn more about requirements for apprenticeships in North Carolina, visit [www.apprenticeshipnc.com](http://www.apprenticeshipnc.com).

For more information on apprenticeship training through RCC, interested companies should contact the RCC Apprenticeship Coordinator at 336-342-4261 ext. 2139.

Current companies with approved apprenticeships include:

- Abco
- Amcor
- Bridgestone
- Culp
- Dorada Foods
- Hemings Automotive
- Machspec (MSI)
- Pine Hall Brick
- ROCO Schools
- Smith-Carolina

# Workforce Continuing Education

The Workforce Continuing Education division provides non-credit educational training programs designed to provide instructional opportunities for individuals seeking to gain new and/or upgrade current job-related skills. Workforce Development Continuing Education division consists of short-term, non-credit, non-degree courses and programs to meet the needs of a diverse adult community. These needs may be related to job training or upgrading of job skills, to personal enrichment and lifelong learning or to basic literacy. Courses begin and end throughout each semester and are designed to offer quality instruction at a reasonable cost. Training programs delivered as a single course or bundled as a series of courses, provide instruction that leads to a recognized credential (licensure, certification, renewal, registry listing), and/or meet local workforce labor needs.

Through workforce continuing education Rockingham Community College serves the county by providing relevant skill-based training programs. Workforce development program options are directed to assist:

- those seeking new or enhanced employment
- those seeking a credential in a short-term program that leads to employment
- business and industry desiring customized training programs
- entrepreneurs, small start-ups, and small established businesses
- adult students seeking a High School Equivalency, Adult High School Diploma (formerly known as GED), or ELA (English Language Acquisition) classes.
- community residents desiring life-long learning opportunities

To better serve Rockingham County, these opportunities are offered at the college's main campus, offsite facilities, online, business and industry sites, and other community locations throughout the county.

Class Schedules are available in the continuing education portion of the RCC website.

The Workforce Continuing Education division maintains a working relationship with community agencies and businesses to assess, sponsor, and provide quality programs towards demand occupations.

Workforce Development occupational extension classes prepare students for any of the following:

Certification Programs that lead to employment

Continuing Education Units (CEU's)

New Career Skills Development

Licensing/Certification Exams Class Schedules are available in the [continuing education](#) portion of the RCC website.



## Workforce Development Healthcare Programs

### **ICV 311      Cardiovascular Technician (Telemetry)      112 contact hours**

This program prepares students to become certified EKG Technicians. Students will learn the anatomy and physiology of the heart, including the electrical conduction system and how it affects heart function. This course covers the anatomy and physiology of the heart, principles of EKG, dysrhythmia recognition of sinus, junctional/atrial rhythms, heart blocks and bundle branches, and ventricular ectopy rhythms. Students will build skills in operating EKG equipment, including running and mounting strips, reading and interpreting 22 types of cardiac lead tracings produced from 12-lead and 5-lead monitors, and understanding the basics of capnography related to heart function. Students successfully completing the program receive certificates and will be eligible to take the National Healthcareer Association's (NHA) Certified EKG Technician (CET) Examination.

### **MED 3002      Central Sterile Processing      111 contact hours**

This program is designed to prepare individuals for the field of Sterile Processing and Central Service Supply. Students will develop skills necessary to properly disinfect, prepare, process, store, and issue both sterile and nonsterile supplies and equipment for patient care. Also, students will learn to operate sterilizing units and monitor effectiveness of the sterilization process. Students successfully completing the program receive certificates and will be eligible for the National Certification Exam offered through the Certification Board of Sterile Processing and Distribution (CBSPD).

### **MED 7104      Certified Medical Reimbursement Specialist      102 contact hours**

This program provides the foundation of knowledge necessary for medical billing professionals. Students will learn about the medical revenue cycle, including the role of patient access, third-party reimbursement, diagnostic and procedural coding, the hospital billing process, and how to read, understand and communicate the Explanation of Benefits. This program prepares graduates to take the Certified Medical Reimbursement Specialist exam administered by the American Medical Billing Association (AMBA).

### **MED 7108      Certified Professional Coder (CPC) Bootcamp      102 contact hours**

This program teaches the fundamental medical coding skills necessary for healthcare professionals and covers application of CPT, HCPCS, and ICD-10-CM codes. Students will gain knowledge in reviewing and assigning the proper procedure and diagnostic codes. In addition, this course is designed to prepare students for the American Academy of Professional Coders (AAPC) Certified Professional Coder (CPC) industry-recognized credential.

### **DIA 3100      Dialysis Technology      110 contact hours**

This program is designed to prepare individuals with the theoretical, technical, and clinical skills needed to maintain equipment and provide patient care to those being treated for chronic renal diseases. Class format includes lecture, lab, and clinical activities. Successful completion of this course will prepare the individual for employment as a dialysis technician in hospitals, renal dialysis facilities, and clinics. After one year of work experience, individuals may be eligible to take the Clinical Hemodialysis Technician national certification exam.

### **MED 3300      Medical Assisting      390 contact hours**

This program provides skills training in three competency areas related to the job performance for medical assistants: administrative office, laboratory, and clinical. Coursework includes instruction in scheduling appointments, insurance coding, and billing, medical transcription, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, and ethical/legal issues associated with patient care. Upon completion, students will have the knowledge based to apply for national certification to become a Certified Clinical Medical Assistant (CCMA).

**PHM 3250 Pharmacy Technician Training****204 contact hours**

This program is designed to provide instruction in accordance with the guidelines of the Pharmacy Technician Certification Board (PTCB) on topics applicable to medications, patient safety and quality assurance, order entry and processing, and federal requirements related to pharmacy practice. Through an in-depth integrated curriculum addressing these topics, students will learn what is required to work in both retail and institutional pharmacy settings to safely dispense medication to patients under the supervision of a licensed pharmacist. Students successfully completing the program receive certificates and will be eligible to take the Pharmacy Technician Certification Examination (PTCE). Upon achieving a passing score on the PTCE, PTCB will award the Certified Pharmacy Technician credential, CPhT, a professional credential recognized throughout the practice of pharmacy.

**MLA 3022 Phlebotomy****215 contact hours**

This program is designed to provide the theory and clinical experiences needed for the proper collection of blood and other specimens used for diagnostic testing. Emphasis is placed on ethics, legalities, medical terminology, safety and universal precautions, health care delivery systems, patient relations, anatomy and physiology, and specimen collection. Students will be able to safely perform procedures necessary for specimen collections on patients in various health care settings. Students successfully completing the program receive certificates and will be eligible for national certification as phlebotomy technicians by the American Society of Clinical Pathology (ASCP).

## **Nurse Aide Programs**

**NUR 3240 Nurse Aide****180 contact hours**

This program prepares Level I Nurse Aides who are vital for patient care in nursing homes, hospitals, home health, and physicians' offices. Nurse Aides help minimize the stress of those who are sick or unable to care for themselves and their family members. Students successfully completing the program receive certificates and will be eligible for the state approved Nurse Aide I competency evaluation to become a Certified Nurse Aide I and listing on the Nurse Aide I Registry.

**Additional courses are available for Certified Nurse Aides to review content or become qualified as a Medication Aide**

**NUR 3240 Nurse Aide Refresher****102 contact hours**

This course is designed to provide a review of the Nurse Aide I core content to prepare individuals who have been or are currently listed on a Nurse Aide I Registry, have successfully completed a state-approved training program, hold a state recognized health care credential from any state as or military personnel who have had medical/corpsman training to sit for the Nurse Aide I State Exam. The course is a minimum of forty (40) hours and must include the following Nurse Aide I curriculum content: Basic Nursing Skills, Personal Care Skills, Recognition of Mental Health and Social Service Needs, Care of Cognitively Impaired Residents, Basic Restorative Services and Resident Rights.

**PHM 4100 Medication Aide****24 contact hours**

This course is designed for students to become qualified as a Medication Aide. The course will cover the Six Rights of safe medication administration for non-licensed personnel. Topics will include medication administration via the oral, topical and instillation routes, medical asepsis, hand hygiene, terminology, and legal implications. Upon completion, students should be able to take the competency exam and demonstrate skills necessary to qualify for listing on the North Carolina Medication Aide Registry.

## Emergency Medical Services Programs

RCC is credentialed by the N.C. Office of Emergency Medical Services as an advanced education institution, with approval to conduct initial and continuing education training for Emergency Medical Responder, EMT, Advanced EMT, and Paramedic.

Emergency Medical Services programs provide educational and training programs for emergency care units, industrial safety, and governmental agencies. The Emergency Medical Services Programs offerings include, but are not limited to, the following:

- Emergency Medical Service training is designed to train individuals to become state certified as Emergency Medical Technicians from the basic through the paramedic level. Medical Responder and First Responder are also offered. Continuing Education and American Heart Association classes such as Advanced Cardiac Life Support and Pediatric Advanced Life Support are offered.

- CPR and first aid courses to train persons to provide immediate aid to victims of accidents and sudden illness. Many classes are offered on site at businesses, industries and government agencies.

### **EMS 4200    Emergency Medical Technician [EMT] Initial    288 contact hours**

The EMT Initial program is designed to teach basic life support skills. EMTs are able to function in many areas including EMS systems, fire departments, hospitals, rescue squads and physician offices. The program consists of lectures and hands-on skills instruction and field clinical opportunities. Students successfully completing the program receive certificates and will be eligible to apply to take the North Carolina State and/or the National Registry EMT Cognitive Examination.

### **EMS 4300    Advanced Emergency Medical Technician [EMT] Initial    306 contact hours**

The Advanced Emergency Medical Technician (AEMT) is a comprehensive program consisting of both classroom (didactic), skills lab, clinical (hospital observation) and field (ambulance observation) components. The program adheres to the 2009 National EMS Education Standards which are based on the National EMS Core Content and the National EMS Scope of Practice that define the minimal entry-level educational competencies for each level of EMS training. Graduates will be eligible to take the North Carolina and/or the National Registry AEMT Cognitive Exam.

### **EMS 4400    Paramedic (Section I & II)    1265 contact hours**

The Paramedic program provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system, and prepares graduates to enter the workforce. Students will gain complex knowledge, competency, and experience while employing evidence-based practice under medical oversight, and serve as a link from the scene into the healthcare system. Employment opportunities include providers of emergency medical services, convalescent ambulance services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies. Students successfully completing the program receive certificates and will be eligible to take the North Carolina State and/or the National Registry Paramedic Cognitive Examination.

## Public Service Programs

### **EDU 3002    Effective Teacher Training    36 contact hours**

This course is designed to provide teacher assistants and substitutes with principles and practices of effective teaching and is recognized by the NC Department of Public Instruction. The extensive curriculum focuses on skills for basic classroom management, childhood development, and instructional techniques.

## Introduction to Human Services (Department of Social Services and RCC)

This program consists of two courses that cover skills and strategies designed to provide skills training for a career in Human Services with an emphasis on employment with the North Carolina Department of Social Services (DSS). Students will gain entry-level skills required to become a DSS employee to include basic keyboarding and computer skills and DSS terminology.

### **HRD 4000 Human Services: DSS Income Maintenance Caseworker 45 contact hours**

This course covers skills and strategies designed to provide employability skills training and career exploration for the role of Income Maintenance Caseworker within Division of Social Service agencies. This course is linked to Income Maintenance Caseworker –NC FAST and must utilize the state approved curriculum.

### **HSE 3220 Income Maintenance Caseworker – NC Fast 48 contact hours**

This course is designed to cover a variety of skills associated with the Income Maintenance Caseworker role to determine service eligibility. Specific focus will include proficiency in the utilization of the NCFast application. Other topics will include skills in communication, interviewing, time management, data gathering/compiling, and data analysis.

## Ed2Go

Online Continuing Education courses are available through Rockingham Community College. These user-friendly classes begin monthly and run for six weeks. Some of the topics include: computer skills, supervisory skills, start a home-based business or grant writing. These classes are also a way to earn continuing education or professional development hours.

## Human Resources Development (HRD)

HRD provides short-term training opportunities which address specific employability needs. HRD focuses on matching the needs of the individual and the job organization. Program staff develop competencies that employees need to perform and gain employment. Students gain valuable lessons and the skills needed to successfully navigate job entry, retention, and performance.

### **HRD 3005 Basic Computer and Technology Awareness 16 contact hours**

This course will assess technology literacy, introduce fundamental computer skills that are necessary to succeed in today's workplace, develop a moderate comfort level of basic computer -use skills and emphasize the role of technology in the workplace.

## Career Readiness Certificate (CRC) The WorkKeys®

WorkKeys is a job skills assessment system measuring “real world” skills that employers believe are critical to job success. These skills are valuable for any occupation 0 skilled or professional 0 and at any level of education. The CRC is based upon WorkKeys®, a nationally recognized skills assessment tool developed by ACT, Inc. The CRC is a national initiative whose purpose is to strengthen the workforce in America, and is transferrable to other states.

Three skills are essential to success in most jobs for the basis for earning the Career Readiness Certification (CRC):

- Applied Mathematics
- Locating Information
- Reading for Information

Additional ACT Work Keys assessments are:

- Applied Technology
- Business Writing
- Listening for understanding
- Teamwork
- Workplace Observation

## **HRD 3002 Employability Lab**

This is an open lab that acts as a one stop shop for job seekers. Instructors are trained to help individuals virtual or face to face with online job applications, job searches, resumes, cover letters, interview practice and much more. Students will learn the skills needed to successfully enter and remain in the workforce.

## **Money Management**

This course assists individuals looking to improve their ability to take control of their finances by managing their income and begin the process of saving money. Participants will learn how to re-build credit scores, manage debt, obtain goods and services at reduced rates, eliminate unnecessary spending, and develop a wage improvement plan. Participants will be encouraged to adopt a positive outlook and self-concept and given a framework for making sound economic decisions about personal savings and retirement funds.

## **Information Technology Programs**

### **CCT 7000 CompTIA Cybersecurity Analyst 102 contact hours**

This program prepares students to evaluate the weaknesses of traditional and wireless networks for the purpose of incident response, reconstruction, and investigative techniques. This course is intended for professionals looking to perform data analysis and interpret the results, use threat detection tools, and protect applications and systems within an organization. Skills covered include threat and vulnerability management, security architecture, and cyber-incident response. Students successfully completing the program receive certificates and will be eligible to take the CompTIA Cybersecurity Analyst (CySA+) exam.

### **NET 7003 CompTIA Network+ & Security+ 102 contact hours**

This program is intended for entry-level computer support professionals with a basic knowledge of computer hardware, software, and operating systems who wish to increase their knowledge and understanding of networking concepts and acquire the required skills to prepare for a career in network support or administration, or who wish to prepare for the CompTIA Network+ certification exam. This course also provides the broad-based knowledge necessary to prepare for further study in specialized security fields, or it can serve as a capstone course that introduces the field. Students successfully completing the program receive certificates and will be eligible to take the CompTIA Security+ certification exam.

### **CSC 3110 Computer Programming 102 contact hours**

This course focuses on the aspects of developing a computer program. Students will analyze problems, create pseudocode and flow charts, and ultimately create a functioning program to solve those problems. Students learn to correct and execute programs, apply effective programming techniques to prepare business reports, and create and maintain data files.

### **OST 7133 Microsoft Office: Word, Excel, and PowerPoint 102 contact hours**

This course is intended to equip students with the skills needed to confidently utilize Word, Excel, and PowerPoint on the job or at home. In addition, students will obtain the knowledge necessary to prepare for the Microsoft Office Word, Excel, and PowerPoint certification exams.

## **Construction Trade Programs**

### **CAR 3108 Carpentry: Core Skills 120 contact hours**

This class introduces basic construction skills such as safety, intro to basic hand tools, intro to basic power tool, as well as intro to construction drawings. Other topics include introduction to material handling, basic communication, and basic employability skills. Upon completion, students will have the knowledge base to seek entry level employment in the construction trades.

### **WLD 3106 Basic MIG Welding 128 contact hours**

This program introduces gas metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove weld with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students will have the knowledge base to seek employment as an entry level MIG welder. This program also prepares students

to continue into the RCC Welding Technology certificate and diploma programs.

## **College and Career Readiness**

### **Adult Basic Skills, Adult High School, High School Equivalency—GED® and HiSET®, and English**

All classes within the College and Career Readiness program are free. Students must be at least 16 years old to enroll in the programs. If a minor, age 16 or 17, has officially withdrawn from a public or private educational agency the minor may enroll in a Career and College Readiness (CCR) program if there is a Minor's Participation Form on file. The release form can be picked up at RCC in the Bishopric Lifelong Learning Center or downloaded from the RCC website.

"New students and students who are returning after six months must attend a mandatory orientation session before enrolling in class. Orientation sessions are held on campus at RCC. Classes are offered at many locations throughout Rockingham County, including the RCC campus, Eden Goodwill Community Resource Center, Reidsville Goodwill Community Resource Center, and the Mayodan Goodwill Career Center.

Online classes and other distance education programs are also available. Day and evening classes are offered.

### **Adult Basic Education (ABE)**

The Adult Basic Education program is designed to help students who need to improve their reading, writing, speaking, problem solving, and math skills. These classes can help students prepare for working toward a high school equivalency diploma, advancing in developmental math and English courses, or functioning more effectively in society, in a job, or in the family.

### **Career Ready Program for HSE and AHS Students**

Career READY prepares adult learners to complete their Adult High School (AHS), or High School Equivalency (HSE) diploma and, concurrently, complete the mastery-based learning activities required to enroll into a certificate, diploma, degree, or Continuing Education program at a postsecondary level. Adult learners that engage in courses under the College and Career Readiness section complete classes under the Basic Skills Program (BSP) course code. The CCR courses are entitled BSP 4002 (Transition English) and BSP 4003 (Transition Math). The courses provide an opportunity to customize foundational English and mathematics content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English and mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level English and mathematics courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

### **High School Equivalency (HSE)**

Two Tests—One Diploma: Rockingham Community College offers two assessment options for earning a high school equivalency diploma. Students can take either the General Education Development (GED®) Test or the High School Equivalency Test (HiSET®). Students who pass either test are awarded the same High School Equivalency Diploma by the North Carolina Board of Community Colleges. Free preparation classes are offered to give students an opportunity to gain the skills and knowledge needed to successfully pass either test.

### **Adult High School (AHS)**

The Adult High School diploma program is for anyone who wants to complete a high school education and earn a high school diploma. Students must pass required high school level courses. Students are awarded credit for previously completed high school courses.

## **English Language Acquisition (ELA)**

Formerly known as ESL, these free classes help English language learners with speaking, reading, listening, and understanding of the English language. Students also receive instruction on the rights and responsibilities of citizenship and civic participation.

## **Customized Training**

Rockingham Community College works with employers in the service area to design customized training for prospective and current full-time employees. The job requirements and skill level needed for employment determine the content and duration of the Customized Training Program for job growth. Rockingham Community College employs a broad range of experts in various fields who can provide insight and expertise to address multiple performance interventions.

The Customized Training Program for Productivity Enhancement Activities is intended for workers who need to update their skills and technical knowledge. Productivity Enhancement programs are planned jointly by Rockingham Community College and the industry served and are intended to meet needs that cannot be addressed through Occupational Extension Programs.

## **Personal Enrichment (Community Service Program)**

The purpose of the Personal Enrichment Program is to provide lifelong learning to meet individual needs and interests, and contribute to the community's overall cultural, civic, and intellectual growth.

RCC offers a number of affordable, non-credit classes that allow individuals to explore their personal interests. Classes are held in a non-competitive environment allowing students to choose as many classes as they would like. For a list of personal enrichment classes go to the [continuing education](#) portion of the RCC website.

## **Small Business Center**

The primary mission of Rockingham Community College's Small Business Center (SBC) is to provide aspiring entrepreneurs, existing small business and industry, and their employees with services in education, training, one-on-one business counseling and referrals. The Center combines the courage of addressing today's most pressing business issues with a unique empowering celebration of the human potential. In addition to providing extraordinary seminar speakers, the SBC maintains close contact with business owners, Chambers of Commerce, and professional organizations to help identify the special needs of businesses in Rockingham County. The Center offers classes to support aspiring entrepreneurs.



# Reinforced Instruction for Student Excellence (RISE)

The RISE model places students into one of three pathways based on their high school GPA and replaces prerequisite remediation with corequisite remediation. The RISE model should result in an increase in the number of students who successfully pass a gateway math and English course within two years of enrollment.

High school GPA is the first placement measure for RISE. High school graduation must be from a U.S. high school.

**RISE Placement Table**

High School GPA 2.8+	High School GPA 2.2-2.799	High School GPA < 2.2
Gateway Math and/or English without corequisite	Gateway Math and/or English with corequisite	Transition Math and/or Transition English

\*Placement for recent high school graduates may vary based on ACT/SAT scores.

\*\*Students with no high school GPA will take a RISE Placement Test.

For more information about placement and how it applies to specific situations, or to schedule placement testing, contact the admissions office at 336-342-4261 ext. 2333 or email [admissions@rockinghamcc.edu](mailto:admissions@rockinghamcc.edu).

## TRANSITION COURSES

Students who place into this pathway will have the opportunity to develop foundational math and English skills before taking their gateway math and English courses with or without a corequisite course. Transition English (ENG 002) and Transition Math (MAT 003) are offered as credit courses during fall and spring semesters. College and Career Readiness (CCR) also offers Transition English (BSP 4002) and Transition Math (BSP 4003).

ENG 002 - Transition English (Credit)

MAT 003 - Transition Math (Credit)

BSP 4002 - Transition English (CCR)

BSP 4003 - Transition Math (CCR)

## EXIT CRITERIA FOR RISE TRANSITION COURSES

A student taking required RISE transition courses, ENG 002 Transition English or MAT 003 Transition Math, must earn a grade of **“P1,” “P2” or “P3”** in order to progress to a gateway course with a corequisite or a gateway course without a corequisite. A grade of **“R”** requires the student to repeat the course.

A grade of **“P1”** is given when a student has demonstrated mastery of Tier 1 of transition English or math. A grade of **“P2”** is given when a student has demonstrated mastery of Tier 2 of transition English or math. A grade of **“P3”** is given when a student has demonstrated mastery of Tier 3 of transition math. The **“P”** grades are not included in the computation of GPA. However, for financial aid purposes, a grade of **“P1,” “P2” or “P3”** means that a student has made satisfactory academic progress.

A grade of **“R”** is given when a student has not demonstrated mastery of a tier and the student may have to re-enroll in the transition course. The **“R”** grade is considered a non-punitive grade and is not included in the computation of the academic GPA. However, for financial aid purposes, a grade of **“R”** means that a student has not made satisfactory academic progress. Financial aid will be affected by a grade of **“R.”**

Students (other than VA students) may exit the transition course upon completing the tier required for their gateway course.

ENG 002 Transition English is an NROC 10-unit mastery-based course installed in the institution’s Learning Management System. There are two exit points, Tier 1 and Tier 2.

### Transition English Tiers

Mastery of Tier 1 (P1) Units 1-6	Mastery of Tier 2 (P2) Units 7-10
ENG 110 Without a corequisite	ENG 111 Without a corequisite
ENG 111 With a corequisite	

MAT 003 Transition Math is an NROC EdReady 16-unit mastery-based course. There are three exit points, Tier 1, Tier 2 and Tier 3.

### Transition Math Tiers

Mastery of Tier 1 (P1) Units 1-8	Mastery of Tier 2 (P2) Units 9-12	Mastery of Tier 3 (P3) Units 13-16
MAT 110 Without a corequisite	MAT 143 or MAT 152 Without a corequisite	MAT 121 or MAT 171 Without a corequisite
MAT 143 or MAT 152 With a corequisite	MAT 121 or MAT 171 With a corequisite	

### COREQUISITE COURSES

Students who advance to or place into this pathway will take mandatory corequisite courses that provide contextualized support in their gateway math and English courses.

#### Corequisite Table

Gateway Course	Corequisite Course
ENG 111	ENG 011
MAT 110	MAT 010
MAT 121	MAT 021
MAT 143	MAT 043
MAT 152	MAT 052
MAT 171	MAT 071

### COREQUISITE COURSE GRADES

English and math corequisite courses use a “Pass/Fail” grading system. The “Fail” grade is considered a non-punitive grade and is not included in the computation of the academic GPA. However, for financial aid purposes, a grade of “Fail” means that a student has not made satisfactory academic progress. Financial aid will be affected by a grade of “Fail.”

## Curriculum Credit Programs

RCC offers a wide variety of planned educational programs, called "curriculum credit" programs, which range in length from one semester to two years. These programs lead to certificates, diplomas or associate degrees, depending on the nature of the curriculum. Curriculum programs include certificate, diploma, Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science and Associate in General Education programs.

### **Certificate**

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

### **Diploma**

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

### **Associate in Applied Science**

Associate in Applied Science (AAS) programs are designed to provide entry-level employment training. AAS 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.

### **Associate in Arts and Associate in Science**

University Transfer Programs offers courses designed to parallel those taken during the freshman and sophomore years of study at a four-year college or university. Associate in Arts and Science programs range from 60 – 61 semester hour credits. During these first two years, students pursue general education courses in the areas of English, humanities, social sciences, mathematics, and science. This program provides great flexibility in course requirements so that students can design a curriculum plan to lead them smoothly into the junior year of a particular four-year college or university.

Students may choose to stay long enough to earn an Associate in Arts or Associate in Science Degree, or they may choose to transfer the credit they've earned at any time along the way. Academic advisors are available to help students plan their programs to meet their specific needs.

Students who complete the A.A. or A.S. degree, including the general education core and appropriate electives, are assured that their credits will transfer to the University of North Carolina System schools. Students must, of course, apply to and be accepted by a particular UNC System school in order for their credits to transfer.

## Associate in General Education

The Associate in General Education (AGE) curriculum is designed for individuals wishing to broaden their education with emphasis on personal interest, growth and development. Associate in General Education programs ranged from 60 – 65 semester hour credits. The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science and mathematics at the college level. All courses in the program are college-level courses—course number 110 or higher. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer.

RCC uses the AGE program major for students to take general education courses required as program prerequisites for competitive health science programs.

## General Education Competency Requirements for Educational Programs

Students who graduate from RCC's educational programs should demonstrate competence in the general education outcomes described below. Student competencies in general intellectual skills are introduced and assessed in general education courses; however, curriculum major courses also teach these skills embedded in program specific content. It is the reinforcement of these competencies across disciplines and in program specific courses that advance qualified students.

RCC's General Education Outcomes are defined as follows:

**Communication:** Students will communicate using the conventions appropriate for the intended academic or professional audiences.

**Information Literacy:** Students will locate, evaluate, and use appropriate information for academic and professional tasks.

**Critical Thinking:** Students will analyze information and ideas and develop reasoned solutions to academic or professional problems.

Upon completion, graduates will have had the opportunity to develop competency in written communication, information literacy, and critical thinking. These areas provide students with the academic foundation required to succeed in their academic and professional careers.

# Programs of Study

## **College Transfer Programs**

Associate in Arts  
Associate in Arts in Teacher Preparation  
Associate in Science  
Associate in Science in Teacher Preparation  
Associate in Fine Arts in Visual Arts  
Associate in General Education Nursing  
Associate in General Education  
    Associate in Prehealth Emergency Medical Science  
    Associate in Prehealth Respiratory Therapy  
    Associate in Prehealth Surgical Technology

## **Associate in Applied Science Degree**

Accounting and Finance  
Agribusiness Technology  
Associate Degree Nursing  
Associate Degree Nursing – LPN to ADN option  
Business Administration  
Computer - Integrated Machining  
Cosmetology  
Criminal Justice Technology  
Early Childhood Education Transfer Track - Licensure  
Early Childhood Education Transfer Track – Non-Licensure  
Early Childhood Education Career Track  
Electrical Systems Technology  
Emergency Medical Science  
Emergency Medical Science Bridge  
Environmental Planning and Development  
General Occupational Technology  
Information Technology  
Manufacturing Technology

*\*Enrollment in this program of study is limited to Rockingham Apprenticeship and Technical Opportunities Partnership (Rock.ATOP) approved pre-apprentices and apprentices.*

Medical Office Administration  
Respiratory Therapy  
Surgical Technology

## **Diploma Programs**

Air Conditioning, Heating & Refrigeration Technology  
Computer-Integrated Machining  
Cosmetology  
Industrial Systems Technology  
Practical Nursing  
Surgical Technology  
Welding Technology

## **Certificate Programs**

Air Conditioning, Heating & Refrigeration Basics  
Basic Law Enforcement Training (BLET)  
Business Administration  
Computer-Integrated Machining Fundamentals  
Computer-Integrated Machining – Manual Machining Fundamentals  
Cosmetology  
Early Childhood Education  
Electrical Systems Technology – Commercial Wiring  
Electrical Systems Technology - Industrial Automation and Maintenance  
Electrical Systems Technology – Mechatronics  
Electrical Systems Technology – Programmable Logic Controllers  
Electrical Systems Technology – Robotics  
Emergency Medical Science  
Industrial Systems Technology – Trouble Shooting  
Information Technology – A<sup>+</sup> Essentials  
Information Technology - Cybersecurity  
Information Technology – Network<sup>+</sup> and Security<sup>+</sup> Essentials  
Information Technology – IT Support Foundations

Information Technology – Web Technologies  
Medical Office Administration – Medical Auditing  
Medical Office Administration – Medical Billing and Coding  
Medical Office Administration – Medical Office Professional  
Medical Office Administration – Office Administration  
Welding Technology

## **High School Connections (Career and College Promise Programs)**

### **College Transfer Pathways**

Career and College Promise College Transfer Pathway Leading to the Associate in Arts  
Career and College Promise College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation  
Career and College Promise College Transfer Pathway Leading to the Associate in Fine Arts in Visual Arts  
Career and College Promise College Transfer Pathway Leading to the Associate in Science  
Career and College Promise College Transfer Pathway Leading to the Associate in Science in Teacher Preparation  
Career and College Promise Associate Degree Nursing (ADN) Pathway

### **Career and Technical Education Pathways**

Agribusiness Technology  
Air Conditioning, Heating & Refrigeration Basics  
Business Administration  
Computer-Integrated Machining Fundamentals  
Criminal Justice Technology Generalist  
Early Childhood Education  
Emergency Medical Science  
Industrial Automation and Maintenance  
Manual Machining Fundamentals  
Manufacturing Technology  
*Enrollment in this certificate is limited to Rockingham Apprenticeship and Technical Opportunities Partnership (Rock.ATOP) approved apprentices and pre-apprentices.*  
Web Technologies  
Welding Technology Fundamentals



# University Transfer Programs

University Transfer degree programs are designed for students planning to transfer to a four-year institution. The programs consist of three components: the universal general education transfer component (UGETC); general education courses in communication and humanities/fine arts, social/behavioral sciences, natural sciences, and mathematics; and premajor courses in fields such as accounting, criminal justice, and physical education.

## Associate in Arts

The Associate in Arts Program is designed for students who want to pursue a four-year degree in one of the liberal arts disciplines or training at a professional school that requires a strong liberal arts background. In addition to the UGETC and general education courses, students complete transfer courses based on their intended major, for a total of 60 semester hour credits.

## Associate in Science

The Associate in Science Program is designed for students who want to pursue a four-year degree in areas of study such as computer science, engineering, mathematics, sciences, or professional programs that require strong mathematics and science backgrounds. In addition to the UGETC and general education courses, students must take additional natural sciences and mathematics transfer courses based on their intended major, for a total of 60-61 semester hour credits.

## Associate in Arts and Science in Teacher Preparation

The Associate in Arts in Teacher Preparation program is designed for college students who intend to earn a four-year degree in teacher education in a non-STEM major; and the Associate in Science in Teacher Preparation program is designed for students who intend to earn a four-year degree in teacher education in a STEM or technical major.

## Associate in Fine Arts in Visual Arts

The Associate in Fine Arts in Visual Arts (AFAVA) degree with a concentration in Visual Arts, is designed for students who wish to transfer into baccalaureate degree programs to complete a Bachelor in Fine Arts (BFA) degree or a Bachelor of Arts (BA) degree with a major in Art. The program has a concentration in the studio arts which includes courses in two - and three - dimensional design, drawing, painting, and ceramics. Upon completion, students with an AFAVA should be able to present a portfolio of work that is strong enough to allow them to continue their work as juniors and begin an area of concentration at the senior transfer institution to which they have been admitted.

## Associate in General Education Nursing

RCC offers an Associate in General Education Nursing degree program for students interested in pursuing a four - year degree in Nursing. The Associate in General Education (AGE) Nursing is designed for students who wish to begin their study toward the Associate in Nursing degree and a Baccalaureate degree in Nursing based on the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs*. The AGE-Nursing consists of a minimum of 60 semester hours of credit (SHC) of transferable CAA courses. A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0 and a grade of C or better in the (AGE)-Nursing degree, who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is *guaranteed* admission to the program of his or her choice.

The programs of study for university transfer programs provide opportunities for students to study the philosophy, literature,

and art of their own culture and other cultures; to apply theories of math and science; and to communicate effectively. Also, the program of study helps students achieve competencies in written and oral communication, fundamental mathematical skills, and basic computer usage. Students are responsible for reviewing the requirements of the four-year university to which they plan to transfer for completion of their degree. Counselors and academic advisors are available to assist students in planning their programs accordingly. The university transfer programs require ACA 122, which assists students in identifying universities to which they may transfer and in the creation of an educational plan, two-year to four-year. It is recommended that all university transfer students complete ACA 122 during their first semester of study in order to develop an appropriate course of study for their intended major. To ensure maximum transferability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit.

# College Transfer Courses

*Note: UGETC and Gen Ed courses may be used to fulfill requirements within the Pre-Major/Electives category.*

## UGETC

ART	111	Art Appreciation
ART	114	Art History Survey I
ART	115	Art History Survey II
BIO	110	Principles of Biology
BIO	111	General Biology I
BIO	112	General Biology II
CHM	151	General Chemistry I
CHM	152	General Chemistry II
COM	120	Introduction to Interpersonal Communication
COM	231	Public Speaking
ECO	251	Principles of Microeconomics
ECO	252	Principles of Macroeconomics
ENG	111	Writing and Inquiry
ENG	112	Writing/Research in the Disciplines
ENG	231	American Literature I
ENG	232	American Literature II
ENG	241	British Literature I
ENG	242	British Literature II
HIS	111	World Civilizations I
HIS	112	World Civilizations II
HIS	131	American History I
HIS	132	American History II
MAT	143	Quantitative Literacy
MAT	152	Statistical Methods I
MAT	171	Precalculus Algebra
MAT	172	Precalculus Trigonometry
MAT	263	Brief Calculus
MAT	271	Calculus I
MAT	272	Calculus II
MUS	110	Music Appreciation
MUS	112	Introduction to Jazz
PHI	215	Philosophical Issues
PHI	240	Introduction to Ethics
PHY	110	Conceptual Physics
PHY	110A	Conceptual Physics Lab
PHY	151	College Physics I
PHY	152	College Physics II
POL	120	American Government
PSY	150	General Psychology
SOC	210	Introduction to Sociology

## GEN ED

ANT	210	General Anthropology
CHM	131	Introduction to Chemistry
CHM	131A	Introduction to Chemistry Lab
CIS	110	Introduction to Computers
COM	110	Introduction to Communication
ENG	113	Literature-Based Research
ENG	114	Professional Research & Reporting
HUM	115	Critical Thinking
MAT	273	Calculus III
PSY	241	Developmental Psychology
PSY	281	Abnormal Psychology
REL	110	World Religions
SOC	213	Sociology of the Family
SOC	225	Social Diversity
SPA	111	Elementary Spanish I
SPA	112	Elementary Spanish II
SPA	211	Intermediate Spanish I
SPA	212	Intermediate Spanish II

**NOTE:** UGETC courses may be used to fulfill requirements within the Gen Ed category for transfer programs.

## Pre-Major/Electives

*Note: UGETC and Gen Ed courses may be used to fulfill requirements within the Pre-Major/Electives category.*

ACC 120	Principles of Financial Accounting	CJC 111	Introduction to Criminal Justice
ACC 121	Principles of Managerial Accounting	CJC 113	Juvenile Justice
ART 121	Two-Dimensional Design	CJC 121	Law Enforcement Operations
ART 122	Three-Dimensional Design	CJC 141	Corrections
ART 131	Drawing I	CJC 212	Ethics & Community Relations
ART 132	Drawing II	CSC 249	Data Structure & Algorithms
ART 135	Figure Drawing I	CTS 115	Information Systems Business Concepts
ART 171	Computer Art I	EDU 131	Child, Family & Community
ART 214	Portfolio and Resume	EDU 144	Childhood Development I
ART 240	Painting I	EDU 145	Childhood Development II
ART 241	Painting II	EDU 216	Foundations of Education
ART 242	Landscape Painting	EDU 221	Children with Exceptionalities
ART 243	Portrait Painting	ENG 125	Creative Writing
ART 244	Watercolor	HEA 110	Personal Health/Wellness
ART 281	Sculpture I	PED 110	Fit and Well for Life
ART 283	Ceramics I	PED 117	Weight Training
ART 284	Ceramics II	PED 119	Circuit Training
ART 285	Ceramics III	PED 120	Walking for Fitness
ART 286	Ceramics IV	PED 121	Walk, Jog, Run
ART 288	Studio	PED 130	Tennis-Beginning
BIO 163	Basic Anatomy & Physiology	PED 137	Badminton
BIO 168	Anatomy and Physiology I	PED 142	Lifetime Sports
BIO 169	Anatomy and Physiology II	PED 145	Basketball-Beginning
BUS 110	Introduction to Business	PED 154	Swimming for Fitness
BUS 115	Business Law I	PED 210	Team Sports
BUS 137	Principles of Management		

## Associate in Arts (A10100)

The Associate in Arts degree is designed for students planning to pursue a four-year degree in liberal arts or training at a professional school that requires a strong liberal arts background. In addition to the UGETC and general education courses, students complete transferable courses based on their intended major at the university for a total of 60 semester hour credits.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

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

<b>ACADEMIC TRANSITION (required)</b>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ACA 122	College Transfer Success	0	2	1

### UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All UGETC - Universal General Education Transfer Component courses - will transfer for equivalency credit.)

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
<b>ENGLISH COMPOSITION (6 semester hours)</b>				
ENG 111	Writing & Inquiry	3	0	3
ENG 112	Writing/Research in Disciplines	3	0	3

### COMMUNICATIONS/HUMANITIES/FINE ARTS (9 semester hours)

*Select three courses from at least two different disciplines.*

ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3

### SOCIAL/BEHAVIORAL SCIENCES (9 semester hours)

*Select three courses from at least two different disciplines.*

ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 120	American Government	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3

### MATHEMATICS (3-4 semester hours)

*Select one course from the following.*

MAT 143	Quantitative Literacy	2	2	3
MAT 152	Statistical Methods I	3	2	4
MAT 171	Precalculus Algebra	3	2	4

**NATURAL SCIENCES (4 semester hours)***Select four semester hours from the following.*

	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BIO 110 Principles of Biology	3	3	4
BIO 111 General Biology I	3	3	4
CHM 151 General Chemistry I	3	3	4
PHY 110/110A Conceptual Physics and Lab	3	2	4

**Additional General Education Hours (13-14 semester hours)**

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

**NOTE:** If MAT 143 is selected in the mathematics category above, students must complete 14 semester hours in the additional General Education category.

**Physical Education and Health (2 semester hours)**

Choose 2 hours from courses with PED and HEA prefixes.

**Other Required Electives (12 semester hours)**

An additional 12 semester hours of courses should be selected from courses classified as pre-major, elective, general education or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

**Total Semester Hours: 60**

Note: Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

**Associate in Arts (A10100DL)**

The Associate in Arts degree is available online. To be eligible for the A10100DL online program of study, students' high school GPA or placement test scores must meet "college ready" standards. Students who require a transition or corequisite math and English courses are not eligible for the Associate in Arts online program.

A current list of courses offered in the online environment for an Associate in Arts program is available on the RCC website. Students in this program may also elect to take other college transfer courses in the traditional environment.

## Associate in Arts in Teacher Preparation (A1010T)

The Associate in Arts in Teacher Preparation program is designed for college students who intend to earn a four-year degree in teacher education in a non-STEM major.

The Associate in Arts in Teacher Preparation degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

Community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with junior status. Courses may also transfer through bilateral agreements between institutions.

<b>Fall Semester</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACA 122	College Transfer Success	0	2	1
ENG 111	Writing and Inquiry	3	0	3
EDU 187	Teaching and Learning for All	3	3	4
SPA 111	Elementary Spanish I or General Education Elective	3	0-3	3-4
	Humanities/Fine Arts/Communications Elective	<u>3</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>5-8</b>	<b>14-15</b>

<b>Spring Semester</b>				
ENG 112	Writing/Research in the Disciplines	3	0	3
EDU 279	Literacy Development and Instruction	3	3	4
SPA 112	Elementary Spanish II or General Education Elective	3	0-3	3-4
	Mathematics Elective	2-3	2	3-4
	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		<b>14-15</b>	<b>5-8</b>	<b>16-18</b>

<b>Fall Semester</b>				
EDU 216	Foundations of Education	3	0	3
	General Education Elective	3	0-3	3-4
	Humanities/Fine Arts or Communications Elective	3	0	3
	Natural Sciences Elective	3	2-3	4
	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>2-6</b>	<b>16-17</b>

<b>Spring Semester</b>				
EDU 250	Teacher Licensure Preparation	3	0	3
SOC 225	Social Diversity	3	0	3
	General Education Elective	3	0-3	3-4
	General Education Elective	3	0-3	3-4
	Humanities/Fine Arts/Communications Elective	<u>3</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0-6</b>	<b>15-17</b>

**Total Semester Hours: 60-61**



## Associate in Science (A10400)

The Associate in Science degree is designed for students planning to pursue a four-year degree in areas of study such as computer science, engineering, mathematics, sciences, or professional programs that require strong backgrounds in mathematics and science. In addition to the UGETC and general education courses, students complete natural sciences and mathematics transfer courses based on their intended major at the university for a total of 60-61 semester hour credits.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

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

<b>ACADEMIC TRANSITION (required)</b>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ACA 122	College Transfer Success	0	2	1

### UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All UGETC - Universal General Education Transfer Component courses will transfer for equivalency credit.)

<b>ENGLISH COMPOSITION (6 semester hours)</b>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ENG 111	Writing & Inquiry	3	0	3
ENG 112	Writing/Research in Disciplines	3	0	3

### COMMUNICATIONS/HUMANITIES/FINE ARTS (6 semester hours)

*Select two courses from two different disciplines.*

ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3

### SOCIAL/BEHAVIORAL SCIENCES (6 semester hours)

*Select two courses from two different disciplines.*

ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 120	American Government	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
<b>MATHEMATICS (8 semester hours)</b>				
<i>Select two courses from the following.</i>				
MAT 171	Precalculus Algebra	3	2	4
MAT 172	Precalculus Trigonometry	3	2	4
MAT 263	Brief Calculus	3	2	4
MAT 271	Calculus I	3	2	4
MAT 272	Calculus II	3	2	4

**NATURAL SCIENCES (8 semester hours)**

*Select one sequence of courses.*

BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4
PHY 151	College Physics I	3	2	4
PHY 152	College Physics II	3	2	4

**Additional General Education Hours (11 semester hours)**

An additional 11 semester hours of courses should be selected from courses classified as General Education or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

**Physical Education and Health (1 semester hour)**

Choose one course with a PED or HEA prefix.

**Other Required Electives (13 semester hours)**

An additional 13 semester hours of courses should be selected from courses classified as pre-major, elective, general education or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

## Semester Hours: 60-61

Note: Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

## Associate in Science in Teacher Preparation (A1040T)

The Associate in Science in Teacher Preparation program is designed for students who intend to earn a four-year degree in teacher education in a STEM or technical major.

The Associate in Science in Teacher Preparation degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

Community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer. Courses may also transfer through bilateral agreements between institutions.

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
ACA 122 College Transfer Success	0	2	1
ENG 111 Writing and Inquiry	3	0	3
EDU 187 Teaching and Learning for All	3	3	4
General Education Elective	3	0-3	3-4
Mathematics Elective	<u>3</u>	<u>2</u>	<u>4</u>
	<b>12</b>	<b>7-10</b>	<b>15-16</b>

<i><b>Spring Semester</b></i>			
ENG 112 Writing/Research in the Disciplines	3	0	3
EDU 279 Literacy Development and Instruction	3	3	4
Humanities/Fine Arts/Communications Elective	3	0	3
Mathematics Elective	<u>3</u>	<u>2</u>	<u>4</u>
	<b>12</b>	<b>5</b>	<b>14</b>

<i><b>Fall Semester</b></i>			
EDU 216 Foundations of Education	3	0	3
General Education Elective	3	0-3	3-4
Humanities/Fine Arts/Communications Elective	3	0	3-4
Natural Science Elective	3	2-3	4
Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>15</b>	<b>2-6</b>	<b>16-17</b>

<i><b>Spring Semester</b></i>			
EDU 250 Teacher Licensure Preparation	3	0	3
SOC 225 Social Diversity	3	0	3
General Education Elective	3	0-3	3-4
General Education Elective	3	0-3	3-4
Natural Science Elective	<u>3</u>	<u>2-3</u>	<u>4</u>
	<b>15</b>	<b>2-9</b>	<b>16-18</b>

**TOTAL CREDITS: 60-61**

## Associate in Fine Arts in Visual Arts Degree (A10600)

The Associate in Fine Arts (AFAVA) in Visual Arts degree, is designed for students who wish to transfer into baccalaureate degree programs to complete a Bachelor in Fine Arts (BFA) degree or a Bachelor of Arts (BA) degree with a major in Art. The program has a concentration in the studio arts which includes courses in two- and three-dimensional design, drawing, painting, and ceramics.

Upon completion, students with an AFA should be able to present a portfolio of work that is strong enough to allow them to continue their work as juniors and begin an area of concentration at the senior transfer institution to which they have been admitted.

**Note:** The AFA Visual Arts to BFA Articulation Agreement establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College AFA in Visual Arts programs and apply to BFA [visual arts] programs at constituent institutions of The University of North Carolina. The AFA Visual Arts to BFA Articulation Agreement does not address admission to a specific institution or BFA program within an institution.

	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
<b>Fall Semester</b>			
ART 114 Art History I	3	0	3
ART 121 Two-Dimensional Design	0	6	3
ART 131 Drawing I	0	6	3
ENG 111 Writing and Inquiry	3	0	3
ART Elective	<u>0</u>	<u>6</u>	<u>3</u>
	<b>6</b>	<b>18</b>	<b>15</b>
<b>Spring Semester</b>			
ACA 122 College Transfer Success	0	2	1
ART 115 Art History II	3	0	3
ART 122 Three-Dimensional Design	0	6	3
ENG 112 Writing/Research in the Disciplines	3	0	3
ART Elective	0	6	3
Math Elective	<u>2-3</u>	<u>2</u>	<u>3-4</u>
	<b>8-9</b>	<b>16</b>	<b>16-17</b>
<b>Fall Semester</b>			
ART 214 Portfolio & Resume	0	2	1
ART Elective	0	6	3
ART Elective	0	6	3
Communications/Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>6</b>	<b>14</b>	<b>13</b>
<b>Spring Semester</b>			
ART Elective	0	6	3
ART Elective	0	6	3
Science Elective	3	2-3	4
Social/Behavioral Science Elective	3	0	3
Communications/Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>9</b>	<b>14-15</b>	<b>16</b>
<b>TOTAL CREDITS: 60-61</b>			

**Art Elective** - Choose **six** of the following: ART 132, ART 135, ART 171, ART 240, ART 241, ART 242, ART 243, ART 244, ART 281, ART 283, ART 284, ART 285, ART 286, ART 288

**Communications/Humanities Elective** - Choose **two** of the following: ART 111, COM 120, COM 231, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215, PHI 240 (from two different disciplines)

**Mathematics Elective** - Choose **one** of the following: MAT 143, MAT 152, MAT 171

**Science Elective** - Choose **one** of the following: BIO 110, BIO 111, CHM 151, PHY 110/110A

**Social/Behavioral Science Elective** - Choose **two** of the following: ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210 (from two different disciplines)

# Associate in General Education Nursing (A1030N)

## Associate in General Education

The Associate in General Education (AGE) Nursing is designed for students who wish to begin their study toward the Associate in Nursing degree and a Baccalaureate degree in Nursing as based on **Blocks 1 through 3** of [\*the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse \(RN\) to Bachelor of Science in Nursing \(BSN\) programs and the North Carolina Community College Associate Degree Nursing Programs\*](#) approved by the State Board of Community Colleges and the UNC Board of Governors. The AGE-Nursing shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses.

A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0 and a grade of C or better in the AGE-Nursing courses listed below and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is *guaranteed* admission to the program of his or her choice.

The semester by semester outline of courses is outlined on the next page: Courses will be offered traditional, blended or online format. The course selection is based on **Blocks 1 through 3** of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs. The semester outline is organized to assist students in meeting RCC's Associate Degree and Practical Nursing program required course prerequisites.

For additional information about **Blocks 4 and 5** (which contain nursing courses) of the Five Block Degree Plan located within the Uniform Articulation Agreement between the University of North Carolina RN to BSN please visit: [NC Community College website](#).

Students interested in Nursing Programs at RCC are placed in the A1030N Program. (Pre-health Nursing) Students should review the required course prerequisites for each nursing program and enroll in those courses to be considered for admission.

**NOTE:** Individual UNC RN to BSN nursing programs may require a maximum of two courses totaling no more than six credits to meet school specific degree requirements that are not a part of the RN to BSN Articulation Agreement. In no case will these additional requirements necessitate completing more than 128 credits in order to earn a BSN. Each UNC RN to BSN institution will develop, publish, and maintain on their website a RN to BSN degree plan that identifies specific degree requirements that are not part of the RN to BSN degree.

## Associate in General Education Nursing

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
BIO 168	Human Anatomy and Physiology I	3	3	0	4
CHM 131/A	Introduction to Chemistry and Lab	3	3	0	4
or					
CHM 151	General Chemistry	3	3	0	4
ENG 111	Writing and Inquiry	3	0	0	3
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>5</b>	<b>0</b>	<b>14</b>

<i>Spring Semester</i>					
BIO 169	Human Anatomy and Physiology II	3	3	0	4
ENG 112	Writing/Research in the Disciplines	3	0	0	3
MAT 152	Statistical Methods I	3	2	0	4
PSY 241	Developmental Psychology	3	0	0	3
Humanities/Fine Arts Elective		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>6</b>	<b>0</b>	<b>17</b>

<i>Fall Semester</i>					
ENG 231	American Literature I	3	0	0	3
or					
ENG 232	American Literature II	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
or					
MAT 171	Precalculus Algebra	3	2	0	4
SOC 210	Introduction to Sociology	3	0	0	3
History Elective		3	0	0	3
Physical Education Elective		<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
		<b>12</b>	<b>5</b>	<b>0</b>	<b>13-14</b>

<i>Spring Semester</i>					
ACA 122	College Transfer Success	0	2	0	1
BIO 175	General Microbiology	2	2	0	3
SOC 213	Sociology of the Family	3	0	0	3
General Education Elective		3	0	0	3
Humanities/Fine Arts Elective		3	0	0	3
Social/Behavioral Science Elective		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>4</b>	<b>0</b>	<b>16</b>

### TOTAL CREDITS: 60-61

**Humanities/Fine Arts Elective** - Choose **two** of the following:

UGETC: ART 111, ART 114, ART 115, ENG 231, MUS 110, MUS 112, PHI 215, PHI 240

Gen. Ed: HUM 115

**History Elective** – Choose **one** of the following:

UGETC: HIS 111, HIS 112, HIS 131, HIS 132

**Social/Behavioral Science Elective** – Choose **one** of the following:

UGETC: ECO 251, ECO 252, POL 120

**Physical Education Elective** – Choose **one** of the following:

PED 117, PED 119, PED 120

**General Education Elective:** Choose **one** of the following:

UGETC: ANT 210, ART 111, ART 114, ART 115, COM 231, ECO 251, ECO 252, ENG 231, ENG 232, ENG 241,

ENG 242, HIS 111, HIS 112, HIS 131, HIS 132, MUS 110, MUS 112, PHI 215, PHI 240, POL 120

Gen. Ed: BUS 110, CIS 110, HEA 110, HUM 115, REL 110

**Note:** Applicants for the Associate Degree Nursing program must have a cumulative grade point average (GPA) of 2.8 GPA or higher in nursing general education courses [BIO 168, BIO 169, CHM 131 & CHM 131A, (or CHM 151), ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts Elective and successfully complete all course with a “C” or higher. GPA will not be “rounded up” to meet Admissions Standards.

## **General Education (A10300)**

### **Associate in General Education**

The Associate in General Education (AGE) curriculum is designed for individuals wishing to broaden their education with emphasis on personal interest, growth and development. The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science and mathematics at the college level.

All courses in the program are college-level courses—course number 110 or higher. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer.

Counselors are available to assist students in planning their programs. Programs must be planned by student and counselor in advance for approval by the registrar as designee of the chief academic officer at least ten (10) working days prior to the start of classes.

### **Associate in General Education**

Associate in Prehealth Emergency Medical Science (A10300EM)

Associate in Prehealth Respiratory Therapy (A10300RT)

Associate in Prehealth Surgical Technology (A10300ST)



# Prehealth Emergency Medical Science (A10300EM)

## Associate in General Education

The Associate in General Education (AGE) curriculum is designed for individuals wishing to broaden their education, with emphasis on personal interest, growth, and development. Courses offered in the curriculum provide a foundation for success and meet general education requirements in the health science programs. Completion of this program does not guarantee admission to any academic program.

Students interested in Emergency Medical Science are placed in A10300EM to take required transition and general educational courses for admission to the program. Academic advisors will assist you in creating an education plan and timeline for admission so that you may complete your courses and know the requirements for the admissions process for your respective health science program.

<i>Fall Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BIO 168	Human Anatomy & Physiology I	3	4
ENG 111	Writing and Inquiry	3	3
PSY 150	General Psychology	<u>3</u>	<u>3</u>
		<b>9</b>	<b>10</b>

<i>Spring Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BIO 169	Human Anatomy & Physiology II	3	4
ENG 112	Writing/Research in the Disciplines	3	3
	Humanities/Fine Art Elective	<u>3</u>	<u>3</u>
		<b>9</b>	<b>10</b>

**TOTAL CREDITS: 20**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215, PHI 240  
Gen Ed: HUM 115, REL 110

**Other Major Hours (44-45)** – These hours must be approved by the assigned academic advisor prior to enrolling in courses other than those listed above. **Note:** Students completing the above sequence and who have not been accepted into the Emergency Medical Sciences program must see their assigned advisor to explore other degree options before enrolling in additional courses.

**TOTAL AGE PROGRAM HOURS REQUIRED 64 – 65**

# Prehealth Respiratory Therapy (A10300RT)

## Associate in General Education

The Associate in General Education (AGE) curriculum is designed for individuals wishing to broaden their education, with emphasis on personal interest, growth, and development. The AGE-Prehealth curriculum is specifically designed for students who are attempting to enter a competitive health science program. Courses offered in the curriculum provide a foundation for success and meet general education requirements in the health science programs. Completion of this program does not guarantee admission to any academic program.

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

**Program Prerequisites:** *Students admitted to the Respiratory Therapy program must successfully complete the following courses with a “C” or higher prior to enrolling in the first Respiratory Therapy [RCP] class:*

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BIO 168	Human Anatomy & Physiology I	3	3	4
BIO 169	Human Anatomy & Physiology II	3	3	4
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab or higher	0	3	1

### *Fall Semester*

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BIO 168	Human Anatomy & Physiology I	3	3	4
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
ENG 111	Writing and Inquiry	3	0	3
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>6</b>	<b>14</b>

### *Spring Semester*

BIO 169	Human Anatomy & Physiology II	3	3	4
ENG 112	Writing/Research in the Disciplines	3	0	3
Humanities/Fine Art Elective		3	0	3
Mathematics Elective		<u>2-3</u>	<u>2</u>	<u>3-4</u>
		<b>11-12</b>	<b>5</b>	<b>13-14</b>

**TOTAL CREDITS: 27-28**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215, PHI 240  
Gen Ed: HUM 115, REL 110

**Mathematics Elective** - Choose **one** of the following:

UGETC: MAT 143, MAT 152, MAT 171

**Other Major Hours (37 – 38)** – These hours must be approved by the assigned academic advisor prior to enrolling in courses other than those listed above. **Note:** Students completing the above sequence and who have not been accepted into the Respiratory Therapy program must see their assigned advisor to explore other degree options before enrolling in additional courses.

**TOTAL AGE PROGRAM HOURS REQUIRED 64 – 65**

# Prehealth Surgical Technology (A10300ST)

## Associate in General Education

The Associate in General Education (AGE) curriculum is designed for individuals wishing to broaden their education, with emphasis on personal interest, growth, and development. The AGE-Prehealth curriculum is specifically designed for students who are attempting to enter a competitive health science program. Courses offered in the curriculum provide a foundation for success and meet general education requirements in the health science programs. Completion of this program does not guarantee admission to any academic program.

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

**Students admitted to the Surgical Technology must successfully complete the following courses with a “C” or higher prior to enrolling in the first Surgical Technology [SUR] class.**

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ENG 111	Writing and Inquiry	3	0	3
MED 120	Survey of Medical Terminology	2	0	2

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BIO 163	Basic Anatomy & Physiology I	4	2	5
BUS 137	Principles of Business Management	3	0	3
ENG 111	Writing and Inquiry	3	0	3
MED 120	Survey of Medical Terminology	<u>2</u>	<u>0</u>	<u>2</u>
		<b>12</b>	<b>2</b>	<b>13</b>

<i>Spring Semester</i>				
BIO 175	General Microbiology	2	2	3
CIS 110	Introduction to Computers	2	2	3
ENG 114	Professional Research & Reporting	3	0	3
PSY 150	General Psychology	3	0	3
Humanities/Fine Art Elective		3	0	3
Mathematics Elective		<u>3-4</u>	<u>0</u>	<u>3-4</u>
		<b>16-17</b>	<b>4</b>	<b>18-19</b>

**TOTAL CREDITS: 31-32**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215, PHI 240  
Gen Ed: HUM 115, REL 110

**Mathematics Elective** – Choose **one** of the following:

MAT 143, MAT 152, MAT 171

**Other Major Hours (34 – 35)** – These hours must be approved by the assigned academic advisor prior to enrolling in courses other than those listed above. **Note:** Students completing the above sequence and who have not been accepted into the Surgical Technology program must see their assigned advisor to explore other degree options before enrolling in additional courses.

**TOTAL AGE PROGRAM HOURS REQUIRED 64 – 65**

# Applied Programs of Study

## Associate in Applied Science

Associate in Applied Science (AAS) degree programs are designed to provide entry-level employment training. AAS 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, AAS degree programs require a minimum of (15) semester hour credits in 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.

## Diploma

Diploma programs are designed to prepare a student for entry-level employment. Diploma programs range from 36 to 48 semester hour credits and can usually be completed by a full-time student within two semesters and one summer session. Associate degree level courses within a diploma program may also be applied toward an Associate in Applied Science degree. In addition to major course work, a diploma program requires a minimum of (6) general education course and (3) of those hours must be communication.

## Certificate

Certificate programs range from 12 to 34 semester hour credits and in some cases can be completed in one semester. Associate degree level courses within a certificate program may also be applied toward a diploma or an associate in applied science.

## General Education Outcomes

AAS and Diploma programs require general education courses. Student competencies in general intellectual skills are introduced and assessed in general education courses; however, curriculum major courses also teach these skills embedded in program specific content. It is the reinforcement of these competencies across disciplines and in program specific courses that advance qualified students.

RCC's General Education Outcomes are defined as follows:

**Communication:** Students will communicate using the conventions appropriate for the intended academic or professional audiences.

**Information Literacy:** Students will locate, evaluate, and use appropriate information for academic and professional tasks.

**Critical Thinking:** Students will analyze information and ideas and develop reasoned solutions to academic or professional problems.

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

**AAS Accounting and Finance**

**AAS Agribusiness Technology**

**Air Conditioning, Heating & Refrigeration Technology Diploma**

Air Conditioning and Refrigeration Basics Certificate

**AAS Associate Degree Nursing**

**AAS Associate Degree Nursing – LPN to ADN option**

**Basic Law Enforcement Training Certificate**

**AAS Business Administration**

Business Administration Certificate

**AAS Computer – Integrated Machining**

Computer-Integrated Machining Diploma

Computer-Integrated Machining Fundamentals Certificate

Manual Machining Fundamentals Certificate

**AAS Cosmetology**

Cosmetology Diploma

Cosmetology Certificate

**AAS Criminal Justice Technology**

**AAS Early Childhood Education Transfer Track – Licensure**

**AAS Early Childhood Education Transfer Track – Non-Licensure**

**AAS Early Childhood Education Career Track**

Early Childhood Education Certificate

**AAS Electrical Systems Technology**

Commercial Wiring Certificate

Industrial Automation and Maintenance Certificate

Mechatronics Certificate

Programmable Logic Controllers Certificate

Robotics Certificate

**AAS Emergency Medical Science**

Emergency Medical Science Certificate

**AAS Emergency Medical Science – Bridge**

**AAS Environmental Planning and Development**

**AAS General Occupational Technology**

**Industrial Systems Technology Diploma**

Trouble Shooting Certificate

**AAS Information Technology**

A<sup>+</sup> Essentials Certificate

Cybersecurity Certificate

IT Support Foundations Certificate

Network+ and Security+ Essentials Certificate  
Web Technologies Certificate

**AAS Manufacturing Technology**

*\*Enrollment in this program of study is limited to Rockingham Apprenticeship and Technical Opportunities Partnership (RockATOP) approved pre-apprentices and apprentices.*

**AAS Medical Office Administration**

Medical Auditing Certificate  
Medical Billing and Coding Certificate  
Medical Office Professional Certificate  
Office Administration Certificate

**Practical Nursing Diploma**

**AAS Respiratory Therapy**

**AAS Surgical Technology**

Surgical Technology Diploma

**Welding Technology Diploma**

Welding Technology Certificate

# Accounting & Finance (A25800)

## Associate in Applied Science

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations.

Course work may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. 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 and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
ACC 120 Principles of Financial Accounting	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 115 Business Law I	3	0	3
CIS 110 Introduction to Computers	2	2	3
ENG 111 Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
	<b>14</b>	<b>4</b>	<b>16</b>
<i><b>Spring Semester</b></i>			
ACC 121 Principles of Managerial Accounting	3	2	4
BUS 125 Personal Finance	3	0	3
BUS 151 People Skills	3	0	3
CTS 130 Spreadsheet	2	2	3
Communication Elective	3	0	3
Mathematics Elective	<u>2-3</u>	<u>2</u>	<u>3-4</u>
	<b>16-17</b>	<b>6</b>	<b>19-20</b>
<i><b>Fall Semester</b></i>			
ACC 140 Payroll Accounting	1	3	2
ACC 220 Intermediate Accounting I	3	2	4
BUS 121 Business Math	2	2	3
ECO 252 Principles of Macroeconomics	3	0	3
Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>12</b>	<b>7</b>	<b>15</b>
<i><b>Spring Semester</b></i>			
ACC 129 Individual Income Taxes	2	2	3
ACC 150 Accounting Software Applications	1	3	2
ACC 221 Intermediate Accounting II	3	2	4
BUS 225 Business Finance	2	2	3
ECO 251 Principles of Microeconomics	<u>3</u>	<u>0</u>	<u>3</u>
	<b>11</b>	<b>9</b>	<b>15</b>
<b>TOTAL CREDITS: 65-66</b>			

**Communication Elective** - Choose **one** of the following:

UGETC: COM 120, ENG 112

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, MUS 110, PHI 240

Gen Ed: HUM 115

**Mathematics Elective** - Choose **one** of the following:

UGETC: MAT 143, MAT 152, MAT 171



# Agribusiness Technology (A15100)

## Associate in Applied Science

This curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices. Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture.

The Agribusiness Technology program prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Potential course work includes instruction in agriculture, agricultural specialization, business management, accounting, finance, marketing, planning, human resources management, and other managerial responsibilities.

Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education.

Students enrolling in this program must purchase student accident insurance.

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
AGR 139 Introduction to Sustainable Agriculture	3	0	3
AGR 160 Plant Science	2	2	3
ANS 110 Animal Science	3	0	3
CIS 110 Introduction to Computers	2	2	3
Mathematics Elective	<u>2-3</u>	<u>2</u>	<u>3-4</u>
	<b>12-13</b>	<b>6</b>	<b>15-16</b>
<i><b>Spring Semester</b></i>			
ACA 122 College Transfer Student Success	2	0	1
AGR 121 Biological Pest Control	3	0	3
AGR 170 Soil Science	2	2	3
AGR 214 Ag Marketing	3	0	3
BUS 110 Introduction to Business	3	0	3
ENG 111 Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
	<b>16</b>	<b>2</b>	<b>16</b>
<i><b>Summer Semester</b></i>			
WBL 111 Work-Based Learning	<u>0</u>	<u>10</u>	<u>1</u>
	<b>0</b>	<b>10</b>	<b>1</b>
<i><b>Fall Semester</b></i>			
ACC 120 Principals of Managerial Accounting	3	2	4
AGR 110 Ag Economics	3	0	3
AGR 140 Agricultural Chemicals	2	2	3
BIO 110 or BIO 111 Principles of Biology or General Biology I	3	3	4
ENG 112 Writing/Research in the Discipline	<u>3</u>	<u>0</u>	<u>3</u>
	<b>14</b>	<b>7</b>	<b>17</b>
<i><b>Spring Semester</b></i>			
AGR 150 Ag-O-Metrics	3	0	3
AGR 212 Farm Business	3	0	3
AGR 213 Ag Law and Finance	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
PHI 240 Introduction to Ethics	<u>3</u>	<u>0</u>	<u>3</u>
	<b>15</b>	<b>0</b>	<b>15</b>
<b>TOTAL CREDITS: 64-65</b>			

**Mathematics Elective** - Choose **one** of the following:  
UGETC: MAT 143, MAT 152, MAT 171

# Air Conditioning, Heating & Refrigeration Technology (D35100)

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

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools, and instruments. Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

Students enrolling in this program must purchase student accident insurance.

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
AHR 110 Introduction to Refrigeration	2	6	5
AHR 111 HVACR Electricity	2	2	3
AHR 112 Heating Technology	2	4	4
ISC 112 Industrial Safety	2	0	2
MAT 110 Math Measurement & Literacy	2	2	3
WBL 110 World of Work	<u>1</u>	<u>0</u>	<u>1</u>
	<b>11</b>	<b>14</b>	<b>18</b>

<i><b>Spring Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
AHR 113 Comfort Cooling	2	4	4
AHR 114 Heat Pump Technology	2	4	4
AHR 133 HVAC Servicing	2	6	4
Communication Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>9</b>	<b>14</b>	<b>15</b>

<i><b>Summer Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
AHR 151 HVAC Duct Systems I	1	3	2
AHR 160 Refrigeration Certification	1	0	1
CIS 110 Introduction to Computers	<u>2</u>	<u>2</u>	<u>3</u>
	<b>4</b>	<b>5</b>	<b>6</b>

**TOTAL CREDITS: 39**

**Communication Elective** - Choose **one** of the following:  
UGETC: COM 120, ENG 110, ENG 111

## Air Conditioning and Refrigeration Basics Certificate C35100A

This certificate program is designed to provide individuals with entry-level competencies in residential and light, commercial HVAC and in domestic refrigeration. Upon successful completion, graduates should be able to braze, leak test, recover refrigerant, charge a unit, use meters and read wiring diagrams. Courses within this certificate may be applied toward a diploma in Air Conditioning, Heating & Refrigeration Technology.

Students enrolling in this program must purchase student accident insurance.

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
AHR 110 Introduction to Refrigeration	2	6	5
AHR 111 HVACR Electricity	2	2	3
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
	<b>6</b>	<b>8</b>	<b>10</b>

<i><b>Spring Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
AHR 113 Comfort Cooling	2	4	4
AHR 114 Heat Pump Technology	<u>2</u>	<u>4</u>	<u>4</u>
	<b>4</b>	<b>8</b>	<b>8</b>

**TOTAL CREDITS: 18**

# Associate Degree Nursing (A45110)

## Associate in Applied Science

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Courses must be completed in sequences as outlined in the curriculum.

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.

## General Admission Requirements

1. Detailed current information for interested applicants is located on the [RCC website](#). Applicants must submit all required documentation by established deadlines detailed on the ADN acceptance time line.
2. Students must be able to fulfill all Program Performance Standards as outlined in the health sciences admission policy.
3. Students are required to attend one Nursing Information Session in the application year.
4. Complete minimum admission requirements by specified date at the end February of the application year.
5. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon academic performance.
6. Applicants must have a cumulative GPA of 2.8 or higher in nursing general education courses by the published deadline date for submitting Candidate Review Forms to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission.
7. Students must successfully complete the following courses with a “C” or higher before admission to the ADN Program: BIO 168, BIO 169, CHM 131/CHM 131A or CHM 151 and certification of completion of Nurse Aide I and current listing on NC Registry with no substantiated findings.
8. Students must successfully complete the following courses with a “C” or higher for the Associate Degree Nursing Program: ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts elective.
9. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
10. A competitive ATI TEAS score will be required for consideration/acceptance into the Nursing program. All fees associated with the ATI TEAS exam are the responsibility of the student.
11. Upon program acceptance, must submit to a background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with background check, drug screen and medical review are the responsibility of the student.
12. It is the student’s responsibility to review all [program materials](#) and stay current with program requirements, policies and procedures.

# Associate Degree Nursing Program Performance Standards

## *Performance Standards*

Applicants should be aware that admission to the nursing program is dependent upon physical and emotional health which is compatible with the ability to provide safe patient care.

**Critical Thinking:** The nursing student must possess critical thinking skills sufficient for clinical judgment. For example, the student must be able to use the nursing process as a basis for solving nursing problems. This involves identifying cause and effect relationships in clinical situations and developing nursing care plans.

**Interpersonal Skills:** The nursing student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families and colleagues.

**Communication:** The nursing student should possess communication skills sufficient for interaction with others in verbal and written format. For example, the student must be able to convey nursing actions and patient responses to health care team members, both verbally and in writing.

**Mobility:** The nursing student should possess physical skills sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move around in patient rooms, work spaces and treatment areas and to administer cardiopulmonary resuscitation.

**Motor Skills:** The nursing student should possess gross and fine motor skills sufficient to provide safe and effective nursing care. For example, the student must be able to calibrate and use equipment, administer injections, insert catheters, manipulate intravenous equipment and position patients.

**Hearing:** The nursing student should possess auditory skills sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, cries for help and auscultate sounds.

**Visual:** The nursing student should possess visual skills sufficient for observation and assessment necessary in nursing care. For example, the student must be able to observe patient responses, see a change in skin color and read a scale on a syringe.

**Tactile:** The nursing student should possess tactile skills sufficient for physical assessment. For example, the student must be able to palpate a pulse.

**Weight-Bearing:** The nursing student should possess the ability to maneuver and move 40-50 lbs. on a weekly or daily basis. For example, the student must be able to position and transfer patients.

## Associate Degree Nursing Program

*Program Prerequisites: Students admitted to the Nursing Program must successfully complete the following courses with a "C" or higher prior to enrolling in the first nursing [NUR] class and Certification of completion of Nurse Aide I and current listing on NC Registry without substantive findings.*

		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
BIO 168	Human Anatomy & Physiology I	3	3	0	4
BIO 169	Human Anatomy & Physiology II	3	3	0	4
CHM 131	Introduction to Chemistry	3	0	3	3
CHM 131A	Introduction to Chemistry Lab or	0	3	0	1
CHM 151	General Chemistry I	3	3	0	4
<b><i>Fall Semester</i></b>		<b><i>Class</i></b>	<b><i>Lab</i></b>	<b><i>Clinical</i></b>	<b><i>Credit</i></b>
ENG 111	Writing and Inquiry	3	0	0	3
NUR 111	Introduction to Health Concepts	4	6	6	8
NUR 117	Pharmacology	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>8</b>	<b>9</b>	<b>6</b>	<b>13</b>
<b><i>Spring Semester</i></b>					
NUR 112	Health-Illness Concepts	3	0	6	5
NUR 113	Family Health Concepts	3	0	6	5
NUR 118	Nutrition/Diet Therapy	2	0	0	2
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>0</b>	<b>12</b>	<b>15</b>
<b><i>Summer Semester</i></b>					
NUR 114	Holistic Health Concepts	3	0	6	5
PSY 241	Developmental Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>6</b>	<b>8</b>
<b><i>Fall Semester</i></b>					
ENG 112	Writing/Research in the Disciplines	3	0	0	3
NUR 211	Health Care Concepts	3	0	6	5
NUR 212	Health System Concepts	<u>3</u>	<u>0</u>	<u>6</u>	<u>5</u>
		<b>9</b>	<b>0</b>	<b>12</b>	<b>13</b>
<b><i>Spring Semester</i></b>					
NUR 213	Complex Health Concepts	4	3	15	10
Humanities/Fine Arts Elective		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>3</b>	<b>15</b>	<b>13</b>

**TOTAL CREDITS: 74**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240

Gen Ed: HUM 115

## Associate Degree Nursing Program Costs

Associate Degree Nursing students should be prepared to incur additional expenses beyond college fees and tuition.

**Outlined below are estimated expenses and are subject to change:**

	<b>First Year</b>	<b>Second Year</b>
Medical Exam	\$100	\$100
* Drug Screening and Background Check	\$114	\$80
Immunizations (include but not limited to Hep B, TB, Flu, childhood immunizations)	\$300	\$300
Uniforms for Clinical and Lab	\$140	
1 pair bandage scissors, 1 pair hemostats, pen light, 3-color pen, 1 stethoscope, 1 sphygmomanometer	\$100	
1 pair shoes (white leather)	\$50 - 75	
Watch with second hand; military time preferred	\$25	
Lab Kits	\$190	
Program Resources	\$1,800	\$1,000
Textbooks		
Online educational services		
NCLEX Review		
Student Accident Insurance	\$6	\$4
Nursing Pin, Lamp, and Cap (optional)		\$75
Malpractice Insurance	\$48	\$32
CPR	\$30 – 50	
Clinical Placement Charge	\$25	\$25
Certification Exam (National Council Licensure Exam, NCLEX-RN)		\$300

# Associate Degree Nursing: LPN to ADN Option (A45110L)

## Associate in Applied Science

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Courses must be completed in sequences as outlined in the curriculum.

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.

The LPN to ADN Option curriculum is designed for students who have already met the requirements to be a Licensed Practical Nurse (LPN) and wish to further their education to earn an Associate Degree in Nursing (ADN).

## General Admission Requirements

1. Detailed current information for interested applicants is located on the [RCC website](#). Applicants must submit all required documentation by established deadlines detailed on the LPN to ADN acceptance time line.
2. Students must be able to fulfill all Program Performance Standards as outlined in the health sciences admission policy.
3. Students are required to attend one Nursing Information Session in the application year.
4. Complete minimum admission requirements by specified date at the end February of the application year.
5. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon academic performance.
6. Applicants must have a cumulative GPA of 2.8 or higher in nursing general education courses or higher by the published deadline date for submitting Candidate Review Forms to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission.
7. Students must successfully complete the following courses with a “C” or higher before admission to the LPN to ADN option program.  
BIO 168, BIO 169, CHM 131/CHM 131A or CHM 151, ENG 111, ENG 112, PSY 150, PSY 241, and Humanities/Fine Arts Elective
8. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
9. A competitive National League for Nursing (NLN) Nursing Acceleration Challenge Exam-Book 1: Foundations of Nursing Exam (NACE I) score will be required for consideration/acceptance into the LPN to ADN program. All fees associated with the NACE exam are the responsibility of the student.
10. Upon program acceptance, students must submit to a background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with background check, drug screen and medical review are the responsibility of the student.
11. It is the student’s responsibility to review all [program materials](#) and stay current with program requirements, policies and procedures.



# Associate Degree Nursing LPN to ADN Option Program Performance Standards

## Performance Standards

Applicants should be aware that admission to the nursing program is dependent upon physical and emotional health which is compatible with the ability to provide safe patient care.

**Critical Thinking:** The nursing student must possess critical thinking skills sufficient for clinical judgment. For example, the student must be able to use the nursing process as a basis for solving nursing problems. This involves identifying cause and effect relationships in clinical situations and developing nursing care plans.

**Interpersonal Skills:** The nursing student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families and colleagues.

**Communication:** The nursing student should possess communication skills sufficient for interaction with others in verbal and written format. For example, the student must be able to convey nursing actions and patient responses to health care team members, both verbally and in writing.

**Mobility:** The nursing student should possess physical skills sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move around in-patient rooms, workspaces and treatment areas and to administer cardiopulmonary resuscitation.

**Motor Skills:** The nursing student should possess gross and fine motor skills sufficient to provide safe and effective nursing care. For example, the student must be able to calibrate and use equipment, administer injections, insert catheters, manipulate intravenous equipment and position patients.

**Hearing:** The nursing student should possess auditory skills sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, cries for help and auscultate sounds.

**Visual:** The nursing student should possess visual skills sufficient for observation and assessment necessary in nursing care. For example, the student must be able to observe patient responses, see a change in skin color and read a scale on a syringe.

**Tactile:** The nursing student should possess tactile skills sufficient for physical assessment. For example, the student must be able to palpate a pulse.

**Weight-Bearing:** The nursing student should possess the ability to maneuver and move 40-50 lbs. on a weekly or daily basis. For example, the student must be able to position and transfer patients.

## Associate Degree Nursing: LPN to ADN Option

The LPN to ADN curriculum is designed for students who have already met the requirements to be a Licensed Practical Nurse (LPN) and wish to further their education to earn an Associate Degree in Nursing (ADN). Students admitted to the LPN to ADN option must successfully complete the following courses with a “C” or higher prior to enrolling in the first nursing class:

BIO 168 Human Anatomy and Physiology I  
 BIO 169 Human Anatomy and Physiology II  
 CHM 131/CHM 131A Introduction to Chemistry and Lab  
 or CHM 151 General Chemistry  
 ENG 111 Writing and Inquiry

ENG 112 Writing/Research in the Discipline or  
 Humanities/Fine Arts Elective  
 PSY 150 General Psychology  
 PSY 241 Developmental Psychology

	<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
<b>Fall Semester</b>				
NUR 117 Pharmacology	1	3	0	2
NUR 221 LPN to ADN Concepts I	<u>6</u>	<u>0</u>	<u>9</u>	<u>9</u>
	<b>7</b>	<b>3</b>	<b>9</b>	<b>11</b>
<b>Spring Semester</b>				
NUR 118 Nutrition/Diet Therapy	2	0	0	2
NUR 223 LPN to ADN Concepts II	<u>6</u>	<u>0</u>	<u>9</u>	<u>9</u>
	<b>8</b>	<b>0</b>	<b>9</b>	<b>11</b>

Upon successful completion of NUR 117, NUR 118, NUR 221, and NUR 223, LPN to ADN program students are awarded credit for the lower level Associate Degree Nursing NUR prefix courses.

**TOTAL CREDITS: 74**

Humanities/Fine Arts Elective - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240  
 Gen Ed: HUM 115

## LPN to ADN Program Costs

Associate Degree Nursing students in the LPN to ADN program should be prepared to incur additional expenses beyond college fees and tuition.

**Outlined below are estimated expenses and are subject to change:**

Medical Exam	\$100
* Drug Screening and Background Check	\$114
Immunizations (include but not limited to Hep B, TB, Flu, childhood immunizations)	\$300
Uniforms for Clinical and Lab	\$140
1 pair bandage scissors, 1 pair hemostat, pen light, 3-color pen, 1 stethoscope, 1 sphygmomanometer	\$100
1 pair shoes (white leather)	\$50 - 75
Watch with second hand; military time preferred	\$25
Program Resources	\$1,800
Textbooks	
Online educational services	
NCLEX Review	
Student Accident Insurance	\$4
Malpractice Insurance	\$32
CPR	\$30 - 50
Nursing Pin, Lamp, and Cap (optional)	\$75
Clinical Placement Charge	\$25
Certification Exam	
(National Council Licensure Exam, NCLEX-RN)	\$300

# Basic Law Enforcement Training Certificate (C55120)

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

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

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

## You must meet the following requirements to be selected for the BLET training:

1. U.S. citizen
2. North Carolina resident
3. Be at least 20 years of age
4. Furnish Criminal Records Search from the Clerk of Court from every county you have resided since the age of 16
5. Sponsored by a Law Enforcement Agency
6. Complete a physical examination
7. Possess a high school diploma/GED
8. Successfully pass a reading comprehension test
9. Furnish an unopened copy of your high school transcript

**Note:** Those discharged from the military must furnish a copy of their DD-214.

Students successfully completing a Basic Law Enforcement Training Course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for: CJC 121 – Law Enforcement Operations, CJC 131 – Criminal Law, CJC 132 – Court Procedure & Evidence, CJC 221 – Investigative Principles, CJC 231 – Constitutional Law, toward the Associate in Applied Science degree in Criminal Justice Technology at RCC (16 semester credit hours).

Basic Law Enforcement Training students should be prepared to incur additional expenses beyond tuition. All items listed will have the RCC/BLET printed logo. The cost of these items is approximately \$400, and textbooks cost approximately \$800. (Costs are subject to change.)

2 T-Shirts	2 Pairs BDU Pants
2 Pairs of Running Shorts	2 Golf Shirts
2 Pairs of Sweat Pant	1 Baseball Type Cap
1 Pair of Running Shoes	1 Pair of Plain Toe, 8" Black Lace up Boots

## *Offered Fall, Spring, & Summer Semester*

	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CJC 110 Basic Law Enforcement BLET	<u>10</u>	<u>30</u>	<u>20</u>
<b>TOTAL CREDITS: 20</b>	<b>10</b>	<b>30</b>	<b>20</b>

# Business Administration (A25120)

## Associate in Applied Science

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.

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
ACC 120 Principles of Financial Accounting	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 115 Business Law I	3	0	3
CIS 110 Introduction to Computers	2	2	3
ENG 111 Writing & Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
	<b>14</b>	<b>4</b>	<b>16</b>
<i><b>Spring Semester</b></i>			
ACC 121 Principles of Managerial Accounting	3	2	4
BUS 125 Personal Finance	3	0	3
BUS 139 Entrepreneurship I	3	0	3
CTS 130 Spreadsheet	2	2	3
Mathematics Elective	<u>2-3</u>	<u>2</u>	<u>3-4</u>
	<b>13-14</b>	<b>6</b>	<b>16-17</b>
<i><b>Fall Semester</b></i>			
BUS 121 Business Math	2	2	3
BUS 137 Principles of Management	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
INT 110 International Business	3	0	3
MKT 120 Principles of Marketing	3	0	3
Communications Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>17</b>	<b>2</b>	<b>18</b>
<i><b>Spring Semester</b></i>			
BUS 151 People Skills	3	0	3
BUS 225 Business Finance	2	2	3
BUS 239 Business Applications Seminar	1	2	2
ECO 251 Principles of Microeconomics	3	0	3
Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>12</b>	<b>4</b>	<b>14</b>

**TOTAL CREDITS: 64-65**

**Communication Elective** - Choose **one** of the following:

UGETC: COM 120, ENG 112

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, MUS 110, PHI 240

Gen Ed: HUM 115

**Mathematics Elective** - Choose **one** of the following:

UGETC: MAT 143, MAT 152, MAT 171

## Business Administration Certificate (C25120)

This certificate program is designed to introduce students to the various aspects of the free enterprise system. Upon successful completion graduates will be provided a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Courses within the certificate may be applied toward an Associate of Applied Science degree in Business Administration.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ACC 120	Principles of Financial Accounting		3	2	4
BUS 115	Business Law I		<u>3</u>	<u>0</u>	<u>3</u>
			<b>6</b>	<b>2</b>	<b>7</b>
 <i>Spring Semester</i>					
BUS 110	Introduction to Business		3	0	3
BUS 139	Entrepreneurship I		<u>3</u>	<u>0</u>	<u>3</u>
			<b>6</b>	<b>0</b>	<b>6</b>

**TOTAL CREDITS: 13**

# Computer-Integrated Machining (A50210)

## Associate in Applied Science

The Computer-Integrated Machining curriculum prepares students with the analytical, creative, and innovative skills necessary to take a production idea from an initial concept through design, development, and production, resulting in a finished product.

Course work may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

Students enrolling in this program must purchase student accident insurance.

<i>Fall Semester</i>				<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BPR 111	Blueprint Reading			1	2	2
ISC 112	Industrial Safety			2	0	2
MAC 111	Machining Technology I			2	12	6
MAC 114	Introduction to Metrology			2	0	2
MAT 110	Math Measurement and Literacy			2	2	3
MAC 124	CNC Milling			1	3	2
WBL 110	World of Work			<u>1</u>	<u>0</u>	<u>1</u>
				<b>11</b>	<b>19</b>	<b>18</b>

<i>Spring Semester</i>						
BPR 121	Blueprint Reading: Mechanical			1	2	2
DFT 119	Basic CAD			1	2	2
ISC 113	Industrial Specifications			1	0	1
MAC 112	Machining Technology II			2	12	6
MAC 122	CNC Turning			1	3	2
	Communication Elective			<u>3</u>	<u>0</u>	<u>3</u>
				<b>9</b>	<b>19</b>	<b>16</b>

<i>Summer Semester</i>						
MAC 113	Machining Technology III			<u>2</u>	<u>12</u>	<u>6</u>
				<b>2</b>	<b>12</b>	<b>6</b>

<i>Fall Semester</i>						
DFT 154	Intro to Solid Modeling			2	3	3
MAC 222	Advanced CNC Turning			1	3	2
MAC 231	CAM: CNC Turning			1	4	3
	Communication Elective			3	0	3
	Humanities/Fine Arts Elective			<u>3</u>	<u>0</u>	<u>3</u>
				<b>10</b>	<b>10</b>	<b>14</b>

<i>Spring Semester</i>				<i>Class</i>	<i>Lab</i>	<i>Credit</i>
DDF 252	Advanced Solid Modeling			2	2	3
MAC 224	Advanced CNC Milling			1	3	2
MAC 232	CAM: CNC Milling			1	4	3
MAC 248	Production Procedures			1	2	2
WLD 112	Basic Welding Processes			1	3	2
	Social/Behavioral Science Elective			<u>3</u>	<u>0</u>	<u>3</u>
				<b>9</b>	<b>14</b>	<b>15</b>

**TOTAL CREDITS: 65**

**Communication Elective** - Choose **two** of the following:

UGETC: COM 110, COM 120, ENG 110, ENG 111, ENG 112, ENG 114

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240

Gen Ed: HUM 115, REL 110

**Social/Behavioral Science Elective** - Choose **one** of the following:

UGETC: ANT 210, HIS 111, HIS 112, HIS 131, HIS 132, PSY 150, SOC 210

Gen Ed: SOC 213

## Computer-Integrated Machining Diploma (D50210)

The Computer-Integrated Machining curriculum prepares students with the analytical, creative, and innovative skills necessary to take a production idea from an initial concept through design, development, and production, resulting in a finished product.

Course work may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

Students enrolling in the program must purchase student accident insurance.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BPR 111	Print Reading		1	2	2
ISC 112	Industrial Safety		2	0	2
MAC 111	Machining Technology I		2	12	6
MAC 114	Introduction to Metrology		2	0	2
MAC 124	CNC Milling		1	3	2
MAT 110	Math Measurement		2	2	3
WBL 110	World of Work		<u>1</u>	<u>0</u>	<u>1</u>
			<b>11</b>	<b>19</b>	<b>18</b>
<i>Spring Semester</i>					
BPR 121	Blueprint Reading - Mechanical		1	2	2
DFT 119	Basic CAD		1	2	2
ISC 113	Industrial Specifications		1	0	1
MAC 112	Machining Technology II		2	12	6
MAC 122	CNC Turning		1	3	2
	Communication Elective		<u>3</u>	<u>0</u>	<u>3</u>
			<b>9</b>	<b>19</b>	<b>16</b>
<i>Summer Semester</i>					
MAC 113	Machining Technology III		<u>2</u>	<u>12</u>	<u>6</u>
			<b>2</b>	<b>12</b>	<b>6</b>

**TOTAL CREDITS: 40**

**Communication Elective** - Choose **one** of the following:

UGETC: COM 110, COM 120, ENG 110, ENG 111

## Computer-Integrated Machining Fundamentals Certificate (C50210C)

This certificate program is designed to provide individuals with entry-level competencies in basic machining, basic CNC operation, blueprint reading and measurement. Upon successful completion, graduates should be able to set up and produce simple parts on basic machine tools. Courses within the certificate may be applied toward an Associate of Applied Science degree in Computer Integrated Machining.

Students enrolling in the program must purchase student accident insurance.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BPR 111	Print Reading		1	2	2
ISC 112	Industrial Safety		2	0	2
MAC 111	Machining Technology I		2	12	6
MAC 114	Introduction to Metrology		2	0	2
MAC 124	CNC Milling		<u>1</u>	<u>3</u>	<u>2</u>
			<b>8</b>	<b>17</b>	<b>14</b>
<i>Spring Semester</i>					
MAC 122	CNC Turning		<u>1</u>	<u>3</u>	<u>2</u>
			<b>1</b>	<b>3</b>	<b>2</b>

**TOTAL CREDITS: 16**

## Manual Machining Fundamentals Certificate (C50210MM)

This certificate program is designed to provide individuals with an introduction to basic machining principles and technical skills. Upon successful completion of all courses in this pathway, the student will be prepared with the skills to gain entry level manufacturing employment. Courses within the certificate may be applied toward the Associate of Applied Science degree in Computer-Integrated Machining.

Students enrolling in the program must purchase student accident insurance.

			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BPR 111	Print Reading		1	2	2
ISC 112	Industrial Safety		2	0	2
MAC 111	Machining Technology I		2	12	6
MAC 114	Introduction to Metrology		<u>2</u>	<u>0</u>	<u>2</u>
			<b>7</b>	<b>14</b>	<b>12</b>

**TOTAL CREDITS: 12**



# Cosmetology (A55140)

## Associate in Applied Science

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

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

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

In addition to tuition, cosmetology students are required to purchase text books and a Cosmetology Kit \$1200. Students must also purchase two sets of solid black or solid white scrub uniforms at an estimated cost of \$35 each, and malpractice insurance at \$32 per year.

	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
<b><i>Fall Semester</i></b>			
ACA 111 College Student Success	1	0	1
COS 111 Cosmetology Concepts I	4	0	4
COS 112 Salon I	0	24	8
COS 260 Design Application	1	3	2
ENG 111 Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
	<b>9</b>	<b>27</b>	<b>18</b>
<b><i>Spring Semester</i></b>			
COS 113 Cosmetology Concepts II	4	0	4
COS 114 Salon II	0	24	8
COS 115 Cosmetology Concepts III	4	0	4
HUM 115 Critical Thinking	<u>3</u>	<u>0</u>	<u>3</u>
	<b>11</b>	<b>24</b>	<b>19</b>
<b><i>Summer Semester</i></b>			
COS 116 Salon III	0	12	4
COS 117 Cosmetology Concepts IV	2	0	2
Mathematics Elective	<u>2-3</u>	<u>2</u>	<u>3-4</u>
	<b>4-5</b>	<b>14</b>	<b>9-10</b>
<b><i>Fall Semester</i></b>			
BUS 110 Introduction to Business	3	0	3
CIS 110 Introduction to Computers	2	2	3
COS 118 Salon IV	0	21	7
Communication Elective	3	0	3
Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>11</b>	<b>23</b>	<b>19</b>

**TOTAL CREDITS: 65-66**

**Communication Elective** - Choose **one** of the following:

UGETC: ENG 112

Gen Ed: ENG 114, COM 110

**Social Science Elective** - Choose **one** of the following:

UGETC: PSY 150, SOC 210

**Mathematics Elective** - Choose **one** of the following:

UGETC: MAT 110, MAT 143, MAT 152, MAT 171

## Cosmetology Diploma (D55140)

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
COS 111	Cosmetology Concepts I		4	0	4
COS 112	Salon I		0	24	8
COS 260	Design Applications		1	3	2
ENG 111	Writing and Inquiry		<u>3</u>	<u>0</u>	<u>3</u>
			<b>8</b>	<b>27</b>	<b>17</b>

<i>Spring Semester</i>					
COS 113	Cosmetology Concepts II		4	0	4
COS 114	Salon II		0	24	8
COS 115	Cosmetology Concepts III		4	0	4
HUM 115	Critical Thinking		<u>3</u>	<u>0</u>	<u>3</u>
			<b>11</b>	<b>24</b>	<b>19</b>

<i>Summer Semester</i>					
COS 116	Salon III		0	12	4
COS 117	Cosmetology Concepts IV		<u>2</u>	<u>0</u>	<u>2</u>
			<b>2</b>	<b>12</b>	<b>6</b>

**TOTAL CREDITS: 42**

## Cosmetology Certificate (C55140)

This certificate program is designed to provide individuals with entry-level competencies in cosmetology. Upon successful completion of the certificate, graduates can continue their coursework towards a diploma or associate in applied science degree. Graduates with a diploma or associate in applied science degree qualify to take the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
COS 111	Cosmetology Concepts I		4	0	4
COS 112	Salon I		0	24	8
COS 260	Design Applications		<u>1</u>	<u>3</u>	<u>2</u>
			<b>5</b>	<b>27</b>	<b>14</b>

<i>Spring Semester</i>					
COS 113	Cosmetology Concepts II		4	0	4
COS 114	Salon II		0	24	8
COS 115	Cosmetology Concepts III		<u>4</u>	<u>0</u>	<u>4</u>
			<b>8</b>	<b>24</b>	<b>16</b>

<i>Summer Semester</i>					
COS 116	Salon III		<u>0</u>	<u>12</u>	<u>4</u>
			<b>0</b>	<b>12</b>	<b>4</b>

**TOTAL CREDITS: 34**

# Criminal Justice Technology (A55180)

## Associate in Applied Science

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

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

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
CJC 111 Introduction to Criminal Justice	3	0	3
CJC 112 Criminology	3	0	3
CJC 122 Community Policing	3	0	3
CJC 131 Criminal Law	3	0	3
ENG 111 Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
	<b>15</b>	<b>0</b>	<b>15</b>

<i><b>Spring Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
ACA 122 College Transfer Success	0	2	1
CIS 110 Introduction to Computers	2	2	3
CJC 113 Juvenile Justice	3	0	3
CJC 132 Court Procedure & Evidence	3	0	3
CJC 141 Corrections	3	0	3
ENG 112 Writing Research in the Disciplines	3	0	3
Mathematics Elective	<u>2-3</u>	<u>2</u>	<u>3-4</u>
	<b>16-17</b>	<b>6</b>	<b>19-20</b>

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
CJC 121 Law Enforcement Operations	3	0	3
CJC 213 Substance Abuse	3	0	3
CJC 221 Investigative Principles	3	2	4
CJC 231 Constitutional Law	3	0	3
COM 231 Public Speaking	<u>3</u>	<u>0</u>	<u>3</u>
	<b>15</b>	<b>2</b>	<b>16</b>

<i><b>Spring Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
CJC 212 Ethics & Community Relations	3	0	3
CJC 215 Organization & Administration	3	0	3
CJC 214 Victimology	3	0	3
PSY 150 General Psychology	3	0	3
Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>15</b>	<b>0</b>	<b>15</b>

**TOTAL CREDITS: 65-66**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215, PHI 240  
Gen Ed: HUM 115, REL 110

**Mathematics Elective** - Choose **one** of the following:

UGETC: MAT 143, MAT 152, MAT 171

**NOTE:** Students successfully completing a Basic Law Enforcement Training (BLET) Course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for the following courses. Students must have completed BLET since 1983. Students should contact the BLET Coordinator for details.

CJC	121	Law Enforcement Operations
CJC	131	Criminal Law
CJC	132	Court Procedure & Evidence
CJC	221	Investigative Principles
CJC	231	Constitutional Law

# Early Childhood Education

## Associate in Applied Science

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.

The State Board of Community Colleges approved the Uniform Articulation Agreement between the University of North Carolina Baccalaureate of Birth-Kindergarten and Early Childhood Related Programs and North Carolina Community College System Applied Associate in Early Childhood Education Programs.

This statewide Early Childhood Education articulation agreement includes a licensure track and non-licensure track, as both meet specifically different workforce needs within the field of early childhood education. The Birth to Kindergarten (B-K) license degree allows an individual to become a licensed teacher and work in a NC Pre-K classroom or in a kindergarten classroom. Those who select the non-licensure early childhood education degree option may work in licensed child care facilities as a lead teacher or center director/administrator or in various agencies that serve young children, families, and early childhood educators, such as the Division of Child Development and Early Education; the North Carolina Early Intervention Branch (NCEI), which is part of the North Carolina Division of Public Health, Child Care Resource and Referral (CCR&R), and Smart Start/local Partnerships for Children.

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.

The career track prepares a student 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.

# Early Childhood Education (A55220T)

## Transfer Track - Licensure

### Associate in Applied Science

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ENG 111	Writing and Inquiry	3	0	3
EDU 119	Early Childhood Education	4	0	4
EDU 131	Child, Family, Community	3	0	3
EDU 144	Child Development I	3	0	3
EDU 151	Creative Activities	<u>3</u>	<u>0</u>	<u>3</u>
		<b>16</b>	<b>0</b>	<b>16</b>
<i>Spring Semester</i>				
ACA 122	College Transfer Success	0	2	1
EDU 145	Child Development II	3	0	3
EDU 146	Child Guidance	3	0	3
EDU 234	Infants, Toddlers, and Twos	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3
MAT 143	Quantitative Literacy	<u>2</u>	<u>2</u>	<u>3</u>
		<b>14</b>	<b>4</b>	<b>16</b>
<i>Summer Semester</i>				
SOC 210	Introduction to Sociology	3	0	3
	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>6</b>
<i>Fall Semester</i>				
COM 231	Public Speaking	3	0	3
EDU 216	Foundations of Education	3	0	3
EDU 221	Children with Exceptionalities	3	0	3
EDU 280	Language & Literacy Experiences	3	0	3
	Biological Science Elective	<u>3</u>	<u>3</u>	<u>4</u>
		<b>15</b>	<b>3</b>	<b>16</b>
<i>Spring Semester</i>				
EDU 153	Health, Safety & Nutrition	3	0	3
EDU 250	Teacher Licensure Preparation	3	0	3
EDU 284	Early Childhood Capstone Practicum	1	9	4
PSY 150	General Psychology	3	0	3
	Physical Science Elective	<u>3</u>	<u>3</u>	<u>4</u>
		<b>13</b>	<b>12</b>	<b>17</b>

**TOTAL CREDITS: 71**

**Biological Science Elective** - Choose **one** of the following:

BIO 110 or BIO 111

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240

**Physical Science Elective** - Choose **one** of the following:

PHY 110/110A or CHM 151

# Early Childhood Education (A55220N)

## Transfer Track Non-Licensure

### Associate in Applied Science

<i>Fall Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
EDU 119 Early Childhood Education	4	0	4
EDU 131 Child, Family, & Community	3	0	3
EDU 144 Child Development I	3	0	3
EDU 151 Creative Activities	3	0	3
ENG 111 Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
	<b>16</b>	<b>0</b>	<b>16</b>
<i>Spring Semester</i>			
ACA 122 College Transfer Success	0	2	1
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 234 Infants, Toddlers, and Twos	3	0	3
ENG 112 Writing/Research in the Disciplines	3	0	3
MAT 143 Quantitative Literacy	<u>2</u>	<u>2</u>	<u>3</u>
	<b>14</b>	<b>4</b>	<b>16</b>
<i>Summer Semester</i>			
SOC 210 Introduction to Sociology	3	0	3
Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>6</b>	<b>0</b>	<b>6</b>
<i>Fall Semester</i>			
COM 231 Public Speaking	3	0	3
EDU 221 Children with Exceptionalities	3	0	3
EDU 261 Early Childhood Administration I	3	0	3
EDU 280 Language & Literacy Experiences	3	0	3
Biological Science Elective	<u>3</u>	<u>3</u>	<u>4</u>
	<b>15</b>	<b>3</b>	<b>16</b>
<i>Spring Semester</i>			
EDU 153 Health, Safety & Nutrition	3	0	3
EDU 262 Early Childhood Administration II	3	0	3
EDU 284 Early Childhood Capstone Practicum	1	9	4
PSY 150 General Psychology	3	0	3
Physical Science Elective	<u>3</u>	<u>3</u>	<u>4</u>
	<b>13</b>	<b>12</b>	<b>17</b>

**TOTAL CREDITS: 71**

**Biological Sciences Elective** - Choose **one** of the following:

BIO 110 or BIO 111

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240

**Physical Science Elective** - Choose **one** of the following:

PHY 110/110A or CHM 151

# Early Childhood Education (A55220C)

## Career Track

### Associate in Applied Science

<i>Fall Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
EDU 119 Early Childhood Education	4	0	4
EDU 131 Child, Family, & Community	3	0	3
EDU 144 Child Development I	3	0	3
EDU 151 Creative Activities	3	0	3
ENG 111 Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
	<b>16</b>	<b>0</b>	<b>16</b>
<i>Spring Semester</i>			
ACA 122 College Transfer Success	0	2	1
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
ENG 112 Writing/Research in the Disciplines	3	0	3
EDU 234 Infants, Toddlers, and Twos	3	0	3
MAT 143 Quantitative Literacy	<u>2</u>	<u>2</u>	<u>3</u>
	<b>14</b>	<b>4</b>	<b>16</b>
<i>Summer Semester</i>			
SOC 210 Introduction to Sociology	3	0	3
Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>6</b>	<b>0</b>	<b>6</b>
<i>Fall Semester</i>			
COM 231 Public Speaking	3	0	3
EDU 216 Foundations of Education	3	0	3
EDU 221 Children with Exceptionalities	3	0	3
EDU 261 Early Childhood Administration I	3	0	3
EDU 280 Language & Literacy Experiences	<u>3</u>	<u>0</u>	<u>3</u>
	<b>15</b>	<b>0</b>	<b>15</b>
<i>Spring Semester</i>			
EDU 153 Health, Safety & Nutrition	3	0	3
EDU 262 Early Childhood Administration II	3	0	3
EDU 284 Early Childhood Capstone Practicum	1	9	4
PSY 150 General Psychology	3	0	3
Major Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>13</b>	<b>9</b>	<b>16</b>

**TOTAL CREDITS: 69 (Check Total)**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240

**Major Elective** - Choose **one** of the following:

EDU 250 or HEA 110



## Early Childhood Education Certificate (C55220E)

This certificate program is designed to provide individuals with the skills for careers in Early Childhood Education, birth to kindergarten, through courses that cover the physical and psychological development of children, strategies for classroom management, and development of age-appropriate classroom activities. Upon successful completion, graduates will earn an Early Childhood credential which enables them to work in childcare facilities in North Carolina. Courses within this certificate may be applied to an associate in applied science degree in Early Childhood.

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
EDU 119	Early Childhood Education	4	0	4
EDU 131	Child, Family, & Community	3	0	3
EDU 144	Child Development I	<u>3</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>0</b>	<b>10</b>
<i>Spring Semester</i>				
EDU 145	Child Development II	3	0	3
EDU 146	Child Guidance	<u>3</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>6</b>

**TOTAL CREDITS: 16**

# Electrical Systems Technology (A35130)

## Part-time Evening Program

### Associate in Applied Science

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

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

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

Students enrolling in this program must purchase student accident insurance.

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
BPR 135 Schematics and Diagrams	2	0	2
ELC 114 Commercial Wiring	2	6	4
ISC 112 Industrial Safety	2	0	2
MAT 110 Math Measurement & Literacy (or higher)	2	2	3
WBL 110 World of Work	<u>1</u>	<u>0</u>	<u>1</u>
	<b>9</b>	<b>8</b>	<b>12</b>

<i><b>Spring Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
ELC 112 DC/AC Electricity	3	6	5
ELC 119 NEC Calculation	1	2	2
HYD 110 Hydraulics & Pneumatics	<u>2</u>	<u>3</u>	<u>3</u>
	<b>6</b>	<b>11</b>	<b>10</b>

<i><b>Summer Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
BPR 130 Blueprint Reading Construction	3	0	3
Communications Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>6</b>	<b>0</b>	<b>6</b>

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
ELN 231 Industrial Controls	2	3	3
ELN 110 Survey of Electronics	2	2	3
WLD 112 Basic Welding Processes	<u>1</u>	<u>3</u>	<u>2</u>
	<b>5</b>	<b>8</b>	<b>8</b>

<i><b>Spring Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
ELC 233 Energy Management	2	2	3
ELN 260 Programmable Logic Controls	3	3	4
MEC 130 Mechanisms	<u>2</u>	<u>2</u>	<u>3</u>
	<b>7</b>	<b>7</b>	<b>10</b>

<i><b>Summer Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
ELC 228 PLC Applications	<u>2</u>	<u>6</u>	<u>4</u>
	<b>2</b>	<b>6</b>	<b>4</b>

**Fall Semester**

ATR 212	Industrial Robots	2	3	3
ELC 213	Instrumentation	3	2	4
	Communications Elective	3	0	3
	Humanities/Fine Arts or Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>5</b>	<b>13</b>

**Spring Semester**

ELC 229	Applications Project	1	3	2
	Humanities/Fine Arts or Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>3</b>	<b>5</b>

**TOTAL CREDITS: 68**

**Communication Elective** - Choose **one** of the following:

UGETC: COM 110, COM 120, ENG 110, ENG 111, ENG 112, ENG 114

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215, PHI 240

Gen Ed: HUM 115, REL 110

**Social/Behavioral Science Elective** - Choose **one** of the following:

UGETC: ANT 210, ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210

Gen Ed: HIS 121, HIS 122, SOC 213

## Commercial Wiring Certificate (C35130CW)

This certificate program is designed to provide individuals with entry-level competencies in the National Electrical Code and commercial wiring methods. Upon successful completion, graduates should be able to work in an industrial setting, on equipment for power distribution, circuits, switches, enclosures, panels, fuses, and circuit breakers. Courses within the certificate may be applied toward an Associate in Applied Science degree in Electrical Systems Technology.

Students enrolling in this program must purchase student accident insurance.

**Fall Semester**

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BPR 135	Schematics and Diagrams	2	0	2
ELC 114	Commercial Wiring	2	6	4
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
		<b>6</b>	<b>6</b>	<b>8</b>

**Spring Semester**

ELC 112	DC/AC Electricity	3	6	5
ELC 119	NEC Calculations	<u>1</u>	<u>2</u>	<u>2</u>
		<b>4</b>	<b>8</b>	<b>7</b>

**TOTAL CREDITS: 15**

## Industrial Automation and Maintenance Certificate (C35130IA)

This certificate is designed to provide individuals with entry-level competencies in electrical and mechanical skills needed to work on complex systems found in the manufacturing environment. Upon successful completion, graduates should be able to demonstrate an understanding of automated industrial machines and be able to maintain the equipment. Courses within the certificate may be applied toward an Associate in Applied Science Degree in Electrical Systems Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ELC 114	Commercial Wiring		2	6	4
ELN 231	Industrial Controls		2	3	3
ISC 112	Industrial Safety		<u>2</u>	<u>0</u>	<u>2</u>
			<b>6</b>	<b>9</b>	<b>9</b>

<i>Spring Semester</i>					
ELC 112	DC/AC Electricity		3	6	5
MEC 130	Mechanisms		<u>2</u>	<u>2</u>	<u>3</u>
			<b>5</b>	<b>8</b>	<b>8</b>

**TOTAL CREDITS: 17**

## Mechatronics Certificate (C35130M)

This certificate program is designed to provide individuals with entry-level competencies in electrical and mechanical skills needed to work on complex systems found in the manufacturing environment. Upon completion, graduates should be able to demonstrate an understanding of automated industrial machines and be able to maintain the equipment. Courses within the certificate may be applied toward an Associate in Applied Science degree in Electrical Systems Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Spring Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ELC 112	DC/AC Electricity		3	6	5
MEC 130	Mechanisms		<u>2</u>	<u>2</u>	<u>3</u>
			<b>5</b>	<b>8</b>	<b>8</b>

<i>Fall Semester</i>					
ELN 231	Industrial Controls		2	3	3
ISC 112	Industrial Safety		<u>2</u>	<u>0</u>	<u>2</u>
			<b>4</b>	<b>3</b>	<b>5</b>

<i>Spring Semester</i>					
ELN 260	Programmable Logic Controls		<u>3</u>	<u>3</u>	<u>4</u>
			<b>3</b>	<b>3</b>	<b>4</b>

**TOTAL CREDITS: 17**

## Programmable Logic Controllers Certificate (C35130PL)

This certificate program is designed to provide individuals with entry-level competencies in programming and troubleshooting Programmable Logic Controllers (PLC) in an industrial environment. Upon successful completion, graduates should be able to write, document, store, edit and debug ladder logic programs that are essential to the operation of factories, plants and other manufacturing facilities. Courses within the certificate may be applied toward an Associate of Applied Science degree in Electrical Systems Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Spring Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ELC 112 DC/AC Electricity	$\frac{3}{3}$	$\frac{6}{6}$	$\frac{5}{5}$
<i>Fall Semester</i>			
ELN 231 Industrial Controls	$\frac{2}{4}$	$\frac{3}{3}$	$\frac{3}{3}$
<i>Spring Semester</i>			
ELN 260 Programmable Logic Controls	$\frac{3}{3}$	$\frac{3}{3}$	$\frac{4}{4}$
<i>Summer Semester</i>			
ELC 228 PLC Applications	$\frac{2}{2}$	$\frac{6}{6}$	$\frac{4}{4}$

**TOTAL CREDITS: 16**

## Robotics Certificate (C35130RB)

This certificate program is designed to provide individuals with entry-level competencies in the concepts of industrial robots and explain how they are used in a plant or manufacturing system. Upon successful completion, graduates should be able to apply theoretical and laboratory instruction to allow for the programming, testing, and debugging of robot-control systems. Students can complete additional certificates. Courses within these certificates may be applied toward an Associate Degree in Electrical Systems Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Spring Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ELC 112 DC/AC Electricity	$\frac{3}{3}$	$\frac{6}{6}$	$\frac{5}{5}$
<i>Fall Semester</i>			
ELN 231 Industrial Controls	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{3}{3}$
<i>Spring Semester</i>			
ELN 260 Programmable Logic Controls	$\frac{3}{3}$	$\frac{3}{3}$	$\frac{4}{4}$
<i>Fall Semester</i>			
ATR 212 Industrial Robots	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{3}{3}$

**TOTAL CREDITS: 15**

# Emergency Medical Science (A45340A)

## Associate in Applied Science

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

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

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

## General Admission Requirements

1. Detailed current information for interested applicants is located on the [RCC website](#). Applicants must submit all required documentation by established deadlines detailed on the Emergency Medical Science (EMS) acceptance time line.
2. Students must be able to fulfill all Program Technical Standards as outlined in the health sciences admission policy.
3. Complete minimum admission requirements by specified date at the end of June of the admission year.
4. Students must successfully complete the following courses with a “C” or higher for the EMS program: BIO 168, BIO 169, ENG 111, ENG 112, PSY 150, and Humanities/Fine Arts elective.
5. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
6. Upon program acceptance, must submit to a background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with background check, drug screen and medical review are the responsibility of the student.
7. It is the student’s responsibility to review all [program materials](#) and stay current with program requirements, policies and procedures.

## Technical Standards of the Profession

As an Emergency Medical Services student, it is necessary to possess certain physical, mental and emotional abilities/skills to function effectively and efficiently in the role of health care provider. The Emergency Medical Services student must also demonstrate a set of abilities/skills referred to as 'technical standards' which include the following six (6) categories: observation, communication, motor, intellectual, behavioral/social and emotional intelligence.

Reasonable accommodations for students with documented disabilities will be considered on an individual basis, but a student must be able to perform in an independent manner. Such accommodations will be provided in accordance with Disabilities Services at RCC. The following abilities/skills are required, with or without accommodations.

### Observation

EMS students must have sufficient sensory capacity to observe and participate in the classroom, laboratory and all clinical settings.

1. **Functional vision** - 1) see from 20 inches to 20 feet and beyond, 2) use depth perception and peripheral vision, and 3) distinguish color and color intensity.
2. **Hearing** - Be able to hear sounds at varying levels (normal speaking volume, faint voices, faint body sounds and equipment alarms.)

3. **Olfactory** - Be able to detect odors from patients and the environment.
4. **Tactile Sensation** - Be able to adequately and accurately observe or assess clients and to elicit information through procedures regularly required in the care of clients or groups of clients.

### **Communication**

EMS students must be able to communicate effectively in the classroom, laboratory and all clinical settings. Students must be able to:

1. Communicate effectively in English both verbally and in writing
2. Recognize, understand and interpret instructional material required during medical education
3. Use appropriate grammar, spelling and vocabulary when completing classwork and clinical documentation that is submitted into FISDAP, and
4. Work cooperatively and professionally with others (i.e., EMS, fire, hospital, patients, family, etc.)

### **Motor**

EMS students must have sufficient motor function to participate in basic diagnostic and therapeutic procedures and to provide effective, quality care to clients. Motor function includes both gross and fine motor skills, strength and coordination, physical stamina.

#### **Gross Motor Skills**

EMS students must be able to:

1. Sit and stand while maintaining balance in the educational setting and in the ambulance, and
2. while working above and below waist height

#### **Fine Motor Skills**

EMS students must be able to:

1. Write and type, and
2. Pinch, pick up, grasp, squeeze or otherwise work with fingers

#### **Strength, Coordination and Stamina**

EMS students must be able to:

1. Stand, stoop, move quickly, do repetitive movements, walk, climb stairs, back-up stairs with weight (50 pounds), push/pull (up to 100 pounds) and
2. Lift (up to 100 pounds) and
3. Crouch, kneel, bend and twist for extended periods of time. Lifting and carrying a minimum of 30 pounds several times an hour. Lifting and moving up to 300 pounds with the assistance of 2-3 persons.

### **Intellectual**

EMS students must be able to perform measurements and calculations, read charts and graphs, adhere to professional ethics and demonstrate a professional manner and insight in the communication process. In order to complete any coursework in the paramedic major, the student must be able to demonstrate mastery in reading and comprehension and use them together to demonstrate critical thinking and clinical reasoning. 1) Plan/control activities for others, 2) Use appropriate knowledge and skills, and 3) sequence information.

### **Behavior and Social**

EMS students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment and prompt completion of all academic and client care responsibilities. The development of mature, sensitive and effective relationships with clients and other members of the health care team is essential. The role requires flexibility, compassion, integrity, motivation and the ability to 1) control interpersonal conflict, 2) respect differences among patients and other medical staff, and 3) establish rapport with patients and their family members and co-workers.

### **Emotional Intelligence**

EMS students must possess and further develop emotional intelligence. Emotional intelligence encompasses knowledge and management of one's own emotional life and the skills to process the various workplace and client situations that arise including death of a client unexpectedly or with prolonged suffering, negative responses to care, or strained work environments or coworker relationships. Responses to giving and receiving feedback both positive and negative are also a

part of emotional intelligence. EMS students must be able to 1) adapt to ever-changing, unpredictable and stressful situations, 2) monitor own emotions, 3) perform multiple responsibilities concurrently, 4) handle strong emotions during and following stressful events from patients, family members, bystanders and other professionals and 5) recognize, process and develop coping strategies that may be used to mitigate the emotional toll that highly intense situations encountered with EMS may take on the technician.

### Environment

Health care and Emergency Medical Services are often delivered in high stress areas, requiring management of multiple roles, tasks and decisions simultaneously. The equipment and supplies used in the delivery of care may present a danger to individuals with sensitivities and allergies, especially to certain fumes and/or latex products.

## Emergency Medical Science Program Costs

Emergency Medical Science program students should be prepared to incur additional expenses beyond college fees and tuition.

**Outlined below are estimated expenses and are subject to change:**

	<b>First Year</b>	<b>Second Year</b>
Medical Exam	\$100	\$100
* Drug Screening and Background Check	\$114	\$80
Immunizations (include but not limited to Hep B, TB, Flu, childhood immunizations)	\$300	\$300
Uniforms for Clinical and Lab	\$140	
Watch with second hand; military time preferred	\$25	
Program Resources	\$1,800	\$1,000
Textbooks		
FISDAP		
Student Accident Insurance	\$6	\$4
Malpractice Insurance	\$48	\$32
Card Fees (CPR, ACLS, PALS, PHTLS, & GEMS)	\$60	
Lab Fee	\$25	\$25
Certification Exam		
North Carolina Certification Exam (NCOEMS)	\$68	
National Registry Certification Exam (NREMT)	\$152	



<b>Fall Semester</b>			<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
BIO 168	Human Anatomy & Physiology I		3	3	0	4
EMS 110	Emergency Medical Technician		6	6	3	9
ENG 111	Writing and Inquiry		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
			<b>12</b>	<b>9</b>	<b>3</b>	<b>16</b>

<b>Spring Semester</b>						
BIO 169	Human Anatomy & Physiology II		3	3	0	4
EMS 122	EMS Clinical Practicum I		0	0	3	1
EMS 130	Pharmacology		3	3	0	4
EMS 131	Advanced Airway Management		1	2	0	2
EMS 160	Cardiology I		<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
			<b>9</b>	<b>11</b>	<b>3</b>	<b>14</b>

<b>Summer Semester</b>						
EMS 220	Cardiology II		2	3	0	3
EMS 221	EMS Clinical Practicum II		0	0	6	2
PSY 150	General Psychology		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
			<b>5</b>	<b>3</b>	<b>6</b>	<b>8</b>

<b>Fall Semester</b>						
ENG 112	Writing/Research in the Discipline		3	0	0	3
EMS 231	EMS Clinical Practicum III		0	0	9	3
EMS 250	Medical Emergencies		3	3	0	4
EMS 260	Trauma Emergencies		1	3	0	2
EMS 235	EMS Management		<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
			<b>9</b>	<b>6</b>	<b>9</b>	<b>14</b>

<b>Spring Semester</b>						
EMS 241	EMS Clinical Practicum IV		0	0	12	4
EMS 270	Life Span Emergencies		3	3	0	4
EMS 240	Patients with Special Challenges		1	2	0	2
EMS 285	EMS Capstone		1	3	0	2
Humanities/Fine Arts Elective			<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
			<b>8</b>	<b>8</b>	<b>12</b>	<b>15</b>

**TOTAL CREDITS: 67**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240

Gen Ed: HUM 115, REL 110

## Emergency Medical Science (C45340E)

This pathway is designed to prepare individuals to work as an Emergency Medical Technician (EMT). EMTs are often the first responders to any emergency, making split-second decisions that save people's lives. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification. Upon successful completion, a certificate will be awarded. Courses within the certificate may be applied toward an Associate in Applied Science degree in Emergency Medical Science.

			<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
BIO 168	Human Anatomy & Physiology I		3	3	0	4
EMS 110	Emergency Medical Science		6	6	3	9

**TOTAL CREDITS: 13**

# Emergency Medical Science Bridge (A45340BR)

## Associate in Applied Science

The Emergency Medical Science (EMS) Bridge Program is designed to allow currently certified non-degree paramedics to earn an Associate in Applied Science (AAS) degree in Emergency Medical Science. The EMS Bridge AAS degree requires 70 semester credit hours (SHC). Through the bridging program, current credentialed EMT-Paramedic will be awarded 45 semester credits toward the AAS degree upon completion of EMS 235 and EMS 280. Credit is awarded for the following courses: EMS 110, EMS 122, EMS 130, EMS 131, EMS 160, EMS 220, EMS 221, EMS 231, EMS 240, EMS 241, EMS 250, EMS 260, EMS 270, and EMS 285. The remaining course work to complete the AAS in Emergency Medical Science requires 25 additional semester hours of coursework.

Admission requirements must be met prior to matriculation.

### Students meeting the following criteria are eligible for the EMS Bridge program:

1. 500 hours of documented patient contact at the paramedic level as evidenced by the signature of the director of the EMS agency with which the paramedic is affiliated and the medical director of the ALS system with which the paramedic is affiliated.
2. Two (2) letters of recommendation from an EMS agency on agency letterhead
3. Copy of the paramedic education program transcript and all current certifications on file in the EMS Department.
  - o North Carolina EMT-Paramedic or National Registry Paramedic;
  - o Current Healthcare Provider CPR certification or equivalent;
  - o Current Advanced Cardiac Life Support (ACLS) certification or equivalent;
  - o Current Pediatric Advanced Life Support (PALS) certification or equivalent;
  - o Current Pre-Hospital Trauma Life Support (PHTLS) or International Trauma Life Support (ITLS) certification or equivalent;
  - o Current North Carolina driver's license
4. Completed interview with EMS Program Director

### Program Curriculum

Eligible students will receive 45 semester hours of credit for prior learning for the following EMS major courses:

EMS 110 EMT	9 SHC
EMS 122 EMS Clinical Practicum I	1 SHC
EMS 130 Pharmacology	4 SHC
EMS 131 Advanced Airway Management	2 SHC
EMS 160 Cardiology I	3 SHC
EMS 220 Cardiology II	3 SHC
EMS 221 EMS Clinical Practicum II	2 SHC
EMS 231 EMS Clinical Practicum III	3 SHC
EMS 240 Patients with Special Challenges	2 SHC
EMS 241 EMS Clinical Practicum IV	4 SHC
EMS 250 Medical Emergencies	4 SHC
EMS 260 Trauma Emergencies	2 SHC
EMS 270 Life Span Emergencies	4 SHC
EMS 285 EMS Capstone	2 SHC
<b>Total EMS</b>	<b>45 SHC</b>

<b><i>Fall Semester</i></b>			<b><i>Class</i></b>	<b><i>Lab</i></b>	<b><i>Credit</i></b>
BIO 168	Human Anatomy and Physiology I		3	3	4
EMS 235	EMS Management		2	0	2
ENG 111	Writing and Inquiry		3	0	3
PSY 150	General Psychology		<u>3</u>	<u>0</u>	<u>3</u>
			<b>11</b>	<b>3</b>	<b>12</b>

<b><i>Spring Semester</i></b>					
BIO 169	Human Anatomy and Physiology II		3	3	4
EMS 280	EMS Bridging Course		2	2	3
ENG 112	Writing/Research in the Disciplines		3	0	3
	Humanities/Fine Arts Elective		<u>3</u>	<u>0</u>	<u>3</u>
			<b>11</b>	<b>5</b>	<b>13</b>

**SEMESTER HOURS: 25**

**CREDIT FOR PRIOR LEARNING: 45**

**TOTAL PROGRAM: 70**

### **Admission Notes:**

1. In order to meet the institution's residency requirement, a minimum of 25% of the total hours required for the degree must be awarded by Rockingham Community College. This requirement may be met by the following:

Complete 25%, a minimum of 17 credits at RCC, of the 25 remaining credits required for the EMS Bridge program of study;

2. EMS 280 and EMS 235 must be taken at Rockingham Community College. Once a student has successfully completed EMS 280, 45 semester hours of credit will be credited to the student's transcript.

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

# Environmental Planning and Development (A55350)

## Associate in Applied Science

This curriculum is designed to prepare individuals and provide skills essential to being successful in outdoor recreational asset design, construction, planning, businesses, and management.

Students will gain an understanding of the principles and develop technical skills in environmental design, outdoor recreation, and management. The course of study provides a background in outdoor assets, design, and policy. Course work is taught through lecture, discussion, and experiential activities/fieldwork. Students will take a common core of classes and select a program major within the program.

Graduates from this program will have a strong background in planning, design, construction, assessment, maintenance, and management of natural recreational systems. Graduates are prepared for employment with non-profits, government agencies, landscaping and outdoor companies, and self-employment.

**Trails & Outdoor Recreation Infrastructure** is oriented towards hands-on individuals seeking employment with parks and recreation, parks maintenance, landscaping companies, and trail and other outdoor recreation construction. In addition to trail-building, students will be prepared to work for teams, agencies, and companies that design, build, and maintain picnic shelters, information kiosks, river access points, and other recreation sites.

**Environmental Planning** is designed for students interested in natural resources, recreation, and environmental work more broadly and who would be expected to continue their educations at a four-year institution to qualify for those jobs, such as marine biology, local government, parks management, landscape architecture, and nonprofit management.

**Outdoor Economy & Development** is a track for those working towards developing their own outdoor recreation and hospitality business. This track consists of business, accounting, marketing, and economics courses, and students will gain experience in managing the enjoyment of natural resources and developing environmental assets and programs safely and profitably.

### Core [All students will take the following courses]

TRL 110 Introduction to Trails, Blueways, & Greenways

EPD 111 Intro to Environmental Planning & Development

EPD 115 Environmental Planning, Design & Layout

EPD 180 Planning & Design Project Visualization Techniques

TRL 220 Trail Management, Assessment, Permitting & Contracting or EPD 220 Land Use Assessment, Permitting, & Contracting

### Program Majors [Student select a program major based on individual concentration]

#### Environmental Planning

EPD 210 Environmental Planning and Land Use

EPD 230 Public Planning, Participation, and Community Engagement

TRL 253 Community Paths & Placemaking

AGR 160 Plant Science

#### Outdoor Economy & Development

BUS 110 Introduction to Business

BUS 139 Entrepreneurship I

MKT 120 Principles of Marketing

ACC 120 Principles of Financial Accounting

#### Trails & Outdoor Recreation Infrastructure

TRL 210 Work Crew Leadership & Risk Management

TRL 120 Sustainable Trail Design & Construction

EPD 125 Parks, Landscape, & Trail Maintenance Techniques

AGR 160 Plant Science

<b>Fall Semester</b>			<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BIO 110	Principles of Biology		3	3	4
ENG 111	Writing and Inquiry		3	0	3
BUS 110	Introduction to Business		3	0	3
EPD 111	Introduction to Environmental Planning and Development		2	0	3
EPD 180	Planning & Design Project Visualization		<u>3</u>	<u>0</u>	<u>3</u>
			<b>14</b>	<b>3</b>	<b>16</b>

<b>Spring Semester</b>					
ENG 112	Writing/Research in the Disciplines		3	0	3
EPD 115	Environmental Planning, Design and Layout		1	4	3
MKT 120	Principles of Marketing		3	0	3
TRL 110	Intro to Trails, Blueways and Greenways		2	0	2
WBL 111	Work-Based Learning		0	10	1
Math Elective			<u>3</u>	<u>2 or 3</u>	<u>3 or 4</u>
			<b>12</b>	<b>16 or 17</b>	<b>15 or 16</b>

<b>Summer Semester</b>					
TRL 120	Sustainable Trail Construction Techniques		2	4	4
TRL 210	Work Crew Leadership and Risk Management		<u>2</u>	<u>0</u>	<u>2</u>
			<b>4</b>	<b>4</b>	<b>6</b>

<b>Fall Semester</b>					
ACC 120	Principles of Accounting		3	2	4
EDP 210	Environmental Planning & Land Use		3	0	3
EDP 230	Public Planning, Participation, and Community Engagement		3	0	3
TRL 253	Community Paths & Placemaking		3	0	3
Social/Behavioral Science Elective			<u>3</u>	<u>0</u>	<u>3</u>
			<b>15</b>	<b>2</b>	<b>16</b>

<b>Spring Semester</b>					
AGR 160	Plant Science		2	2	3
BUS 139	Entrepreneurship I		3	0	3
EPD 125	Parks, Landscape, & Trail Maintenance Techniques		2	4	4
EPD 220	Land Use Assessment Permitting & Contracting		3	2	3
Humanities/Fine Arts Elective			<u>3</u>	<u>0</u>	<u>3</u>
			<b>13</b>	<b>8</b>	<b>16</b>

**TOTAL CREDITS: 69 or 70**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240

Gen Ed: HUM 115, REL 110

**Mathematics Elective** – Choose **one** of the following:

MAT 143, MAT 151 or MAT 171

# General Occupational Technology (A55280)

## Associate in Applied Science

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.

Programs must be planned by student and advisor in advance for approval by the registrar, as designee of the chief academic officer.

Students enrolling in this degree option must purchase student accident insurance.

**TOTAL CREDITS: 64 - 76**

# Industrial Systems Technology (D50240)

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to 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.

Students enrolling in this program must purchase student accident insurance.

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
BPR 135 Schematics and Diagrams	2	0	2
ELC 114 Commercial Wiring	2	6	4
ISC 112 Industrial Safety	2	0	2
MAT 110 Math Measurement and Literacy (or higher)	2	2	3
WBL 110 World of Work	<u>1</u>	<u>0</u>	<u>1</u>
	<b>9</b>	<b>8</b>	<b>12</b>
<i><b>Spring Semester</b></i>			
ELC 112 DC/AC Electricity	3	6	5
HYD 110 Hydraulics/Pneumatics	2	3	3
MEC 130 Mechanisms	<u>2</u>	<u>2</u>	<u>3</u>
	<b>7</b>	<b>11</b>	<b>11</b>
<i><b>Summer Semester</b></i>			
Communication Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>3</b>	<b>0</b>	<b>3</b>
<i><b>Fall Semester</b></i>			
ELN 231 Industrial Controls	2	3	3
MNT 160 Industrial Fabrication	1	3	2
WLD 112 Basic Welding Processes	<u>1</u>	<u>3</u>	<u>2</u>
	<b>4</b>	<b>9</b>	<b>7</b>
<i><b>Spring Semester</b></i>			
MNT 110 Introduction to Maintenance Procedures	1	3	2
MNT 240 Industrial Equipment Troubleshooting	<u>1</u>	<u>3</u>	<u>2</u>
	<b>2</b>	<b>6</b>	<b>4</b>

**TOTAL CREDITS: 37**

**Communication Elective** - Choose **one** of the following:  
 UGETC: COM 110, COM 120, ENG 110, ENG 111

## Troubleshooting Certificate (C50240T)

This certificate program is designed to provide individuals with entry-level competencies in the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Upon completion, graduates should be able to troubleshoot and repair industrial equipment. Courses within the certificate may be applied toward a diploma in Industrial Systems Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Fall Semester</i>	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BPR 135	Schematics and Diagrams	<u>2</u>	<u>0</u>
		<b>2</b>	<b>2</b>
<i>Spring Semester</i>			
ELC 112	DC/AC Electricity	3	6
MEC 130	Mechanisms	<u>2</u>	<u>2</u>
		<b>5</b>	<b>8</b>
<i>Fall Semester</i>			
ELN 231	Industrial Controls	<u>2</u>	<u>3</u>
		<b>2</b>	<b>3</b>
<i>Spring Semester</i>			
MNT 110	Introduction to Maintenance Procedures	1	3
MNT 240	Industrial Equipment Troubleshooting	<u>1</u>	<u>3</u>
		<b>2</b>	<b>6</b>
<b>TOTAL CREDITS: 17</b>			<b>4</b>



# Information Technology (A25590I)

## Associate in Applied Science

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems.

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

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

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
CIS 110 Introduction to Computers	2	2	3
CTI 110 Web Programming and Database Foundations	2	2	3
CTI 120 Network and Security Foundations	2	2	3
CTS 115 Information Systems and Business Concepts	3	0	3
ENG 111 Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
	<b>12</b>	<b>6</b>	<b>15</b>

<i><b>Spring Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
NOS 110 Operating Systems Concepts	2	3	3
NOS 130 Windows Single User	2	2	3
WEB 210 Web Design	2	2	3
Humanities/Fine Arts Elective	3	0	3
Mathematics Elective	2-3	2	3-4
Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>14-15</b>	<b>9</b>	<b>18-19</b>

<i><b>Fall Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
CTI 140 Virtualization Concepts	1	4	3
CTS 120 Hardware/Software Support	2	3	3
SEC 180 Information Assurance Principles	2	2	3
SEC 210 Intrusion Detection	2	2	3
Communication Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>10</b>	<b>11</b>	<b>15</b>

<i><b>Spring Semester</b></i>	<i><b>Class</b></i>	<i><b>Lab</b></i>	<i><b>Credit</b></i>
CCT 121 Computer Crime Investigations	3	2	4
CCT 250 Network Vulnerabilities I	2	2	3
CSC 249 Data Structure and Algorithms	2	3	3
CTS 240 Project Management	2	2	3
WEB 213 Internet Marketing and Analytics	<u>2</u>	<u>2</u>	<u>3</u>
	<b>11</b>	<b>11</b>	<b>16</b>

**TOTAL CREDITS: 64-65**

**Communication Elective** - Choose **one** of the following:

UGETC: COM 120, ENG 112

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, MUS 110, PHI 240

Gen Ed: HUM 115

**Mathematics Elective** - Choose **one** of the following:

UGETC: MAT 143, MAT 152, MAT 171

Gen Ed: MAT 110

**Social/Behavioral Science Elective** - Choose **one** of the following:

UGETC: ECO 251, ECO 252, POL 120, PSY 150, SOC 210

## A+ Essentials Certificate (C25590IA)

This certificate introduces students to essential skills needed to install, upgrade, repair, configure, troubleshoot, optimize, and perform preventative maintenance of basic personal computer hardware and operating systems. Upon completion, students will be prepared for the CompTIA A+ certification exam. Courses within this certificate may be applied to the Associate in Applied Science degree in Information Technology.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CTI 120	Network and Security Foundations		2	2	3
CTS 120	Hardware and Software Support		<u>2</u>	<u>3</u>	<u>3</u>
			4	5	6
<i>Spring Semester</i>					
NOS 110	Operating Systems Concepts		2	3	3
NOS 130	Windows Single User		<u>2</u>	<u>2</u>	<u>3</u>
			4	5	6
<b>TOTAL CREDITS: 12</b>					

## Cybersecurity Certificate (C25590IC)

This certificate introduces students to Information Assurance best practices and intrusion detection methods. Coursework prepares students to evaluate weaknesses of traditional and wireless networks for the purpose of incident response, reconstruction, forensic investigation, and investigative techniques. Upon completion students will be prepared for the CompTIA CySA+ certification exam. Courses within this certificate may be applied to the Associate in Applied Science degree in Information Technology.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CTI 120	Network and Security Foundations		2	2	3
SEC 180	Information Assurance Principles		2	2	3
SEC 210	Intrusion Detection		<u>2</u>	<u>2</u>	<u>3</u>
			6	6	9
<i>Spring Semester</i>					
CCT 121	Computer Crime Investigations		3	2	4
CCT 250	Network Vulnerabilities I		<u>2</u>	<u>2</u>	<u>3</u>
			5	4	7
<b>TOTAL CREDITS: 16</b>					

## Network+ and Security+ Essentials Certificate (C25590IN)

This certificate introduces students to troubleshooting, configuring, and managing networks. In addition, students are introduced to the baseline skills needed to perform core security functions. Upon completion, students will be prepared for the CompTIA Net+ and Sec+ certification exams. Courses within this certificate may be applied to the Associate in Applied Science degree in Information Technology.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CTI 120	Network and Security Foundations		2	2	3
CTI 140	Virtualization Concepts		1	4	3
SEC 180	Information Assurance Principles		2	2	3
SEC 210	Intrusion Detection		<u>2</u>	<u>2</u>	<u>3</u>
			<b>7</b>	<b>10</b>	<b>12</b>

**TOTAL CREDITS: 12**

## IT Support Foundations Certificate (C25590IS)

This certificate is designed to prepare students to analyze and troubleshoot hardware and software issues. Upon completion, students will be prepared for entry level employment in various IT support positions such as IT Help Desk Technician. Courses within this certificate may be applied to the Associate in Applied Science degree in Information Technology.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CIS 110	Introduction to Computers		2	2	3
CTI 110	Web Programming and Database Foundations		2	2	3
CTI 120	Network and Security Foundations		2	2	3
CTS 115	Information Systems and Business Concepts		<u>3</u>	<u>0</u>	<u>3</u>
			<b>9</b>	<b>6</b>	<b>12</b>

**TOTAL CREDITS: 12**

## Web Technologies Certificate (C25590IW)

This certificate is designed to introduce students to web development and search engine optimization. Upon completion, students will be prepared for entry level employment in the technology sector that relies on web programming, design, management, and marketing of information. Courses within this certificate may be applied to the Associate in Applied Science degree in Information Technology.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CIS 110	Introduction to Computers		2	2	3
CTI 110	Web Programming and Database Foundations		<u>2</u>	<u>2</u>	<u>3</u>
			<b>4</b>	<b>4</b>	<b>6</b>
<i>Spring Semester</i>					
WEB 210	Web Design		2	2	3
WEB 213	Internet Marketing and Analytics		<u>2</u>	<u>2</u>	<u>3</u>
			<b>4</b>	<b>4</b>	<b>6</b>

**TOTAL CREDITS: 12**

# Manufacturing Technology\* (A50320)

## Associate in Applied Science

The Manufacturing Technology curriculum prepares students to use basic engineering principles and technical skills to identify and resolve production problems in the manufacture of products. Includes instruction in machine operations and CNC principles, production line operations, instrumentation, computer-aided manufacturing (CAM) and other computerized production techniques, manufacturing planning, quality control, quality assurance and informational infrastructure.

Graduates should qualify for employment as a manufacturing technician, quality assurance technician, CAD/CAM technician, team leader, or research and development technician.

Students enrolling in this program must purchase student accident insurance.

*\*Enrollment in this program of study is limited to Rockingham Apprenticeship and Technical Opportunities Partnership (RockATOP) approved pre-apprentices and apprentices.*

### General Education

	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
<b>Communications (6 semester hours)</b>			
<b>Take one of the following groups</b>			
ENG 110 and COM 110	6	0	6
ENG 110 and COM 120	6	0	6
ENG 111 and COM 110	6	0	6
ENG 111 and COM 120	6	0	6
ENG 111 and ENG 112	6	0	6
ENG 111 and ENG 114	6	0	6
<b>Humanities / Fine Arts (3 semester hours)</b>			
<b>Take one of the following:</b>			
HUM 115 Critical Thinking	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>Social / Behavioral Sciences (3 semester hours)</b>			
<b>Take one of the following:</b>			
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3
<b>Mathematics / Elective (3 – 4 semester hours)</b>			
<b>Take one of the following:</b>			
MAT 121, MAT 143, MAT 152 or MAT 171	2-3	2-3	3-4
<b>Technical Core (7 semester hours)</b>			
DFT 119 Basic CAD	1	2	2
ISC 112 Industrial Safety	2	0	2
ISC 132 Manufacturing Quality Control	2	3	3
<b>Program Major (13 semester hours)</b>			
BPR 111 Print Reading	1	2	2
HYD 110 Hydraulics / Pneumatics I	2	3	3
ISC 220 Lean Manufacturing	2	2	3
MAC 114 Introduction to Metrology	2	0	2
MEC 180 Engineering Materials	2	3	3
<b>Take Minimum (2 semester hours)</b>			
WBL 111 Work Based Learning I	0	10	1
WBL 121 Work Based Learning II	0	10	1

<b>Other Required Hour (1 semester hour)</b>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
WBL 110	World of Work		1	0	1

**Other Major Hours**

**Take Minimum (28 – 32 semester hours from the following list of courses)**

ATR 112	Introduction to Automation		2	3	3
BPR 121	Blueprint Reading-Mechanical		1	2	2
BPR 130	Blueprint Reading-Construction		3	0	3
BPR 135	Schematics and Diagrams		2	0	2
DDF 252	Advanced Solid Modeling		2	2	3
DFT 154	Introduction to Solid Modeling		2	3	3
ELC 112	DC/AC Electricity		3	6	5
ELC 114	Commercial Wiring		2	6	4
ELN 231	Industrial Controls		2	3	3
ELN 260	Programmable Logic Controls		3	3	4
ISC 113	Industrial Specifications		1	0	1
MAC 141	Machining Applications I		2	6	4
MAC 142	Machining Applications II		2	6	4
MAC 143	Machining Applications III		2	6	4
MAC 122	CNC Turning		1	3	2
MAC 124	CNC Milling		1	3	2
MAC 222	Advanced CNC Turning		1	3	2
MAC 224	Advanced CNC Milling		1	3	2
MAC 231	CAM: CNC Turning		1	4	3
MAC 232	CAM: CNC Milling		1	4	3
MAC 248	Production Procedures		1	2	2
MEC 130	Mechanisms		2	2	3
MNT 110	Introduction to Maintenance Procedures		1	3	2
MNT 160	Industrial Fabrication		1	3	2
MNT 240	Industrial Equipment Troubleshooting		1	3	2
WBL 131	Work Based Learning III		0	10	1
WBL 211	Work Based Learning IV		0	10	1
WLD 121	GMAW (MIG) FCAW Plate		2	6	4
WLD 131	GTAW (TIG) Plate		2	6	4

**TOTAL CREDITS: 64 – 70**

# Medical Office Administration (A25310)

## Associate in Applied Science

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Course work includes medical terminology, medical coding, medical insurance and billing, medical legal and ethical issues, medical auditing, medical office management, oral and written communication, computer applications, customer service and other topics depending on the selected area of study.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CIS 110	Introduction to Computers		2	2	3
ENG 111	Writing & Inquiry		3	0	3
MED 121	Medical Terminology I		3	0	3
OST 136	Word Processing		2	2	3
OST 149	Medical Legal Issues		<u>3</u>	<u>0</u>	<u>3</u>
			<b>13</b>	<b>4</b>	<b>15</b>
<i>Spring Semester</i>					
CTS 130	Spreadsheet		2	2	3
MED 122	Medical Terminology II		3	0	3
OST 148	Medical Insurance and Billing		3	0	3
OST 181	Office Procedures		2	2	3
	Communication Elective		3	0	3
	Mathematics Elective		<u>2-3</u>	<u>2</u>	<u>3-4</u>
			<b>15-16</b>	<b>6</b>	<b>18-19</b>
<i>Fall Semester</i>					
MKT 223	Customer Service		3	0	3
OST 164	Office Editing		3	0	3
OST 247	Procedure Coding		2	2	3
OST 248	Diagnostic Coding		2	2	3
	Humanities/Fine Arts Elective		3	0	3
	Social/Behavioral Science Elective		<u>3</u>	<u>0</u>	<u>3</u>
			<b>16</b>	<b>4</b>	<b>18</b>
<i>Spring Semester</i>					
BUS 151	People Skills		3	0	3
OST 243	Medical Office Simulation		2	2	3
OST 249	Medical Coding Certification Preparation		2	3	3
OST 264	Medical Auditing		3	0	3
OST 280	Electronic Health Records		<u>2</u>	<u>2</u>	<u>3</u>
			<b>12</b>	<b>7</b>	<b>15</b>

**TOTAL CREDITS: 66-67**

**Communications Elective** - Choose **one** of the following:

UGETC: COM 120, ENG 112

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, MUS 110, PHI 240

Gen Ed: HUM 115

**Mathematics Elective** - Choose **one** of the following:

UGETC: MAT 143, MAT 152, MAT 171

Gen Ed: MAT 110

**Social/Behavioral Science Elective** - Choose **one** of the following:

UGETC: PSY 150, SOC 210

## Medical Auditing Certificate (C25310U)

This certificate is designed to prepare students to perform medical record audits for provider services. Upon completion students will be prepared for industry-recognized certification exams. Courses within this certificate may be applied to the Medical Office Administration Associate in Applied Science degree.

<i>Summer Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
MED 121	Medical Terminology I	<u>3</u>	<u>0</u>	<u>3</u>
		<b>3</b>	<b>0</b>	<b>3</b>
<i>Fall Semester</i>				
MED 122	Medical Terminology II	3	0	3
OST 247	Procedure Coding	2	2	3
OST 248	Diagnostic Coding	<u>2</u>	<u>2</u>	<u>3</u>
		<b>7</b>	<b>4</b>	<b>9</b>
<i>Spring Semester</i>				
OST 148	Medical Insurance and Billing	3	0	3
OST 264	Medical Auditing	<u>3</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>6</b>
<b>TOTAL CREDITS: 18</b>				

## Medical Billing and Coding Certificate (C25310B)

This certificate is designed to provide students with the medical billing and coding competencies needed for medical office administration employment and prepare students to sit for various coding certification exams. Upon completion, students will be prepared for industry-recognized certification exams. Courses within this certificate may be applied to the Medical Office Administration Associate in Applied Science degree.

<i>Summer Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
MED 121	Medical Terminology I	<u>3</u>	<u>0</u>	<u>3</u>
		<b>3</b>	<b>0</b>	<b>3</b>
<i>Fall Semester</i>				
MED 122	Medical Terminology II	3	0	3
OST 247	Procedure Coding	2	2	3
OST 248	Diagnostic Coding	<u>2</u>	<u>2</u>	<u>3</u>
		<b>7</b>	<b>4</b>	<b>9</b>
<i>Spring Semester</i>				
OST 148	Medical Insurance and Billing	3	0	3
OST 249	Medical Coding Certification Preparation	<u>2</u>	<u>3</u>	<u>3</u>
		<b>6</b>	<b>3</b>	<b>6</b>
<b>TOTAL CREDITS: 18</b>				

## Medical Office Professional Certificate (C25310M)

This certificate is designed to provide students with medical office competencies and customer service skills needed in any medical office environment. Upon completion, students will be prepared for employment in medical office positions such as insurance billing and filing, records management clerk, out-patient representative, and receptionist. Courses within this certificate may be applied to the Medical Office Administration Associate in Applied Science degree.

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CIS 110	Introduction to Computers	2	2	3
MED 121	Medical Terminology I	3	0	3
MKT 223	Customer Service	<u>3</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>2</b>	<b>9</b>

<i>Spring Semester</i>				
MED 122	Medical Terminology II	3	0	3
OST 148	Medical Insurance and Billing	3	0	3
OST 280	Electronic Health Records	<u>2</u>	<u>2</u>	<u>3</u>
		<b>8</b>	<b>2</b>	<b>9</b>

**TOTAL CREDITS: 18**

## Office Administration Certificate (C25310O)

This certificate is designed to provide students with the office competencies and customer service skills needed in an office environment. Upon completion, students will be prepared for employment in office administration positions such as office clerk, customer service representative, and receptionist. Upon completion, students will be prepared for MOS industry-recognized certification exams. Courses within this certificate may be applied to the Medical Office Administration Associate in Applied Science degree.

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
MKT 223	Customer Service	3	0	3
OST 136	Word Processing	2	2	3
OST 164	Office Editing	<u>3</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>2</b>	<b>9</b>

<i>Spring Semester</i>				
CIS 110	Introduction to Computers	2	2	3
CTS 130	Spreadsheet	2	2	3
OST 181	Office Procedures	<u>2</u>	<u>2</u>	<u>3</u>
		<b>6</b>	<b>6</b>	<b>9</b>

**TOTAL CREDITS: 18**



## Practical Nursing Diploma (D45660)

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

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

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

### General Admission Requirements

1. Detailed current information for interested applicants is located on the [RCC website](#). Applicants must submit all required documentation by established deadlines detailed on the Practical Nursing program acceptance time line.
2. Students must be able to fulfill all Program Performance Standards as outlined in the health sciences admission policy.
3. Students are required to attend one Nursing Information Session in the application period.
4. Complete minimum admission requirements by end of February of the application year.
5. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon academic performance.
6. Applicants must have a cumulative GPA of 2.5 or higher in nursing general education courses by the published deadline date for submitting Candidate Review Forms to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission.
7. Students must successfully complete the following courses with a "C" or higher before admission to the PN Program: BIO 168, BIO 169, CHM 131/CHM 131A or CHM.
8. Students must successfully complete the following courses with a "C" or higher for the Practical Nursing Program: ENG 111 and PSY 150.
9. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
10. A competitive ATI TEAS score will be required for consideration/acceptance into the Nursing program. All fees associated with the ATI TEAS exam are the responsibility of the student.
11. Upon program acceptance, students must submit to a background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with background check, drug screen and medical review are the responsibility of the student.
12. It is the student's responsibility to review all [program materials](#) and stay current with program requirements, policies and procedures.

## Practical Nursing Program

*Program Prerequisites: Students admitted to the Practical Nursing must successfully complete the following courses with a “C” or higher prior to enrolling in the first nursing [NUR] class.*

		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
BIO 168	Human Anatomy & Physiology I	3	3	0	4
BIO 169	Human Anatomy & Physiology II	3	3	0	4
CHM 131	Introduction to Chemistry	3	0	3	3
CHM 131A	Introduction to Chemistry Lab or	0	3	0	1
CHM 151	General Chemistry I	3	3	0	4

### *Fall Semester*

		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
ENG 111	Writing and Inquiry	3	0	0	3
NUR 101	Practical Nursing I	7	6	6	11
		<b>10</b>	<b>6</b>	<b>6</b>	<b>14</b>

### *Spring Semester*

NUR 102	Practical Nursing II	7	0	9	10
PSY 150	General Psychology	3	0	0	3
		<b>10</b>	<b>0</b>	<b>9</b>	<b>13</b>

### *Summer Semester*

NUR 103	Practical Nursing III	6	0	9	9
		<b>6</b>	<b>0</b>	<b>9</b>	<b>9</b>

**TOTAL CREDITS: 48**

## Practical Nursing Program Performance Standards

Individuals enrolled in the Practical Nursing program are expected to be able to perform certain activities to maintain standards of safety and execute assigned duties. The practical nursing student must possess the following skills or abilities to maintain satisfactory progression in the program.

**Interpersonal skills:** sufficient to interact with individuals, families, and groups from a variety of social, economic, emotional, cultural, and intellectual backgrounds.

**Written and oral communication skills:** sufficient to verbally convey information to a wide variety of individuals using good language skills, as well as the ability to transmit information through written communication modalities.

**Physical abilities:** sufficient to walk about the clinical site at a brisk pace, stand for extended periods of time, lift boxes of supplies, and maneuver in small places.

**Dexterity and strength:** sufficient to manipulate equipment and assist patients with physical limitations.

**Hearing:** sufficient to monitor and assess patient care and safety needs.

**Vision:** sufficient for observation and assessment of the patient, environment, and equipment.

**Tactile ability or sense of touch:** sufficient to perform physical assessment, manipulate surgical instruments or equipment, and detect movement.

## Practical Nursing Program Costs

Practical Nursing program students should be prepared to incur additional expenses beyond tuition and college fees.

**Outlined below are estimated expenses and are subject to change:**

Medical Exam	\$100
Immunizations (which includes but not limited to Hep B, TB, Flu, childhood immunizations)	\$300
Drug Screen and Background Check	\$114
Uniforms for Clinical and Lab	\$140
1 pair bandage scissors, 1 pair hemostats, pen light, 3-color pen, 1 stethoscope, 1 sphygmomanometer	\$100
1 pair shoes (white leather)	\$50-75
Watch with second hand; military time preferred	\$25
Program Resources	\$1,750
Textbooks	
Online Educational services	
NCLEX Review	
Accident Insurance	\$6
CPR Certification	\$30-50
Clinical Placement Charge	\$25
Nursing Pin, Lamp, and Cap (optional)	\$75
Malpractice Insurance	\$48
Nursing Lab Kit	\$154
Certification Exam (National Council Licensure Exam, NCLEX-PN)	\$300

# Respiratory Therapy (A45720)

## Associate in Applied Science

The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists through demonstrated competence in the cognitive, psychomotor, and affective learning domains of respiratory care practice. Graduates perform diagnostic and therapeutic procedures with exposure to current and emerging practice settings.

The curriculum prepares graduates to operate within inter-professional teams and effectively communicate with clients/patients of various ages, ethnicities, and cultures. Application of problem-solving strategies, applying ethical decision making, and understanding professional responsibilities are emphasized.

Graduates are eligible to complete the credentialing process through the National Board for Respiratory Care, which will qualify them for a license to practice in a variety of healthcare settings with responsibilities for assessment, treatment, management and education of patients with cardiopulmonary diseases.

## General Admission Requirements

1. Detailed current information for interested applicants is located on the [RCC website](#). Applicants must submit all required documentation by established deadlines detailed on the Respiratory Therapy acceptance time line.
2. Students must be able to fulfill all Program Performance Standards as outlined in the health sciences admission policy.
3. Student are encouraged to attend a Respiratory Therapy Information Session.
4. Complete minimum admission requirements by July 20, 2021.
5. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon academic performance.
6. Applicants must have a cumulative GPA of 2.8 or higher in respiratory therapy general education courses by the published deadline date for submitting Candidate Review Forms to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission.
7. Students must successfully complete the following courses with a “C” or higher before enrolling in the first RCP course:  
BIO 168, BIO 169, CHM 131/CHM 131A or higher chemistry.
8. Students must successfully complete the following courses with a “C” or higher for the Respiratory Therapy program:  
ENG 111, ENG 112, PSY 150, and Humanities/Fine Arts elective.
9. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
10. Upon program acceptance, students must submit to a background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with background check, drug screen and medical review are the responsibility of the student.
11. It is the student’s responsibility to review all [program materials](#) to stay current with the program requirements, policies and procedures.

## Respiratory Therapy Program Performance Standards

Individuals enrolled in the Respiratory Therapy Program are expected to be able to perform certain activities to maintain standards of safety. The Respiratory Therapy student must possess the following skills:

**Critical Thinking skills:** The respiratory therapy student must possess critical thinking skills sufficient for clinical judgment. This involves identifying cause and effect relationships in clinical situations.

**Interpersonal skills:** The respiratory therapy student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, economic, emotional, cultural, and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families, and colleagues.

**Communication:** The respiratory therapy student should possess communication skills sufficient for interaction with others in a verbal and written format. Examples: perform patient teaching, write progress notes, interpret physician's orders, provide verbal report to staff, record patient responses to treatments, consult with patient's family members, or physicians.

**Mobility:** The respiratory therapy student should possess physical skills sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move around in patient rooms, work spaces and treatment areas and to administer cardiopulmonary resuscitation.

**Motor Skills:** The respiratory therapy student should possess gross and fine motor skills sufficient to provide safe and effective patient care. Examples: adjust ventilator settings, perform arterial puncture, calibrate equipment, transfer or position patients, and administer cardio pulmonary resuscitation.

**Hearing:** The respiratory therapy student should possess auditory skills sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, auscultatory sounds and cries for help, ability sufficient to monitor and assess patient care and safety needs.

**Visual:** The respiratory therapy student should possess visual skills sufficient for observation and assessment necessary in providing patient care. For example, the student must be able to observe patient responses, see a change in skin color and read a manometer on a mechanical ventilator.

**Tactile:** The respiratory therapy student should possess tactile skills sufficient for physical assessment. For example, the student must be able to palpate a pulse, body sites, and determine skin temperature.

**Weight-Bearing:** The respiratory therapy student should possess the ability to maneuver and move 40-50 lbs. on a weekly or daily basis. For example, the student must be able to position and transfer patients.

# Respiratory Therapy Program

*Program Prerequisites: Students admitted to the Respiratory Therapy program must successfully complete the following courses with a "C" or higher prior to enrolling in the first Respiratory Therapy [RCP] class:*

		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
BIO 168	Human Anatomy & Physiology I	3	3	0	4
BIO 169	Human Anatomy & Physiology II	3	3	0	4
CHM 131	Introduction to Chemistry or higher	3	0	0	3
CHM 131A	Introduction to Chemistry Lab or higher	0	3	0	1

## *Fall Semester*

		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
ENG 111	Writing and Inquiry	3	0	0	3
RCP 110	Introduction to Respiratory Care	3	3	0	4
RCP 113	RCP Pharmacology	2	0	0	2
RCP 114	C-P Anatomy and Physiology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>3</b>	<b>0</b>	<b>12</b>

## *Spring Semester*

RCP 111	Therapeutics/Diagnostics	4	3	0	5
RCP 115	C-P Pathophysiology	2	0	0	2
RCP 146	RCP Clinical Practice II	<u>0</u>	<u>0</u>	<u>18</u>	<u>0</u>
		<b>6</b>	<b>3</b>	<b>18</b>	<b>13</b>

## *Summer Semester*

RCP 123	Special Practice Lab	0	3	0	1
RCP 152	RCP Clinical Practice III	<u>0</u>	<u>0</u>	<u>6</u>	<u>2</u>
		<b>0</b>	<b>3</b>	<b>6</b>	<b>3</b>

## *Fall Semester*

ENG 112	Writing and Research in the Discipline	3	0	0	3
PSY 150	General Psychology	3	0	0	3
RCP 210	Critical Care Concepts	3	3	0	4
RCP 213	Neonatal/Pediatric Concepts	2	0	0	2
RCP 236	Clinical Practice IV	<u>0</u>	<u>0</u>	<u>18</u>	<u>0</u>
		<b>11</b>	<b>3</b>	<b>18</b>	<b>18</b>

## *Spring Semester*

RCP 211	Advanced Monitoring/Procedures	3	3	0	4
RCP 215	Career Preparation	0	3	0	1
RCP 223	Special Practice Lab	0	3	0	1
RCP 246	RCP Clinical Practice V	0	0	18	6
Humanities/Fine Arts Elective		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>9</b>	<b>18</b>	<b>15</b>

**TOTAL CREDITS: 73**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215, PHI 240

Gen Ed: HUM 115, REL 110

## Respiratory Therapy Program Costs

Respiratory Therapy students should be prepared to incur additional expenses beyond tuition and college fees.

**Outlined below are estimated expenses and are subject to change:**

### *First Year*

CPR Certification	\$10
Medical Exam	\$100
Immunizations (Includes but not limited to Hep, B, TB, Flu, childhood immunizations)	\$300
Student Accident Insurance	\$6
Malpractice Insurance	\$48
Uniforms	\$190
Respiratory Therapy Books	\$300
Drug Screen and Background Check	\$129
Miscellaneous Supplies	\$100

### *Second Year*

Required Annual Immunizations	\$100
Student Accident Insurance	\$4
Malpractice Insurance	\$32
School Pin (optional)	\$50-\$100
Respiratory Therapy Books	\$300
Miscellaneous Supplies	\$100
Kettering Seminar	\$425
Drug Screen	\$80
ACLS	\$80

# Surgical Technology (A45740)

## Associate in Applied Science

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team.

Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

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

Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) within 30 days prior to or after graduation.

## General Admission Requirements

1. Detailed current information for interested applicants is located at <http://www.rockinghamcc.edu/admissions/pre-health-sciences-requirements>. Applicants must submit all required documentation by established deadlines detailed on the Surgical Technology acceptance time line.
2. Students must be able to fulfill all Program Performance Standards as outlined in the health sciences admission policy.
3. Student are encouraged to attend a Surgical Technology Information session.
4. Complete minimum admission requirements by the end of April of the admission year.
5. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon academic performance.
6. Applicants must have a cumulative GPA of 2.5 or higher in Surgical Technology general education courses by the published deadline date for submitting Candidate Review Forms to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission.
7. Students must successfully complete the following courses with a "C" or higher before enrolling in the first Surgical Technology class:  
ENG 111 and MED 120
8. Students must successfully complete the following courses with a "C" or higher for the Surgical Technology program:  
BIO 163, BIO 175, BUS 137, CIS 110, ENG 114, PSY 150, Humanities/Fine Arts elective, and Mathematics elective.
9. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
10. Upon program acceptance students must submit to a background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with background check, drug screen and medical review are the responsibility of the student.
11. It is the student's responsibility to review all [program materials](#) and stay current with the program requirements, policies and procedures.



# Surgical Technology Program Performance Standards

## *Performance Standards*

Individuals enrolled in the Surgical Technology Program are expected to be able to perform certain activities to maintain standards of safety and execute assigned duties. The surgical technology student must possess the following skills or abilities to maintain satisfactory progression in the program.

**Critical Thinking skills:** The surgical technology student must possess critical thinking skills sufficient for clinical judgment. This involves identifying cause and effect relationships in clinical situations.

**Interpersonal skills:** The surgical technology student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, economic, emotional, cultural, and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families, and colleagues.

**Communication:** The surgical technology student should possess communication skills sufficient for interaction with others in a verbal and written format. Examples: perform patient teaching, write progress notes, interpret physician's orders, provide verbal report to staff, record patient responses to treatments, consult with patient's family members, or physicians.

**Mobility:** The surgical technology student should possess physical skills to walk about the clinical site at a brisk pace, stand for extended periods, and lift pans of instruments and boxes of supplies. The surgical technology student should possess the ability to maneuver in small spaces. For example, the student must be able to perform all duties of a surgical technologist.

**Motor Skills:** The surgical technology student should possess gross and fine motor skills sufficient to provide safe and effective patient care. Examples: calibrate equipment, transfer or position patients, and all duties of a surgical technologist.

**Hearing:** The surgical technology student should possess auditory skills sufficient to monitor and assess patient care and safety needs. For example, the student must be able to hear monitor alarms, emergency signals, and the ability to understand spoken words in the operating room environment directly affected by noise of the surgical procedure and ambient room noise.

**Visual:** The surgical technology student should possess visual skills sufficient for observation and assessment of the patient, environment, and equipment necessary in providing patient care. For example, the student must be able to see very small needles the size of an eyelash.

**Tactile:** The surgical technology student should possess tactile skills sufficient for physical assessment, manipulate surgical instruments or equipment, and detect movement. For example, the student must be able to palpate a pulse, body sites, determine skin temperature, and prepare small surgical instruments and supplies.

**Weight-Bearing:** The surgical technology student should possess the ability to maneuver and move 40-50 lbs. on a weekly or daily basis. For example, the student must be able to position and transfer patients.

## Surgical Technology Program Costs

Surgical Technology program students should be prepared to incur additional expenses beyond tuition and college fees.

**Outlined below are estimated expenses and are subject to change:**

CPR Certification	\$10
Medical exam	\$100
Immunizations (which includes but not limited to Hep B, TB, Flu, childhood immunizations)	\$300
*Drug Screen & Background Check	\$114
Malpractice insurance	\$80
Uniform	\$138.03
AST Membership	\$45
Student Accident Insurance	\$10
Certification Exam	
Certified Surgical Technologist (CST)	\$190 (Association of Surgical Technologist Member Cost) \$290 (Association of Surgical Technologist Non-Member Cost)

# Surgical Technology Program

**Program Prerequisites:** Students admitted to the Surgical Technology must successfully complete the following courses with a "C" or higher prior to enrolling in the first Surgical Technology [SUR] class.

		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
ENG 111	Writing and Inquiry	3	0	0	3
MED 120	Survey of Medical Terminology	2	0	0	2

		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
<b>Fall Semester</b>					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
SUR 110	Introduction to Surgical Technology	3	0	0	3
SUR 111	Perioperative Patient Care	<u>5</u>	<u>6</u>	<u>0</u>	<u>7</u>
		<b>12</b>	<b>8</b>	<b>0</b>	<b>15</b>

<b>Spring Semester</b>					
BIO 175	General Microbiology	2	2	0	3
SUR 122	Surgical Procedures I	5	3	0	6
SUR 123	Surgical Clinical Practice I	<u>0</u>	<u>0</u>	<u>21</u>	<u>7</u>
		<b>7</b>	<b>5</b>	<b>21</b>	<b>16</b>

<b>Summer Semester</b>					
SUR 134	Surgical Procedures II	5	0	0	5
SUR 135	Surgical Clinical Practice II	<u>0</u>	<u>0</u>	<u>12</u>	<u>4</u>
		<b>5</b>	<b>0</b>	<b>12</b>	<b>9</b>

<b>Fall Semester</b>					
BUS 137	Principles of Management	3	0	0	3
SUR 210	Advanced Surgical Clinical Practice	0	0	6	2
SUR 211	Advanced Theoretical Concepts	2	0	0	2
	Humanities/Fine Arts Elective	3	0	0	3
	Mathematics Elective	<u>3-4</u>	<u>0</u>	<u>0</u>	<u>3-4</u>
		<b>11-12</b>	<b>0</b>	<b>6</b>	<b>13-14</b>

<b>Spring Semester</b>					
CIS 110	Introduction to Computers	2	2	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SUR 137	Professional Success Prep	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
		<b>9</b>	<b>2</b>	<b>0</b>	<b>10</b>

**TOTAL CREDITS: 68-69**

**Humanities/Fine Arts Elective** - Choose **one** of the following:

UGETC: ART 111, ART 114, ART 115, ENG 231, ENG 232, ENG 241, ENG 242, MUS 110, MUS 112, PHI 215, PHI 240

Gen Ed: HUM 115, REL 110

**Math Elective** – Choose **one** of the following:

MAT 143, MAT 152, MAT 171

## Surgical Technology Diploma (D45740)

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team.

Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

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

Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) within 30 days prior to or after graduation.

### General Admission Requirements

1. Detailed current information for interested applicants is located at <http://www.rockinghamcc.edu/admissions/pre-health-sciences-requirements>. Applicants must submit all required documentation by established deadlines detailed on the Surgical Technology acceptance time line.
2. Students must be able to fulfill all Program Performance Standards as outlined in the health sciences admission policy.
3. Student are encouraged to attend a Surgical Technology Information session.
4. Complete minimum admission requirements by the end of March of the admission year.
5. Admission to all RCC Health Science programs is a competitive process. Applicants are evaluated based upon academic performance.
6. Applicants must be have a cumulative GPA of 2.5 or higher in Surgical Technology general education courses by the published deadline date for submitting Candidate Review Forms to the Admissions Office. Applicants not meeting the cumulative GPA requirements will not be reviewed by the program area for admission.
7. Students must successfully complete the following courses with a "C" or higher before enrolling in the first Surgical Technology class:  
ENG 111 and MED 120
8. Students must successfully complete the following courses with a "C" or higher for the Surgical Technology program:  
BIO 163 and BIO 175
9. All transcripts must be on file in the Admissions Office in order for a student to be considered for admission.
10. Provisionally accepted students must submit to a background check, drug screening and medical review/screen to include physical examination and immunizations. All fees associated with background check, drug screen and medical review are the responsibility of the student.
11. It is the student's responsibility to review all [program materials](#) and stay current with the program requirements, policies and procedures.

## Surgical Technology Diploma (D45740)

*Program Prerequisites: Students admitted to the Surgical Technology must successfully complete the following courses with a "C" or higher prior to enrolling in the first Surgical Technology [SUR] class.*

		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
ENG 111	Writing and Inquiry	3	0	0	3
MED 120	Survey of Medical Terminology	2	0	0	2
<b><i>Fall Semester</i></b>					
		<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
BIO 163	Basic Anatomy & Physiology	4	2	0	5
SUR 110	Introduction to Surgical Technology	3	0	0	3
SUR 111	Perioperative Patient Care	<u>5</u>	<u>6</u>	<u>0</u>	<u>7</u>
		<b>12</b>	<b>8</b>	<b>0</b>	<b>15</b>
<b><i>Spring Semester</i></b>					
BIO 175	General Microbiology	2	2	0	3
SUR 122	Surgical Procedures I	5	3	0	6
SUR 123	Surgical Clinical Practice I	<u>0</u>	<u>0</u>	<u>21</u>	<u>7</u>
		<b>7</b>	<b>5</b>	<b>21</b>	<b>16</b>
<b><i>Summer Semester</i></b>					
SUR 134	Surgical Procedures II	5	0	0	5
SUR 135	Surgical Clinical Practice II	0	0	12	4
SUR 137	Professional Success Prep	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
		<b>6</b>	<b>0</b>	<b>12</b>	<b>10</b>

**TOTAL CREDITS: 46**

# 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 working industry.

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

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

Students enrolling in this program must purchase student accident insurance.

	<i>Class</i>	<i>Lab</i>	<i>Credit</i>
<b>Fall Semester</b>			
ISC 112 Industrial Safety	2	0	2
MAT 110 Math Measurement & Literacy (or higher)	2	2	3
WBL 110 World of Work	1	0	1
WLD 110 Cutting Processes	1	3	2
WLD 115 SMAW (Stick) Plate	2	9	5
WLD 116 SMAW (Stick) Plate/Pipe	<u>1</u>	<u>9</u>	<u>4</u>
	<b>9</b>	<b>23</b>	<b>17</b>
<b>Spring Semester</b>			
WLD 121 GMAW (MIG) FCAW/Plate	2	6	4
WLD 131 GTAW (TIG) Plate	2	6	4
WLD 141 Symbols & Specifications	2	2	3
Communication Elective	<u>3</u>	<u>0</u>	<u>3</u>
	<b>9</b>	<b>14</b>	<b>14</b>
<b>Summer Semester</b>			
WLD 132 GTAW Plate/Pipe	1	6	3
WLD 261 Certification Practices	<u>1</u>	<u>3</u>	<u>2</u>
	<b>2</b>	<b>9</b>	<b>5</b>

**TOTAL CREDITS: 36**

**Communication Elective** - Choose **one** of the following:  
 UGETC: COM 110, COM 120, ENG 111

## Welding Technology Certificate (C50420)

This certificate program is designed to provide individuals with entry-level competencies in SMAW, GMAW, FCAW, & GTAW welding as well as in blueprint reading. Upon successful completion, graduates should be able to build weldments per specifications using multiple welding procedures. Courses within this certificate may be applied toward a diploma in Welding Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
WLD 115	SMAW (Stick) Plate	2	9	5
WLD 141	Symbols & Specifications	<u>2</u>	<u>2</u>	<u>3</u>
		<b>4</b>	<b>11</b>	<b>8</b>
<i>Spring Semester</i>				
WLD 121	GMAW (MIG) FCAW/Plate	2	6	4
WLD 131	GTAW (TIG) Plate	<u>2</u>	<u>6</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>8</b>

**TOTAL CREDITS: 16**

# High School Connections

## Career and College Promise Programs

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

CCP offers North Carolina high school students a clear path to success in college or in a career. The program is tuition free to all students who meet eligibility requirements. Through a partnership of the North Carolina Community College System, the Department of Public Instruction, the University of North Carolina System and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no tuition cost to them or their families. **However, fees, textbooks and supplies are the responsibility of the student.**

Three pathways offer students an opportunity to earn credit:

1. College Transfer Pathways (CTP) requires the completion of at least 30 semester hours of transfer courses including English and mathematics.
2. Career and Technical Education Pathways (CTE):
  - a. a curriculum Career and Technical Education Pathway leading to a certificate or diploma aligned with a high school career cluster.
  - b. a Workforce Continuing Education Pathway (WCEP) leading to a state or industry recognized credential aligned with a high school career cluster.
3. Cooperative Innovative High School Programs (CIHSP) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

**Note: Home and Private School Students** - Home and private school students are eligible for CCP enrollment and are subject to the same policies as traditional high school students.

The home school administrator must provide proof that the home school is certified by the North Carolina Department of Non-Public Instruction [NCDNPI]. Specifically, the home school administrator must provide a school approval number if applicable, a charter for the school, or any evidence that denotes approval from the NCDNPI. Home school certification must accompany the official RCC admission application. In addition, the home school administrator must provide an official home school transcript. The transcript must be provided on the school's official letterhead; denote specific courses completed or in progress for each year attended and the grade received for each course, the original signature of the home school administrator, and if student has graduated, and date of graduation. If the home school administrator and/or the student do not have the proper certification, the student cannot register for any credit courses at the College. If the student cannot obtain proper certification, the student can obtain a general education development (GED) certificate from RCC's Continuing Education Division. Upon completion of a GED, the home school student is eligible for degree program enrollment.

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



## College Transfer Pathway (CTP)

1. The Career and College Promise Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges including transfer courses in English, mathematics and ACA 122 College Transfer Success.
2. To be eligible for enrollment, a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
  - b. Have unweighted GPA of 2.8 on high school courses; *or*
  - c. Demonstrate college readiness in English, Reading and mathematics on an approved assessment. (See attachment A for college readiness scores).
3. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation, and
  - b. Maintain a 2.0 GPA in college coursework after completing two courses.
  - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
4. Students who are successfully progressing towards high school graduation have access to the College Transfer Pathway for up to two years - one year as a junior and one year as a senior.
5. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
6. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another.
7. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
8. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Science, Engineering, AGE-Nursing, AFA-Music, AFA-Theater, or AFA-Visual Arts.
9. A student who completes a transfer pathway and continues on (with the required permissions outlined above) will keep their P code until the student a) graduates from high school/exits CCP or b) completes the full associate degree while still enrolled in high school.
10. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina).
11. The AA/AS/AE/AGE-Nursing/ AFA-Music/AFA-Theater/AFA-Visual Arts degree may be awarded prior to high school graduation verification.
12. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.

13. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
  - a. One College Transfer Pathway and one Career Technical Education Pathway *or*
  - b. One College Transfer Pathway and one Workforce Continuing Education Pathway
14. CCP students may not enroll in developmental courses.
15. CCP students may enroll in supplemental courses.
16. CCP students may enroll in curriculum transition courses, but may not enroll in non-curriculum transition courses.
17. CCP students may not audit courses.
18. CCP Students may not be enrolled in the Associate in General Education or General Occupational Technology programs.
19. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

*Reference: 1D SBCCC 400.11*

## **College Transfer Pathway (CTP)**

### **Curriculum: Freshmen and Sophomore**

1. The Career and College Promise Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges, including transfer courses in English and mathematics and ACA 122 College Transfer Success.
2. To be eligible for enrollment, a high school student must meet the following criteria:
  - a. Be a high school freshmen or sophomore, and
  - b. Be identified as gifted by
    - i. Local AIG plan in English/reading and math; or
    - ii. An aptitude and achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on the aptitude and the achievement test included in the Mental Measurements Yearbook published by the Buros Institute of Mental Measurements; and
  - c. Demonstrate college readiness in English, reading and mathematics on an approved assessment; (See Attachment A for college readiness scores); and
  - d. Receive recommendation verifying the student has maturity to enroll from high school principal or equivalent administrator; and receive recommendation of AIG Coordinator (if one is employed by the district); and
  - e. Receive approval of college president or the college's chief student development administrator or the college's chief academic officer; and
  - f. Receive written consent of the student's parent/guardian; and
  - g. Receive academic advising prior to enrollment in the program.
3. To maintain eligibility for continued enrollment, a student must:
  - a. Continue to make progress toward high school graduation, and
  - b. Maintain a 2.0 GPA in college coursework after completing two courses.
  - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
4. Students who are successfully progressing towards high school graduation have access to the College Transfer Pathway for one year as a freshman, one year as a sophomore, one year as a junior and one year as a senior.

5. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
6. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another.
7. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
8. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Associate in Arts in Teacher Preparation, Associate in Science, Associate in Science in Teacher Preparation, Associate in Engineering, AGE-Nursing, AFA-Music, AFA-Theater, or AFA-Visual Arts.
9. A student who completes a transfer pathway and continues on (with the required permissions outlined above) will keep their P code until the student a) graduates from high school/exits CCP or b) completes the full associate degree while still enrolled in high school.
10. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina).
11. The AA/AS/AE/AGE-Nursing/ AFA-Music/AFA-Theater/AFA-Visual Arts/AATP/ASTP degree may be awarded prior to high school graduation verification.
12. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
13. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in one College Transfer Pathway and one curriculum Career Technical Education Pathway available to freshmen and sophomores.
14. CCP students may not enroll in transitional courses.
15. CCP students may enroll in supplemental courses.
16. CCP students may enroll in curriculum transition courses but may not enroll in noncurriculum transition courses.
17. CCP students may not audit courses.
18. CCP Students may not be enrolled in the Associate in General Education or General Occupational Technology programs.

*Reference: 1D SBCCC 400.11*

# Career Technical Education (CTE) Pathways

## Curriculum: Juniors and Seniors

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment in a Career and Technical Education pathway, a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
    - i. Have an unweighted GPA of 2.8 on high school courses; *or*
    - ii. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.); *or*
    - iii. Have the recommendation of the high school principal or his/her designee and his/her rationale for recommendation in place of GPA requirement (assessment scores should be considered) *and* have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and
3. Recommendation will not be allowed for CTE pathways that include UGETC (Universal General Education Transfer Component) course(s) included in the pathways.
4. If a CTE pathway contains a UGETC (Universal General Education Component) course(s), the student must meet the same eligibility criteria as a transfer pathway student.
5. High school counselors should consider students' assessment scores in making pathway recommendations.

High School Program Area	High School Course	High School Title	RCC Course Number	RCC Course Title
Agricultural Education	AS31	Agricultural Mechanics II	WLD 112	Basic Welding Processes
Business and Info Tech Ed	BN20	Network Administration I	NOS 110	Operating System Concepts
Family and Consumer Sci Ed	FE11 & FE12	Early Childhood Education I & II	ECU 119	Introduction to Early Childhood Education
Family and Consumer Sci Ed	FE21	Teaching as a Profession or Teacher Cadet (High School teacher must meet RCC academic credential for EDU 187)	EDU 187	Teaching and Learning for All
Health Occupations Ed	HU40	Health Science I	MED 121 and MED 122	Medical Terminology I and Medical Terminology II
Trade and Industrial Ed	II21	Computer Engineering Technology I	CTS 120	Hardware/Software Support
Trade and Industrial Ed	IM 41 & IM42	Metals Manufacturing Technology I and Metals Manufacturing Tech II	BPR 111 and MAC 111	Print Reading and Machining Technology I

6. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
7. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation *and*
  - b. Maintain a 2.0 in college coursework after completing two courses.
  - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
8. Students who are successfully progressing towards high school graduation have access to the Career and Technical Education (CTE) Pathway for up to two years - one year as a junior and one year as a senior.

9. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
10. A student may be awarded a certificate, diploma, or AAS degree prior to high school graduation.
11. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
12. A student may only enroll in one pathway and may not substitute courses in one program for courses in another.
13. The student may change his or her pathway major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
14. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
  - a. One College Transfer Pathway and one Career Technical Education Pathway *or*
  - b. Two Career Technical Education Pathways *or*
  - c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway
15. A student who completes the CTE certificate or diploma may continue in the same traditional AAS program of study as long as they are still eligible for CCP. In order to continue, the program code should be changed to reflect the traditional AAS program code. The student type will remain CCPP and their student code will remain CTE.
16. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
17. CCP students may not enroll in developmental courses.
18. CCP students may enroll in supplemental courses.
19. CCP students may enroll in curriculum transition courses, but may not enroll in non-curriculum transition courses.
20. CCP students may not audit courses.
21. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

*Reference: 1D SBCCC 400.11*

## Cooperative Innovative High Schools Program

Rockingham Community College currently has one program that qualifies as a Cooperative Innovative High School and that is the Rockingham Early College High School (RECHS). RECHS prepares students for college, work and life through rigorous and relevant academics while building school and community relationships. Rockingham Early College High School is a five-year program that combines high school and college, students have the opportunity to graduate with both a high school diploma and an associate's degree. Applicants must live in Rockingham County. The application process is easy; 8<sup>th</sup> grade students simply obtain an application from their middle school guidance counselor or visit the [RECHS website](#). Rising 10<sup>th</sup> and rising 11<sup>th</sup> grade students who are interested in transferring to RECHS should visit the RECHS website as noted above for information about transfer requirements. For more information, visit the RECHS [website](#) or call 336.342.4261 ext. 2605.

### *College Readiness\* Benchmarks on Approved Diagnostic Assessment Tests*

Students must achieve a minimum of each score below to demonstrate college readiness.

	<b>PSAT 10 and PSAT/NMSQT</b>	<b>SAT (March 2016 and Future)</b>	<b>Pre-ACT and ACT</b>	<b>NCDAP (NCCCS Cut Score)</b>	<b>RISE Placement Test</b>
<b>English</b>	26 or a composite score of 460 Evidenced-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	18	Composite score of 151 or higher	70 or higher on Tier 1 <u>and</u> Tier 2 (See RISE Placement Guide)
<b>Reading</b>	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
<b>Mathematics</b>	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	70 or higher on Tier 1 <u>and</u> Tier 2 <u>and</u> Tier 3 (See RISE Placement Guide)
<b>Advanced Placement (AP)</b>		<b>International Baccalaureate (IB)</b>		<b>Cambridge International Examinations</b>	
<b>English, Language and Composition</b>	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
<b>English, Language and Composition</b>	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
<b>Calculus AB</b>	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
<b>Calculus BC</b>	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
				A Level Math	C or higher
				A Level Mathematics - Further	

\*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English,

reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced-based reading and writing to demonstrate college readiness.

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

\*\*\*The Reading and English part of the NC DAP is an integrated assessment of reading and English skills; meeting the composite cut score for placement into ENG 111 is one way to demonstrate college readiness in order to participate in the College Transfer Pathway. For more information on testing, check out [High School Connections](#), College Readiness Benchmarks on Diagnostic Assessment tests.

### ***Student Application Procedures***

1. The high school will document high school GPA on the student's transcript. If required, official test scores from an approved assessment must be submitted.
2. Students must complete the online college application and CCP Enrollment Form to be admitted into a Career and College Promise pathway. Refer to "[Enrollment Steps](#)" on the Career and College Promise section of the college webpage.

### ***Tuition and Fees***

1. All curriculum courses taken by Career and College Promise students at community colleges in accordance with in G.S. 115D-20(4) are tuition-waived except courses offered on a self-supporting basis.
2. Textbooks and supplies are a student's responsibility; however, there may be local provisions for them. A student's high school, the school district, or another local organization may cover these costs. Students should check with their principal or counselor to verify how these cost are paid.
3. Student fees (e.g., technology fees and insurance fees) are not waived for Career and College Promise students.
4. Transportation funding is not available for Career and College Promise students who are enrolled in transfer pathway and/or a Career and Technical Education pathway. Cooperative Innovative High Schools (including early college high schools, middle college high schools, and other CIHS models) receive transportation funds as part of a larger funding allotment at each district.

## College Transfer Pathways

The NC Career and College Promise (CCP) College Transfer Pathway are designed for high school juniors and seniors who wish to begin study toward the Associates degree in Arts, Fine Arts-Visual Arts, Associate Degree Nursing, or Science, degree and a baccalaureate degree. The courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college courses with Universal General Education Transfer Component (UGETC) course designation to transfer as a lower level general education course equivalency at every public four-year institution in North Carolina. Students must obtain a grade of “C” or better in each course.

### College Transfer Pathways

Career and College Promise College Transfer Pathway Leading to the Associate in Arts	P1012C
Career and College Promise College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation	P1012T
Career and College Promise College Transfer Pathway Leading to the Associate in Fine Arts in Visual Arts	P1062C
Career and College Promise College Transfer Pathway Leading to the Associate in Science	P1042C
Career and College Promise College Transfer Pathway Leading to the Associate in Science in Teacher Preparation	P1042T
Career and College Promise Associate Degree Nursing (ADN) Pathway	P1032C



## Pathway Leading to the Associate in Arts (P1012C)

The CCP College Transfer Pathway Leading to an Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major. High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts degree with the exception of mathematics courses beyond MAT 171 in the Associate in Arts.

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

<b>ACADEMIC TRANSITION (required)</b>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ACA 122	College Transfer Success	0	2	1

### **UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT** (All UGETC - Universal General Education Transfer Component courses - will transfer for equivalency credit.)

<b>ENGLISH COMPOSITION (6 semester hours)</b>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ENG 111	Writing & Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3

### **COMMUNICATIONS/HUMANITIES/FINE ARTS (9 semester hours)**

*Select three courses from at least two different disciplines.*

ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3

### **SOCIAL/BEHAVIORAL SCIENCES (9 semester hours)**

*Select three courses from at least two different disciplines.*

ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 120	American Government	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3

### **MATHEMATICS (3-4 semester hours)**

*Select one course from the following.*

MAT 143	Quantitative Literacy	2	2	3
MAT 152	Statistical Methods I	3	2	4
MAT 171	Precalculus Algebra	3	2	4

**NATURAL SCIENCES (4 semester hours)**

*Select four semester hours from the following.*

BIO 110	Principles of Biology	3	3	4
BIO 111	General Biology I	3	3	4
CHM 151	General Chemistry I	3	3	4
PHY 110/110A	Conceptual Physics and Lab	3	2	4

**\*OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

Foreign Language: A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as general education in the Comprehensive Articulation Agreement as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, premajor, or elective credit.

**TOTAL CREDITS: 32 – 41\***

## Pathway Leading to the Associate in Arts in Teacher Preparation (P1012T)

The CCP College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Arts in Teacher Preparation degree and a baccalaureate degree in teaching in a non-STEM major.

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

### UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All UGETC - Universal General Education Transfer Component courses - will transfer for equivalency credit.)

#### ENGLISH COMPOSITION (6 semester hours)

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ENG 111	Writing & Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3

#### COMMUNICATION/HUMANITIES/FINE ARTS (9 semester hours)

*Select three courses from at least two different disciplines.*

##### COMMUNICATION

COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3

##### HUMANITIES/FINE ARTS

ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3

#### SOCIAL/BEHAVIORAL SCIENCES (6 semester hours)

*Select two courses from two different disciplines.*

ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 120	American Government	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3

#### MATHEMATICS (3-4 semester hours)

*Select one course from the following.*

MAT 143	Quantitative Literacy	2	2	3
MAT 152	Statistical Methods I	3	2	4
MAT 171	Precalculus Algebra	3	2	4

**NATURAL SCIENCES (4 semester hours)***Select four semester hours from the following.*

BIO 110	Principles of Biology	3	3	4
BIO 111	General Biology I	3	3	4
CHM 151	General Chemistry I	3	3	4
PHY 110/110A	Conceptual Physics and Lab	3	2	4

**OTHER REQUIRED GENERAL EDUCATION (3 semester hours)**

SOC 225	Social Diversity	3	0	3
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**Total General Education Hours Required 31-32****OTHER REQUIRED HOURS (7 semester hours)**

The following courses are required:

**Education (7 semester hours)**

EDU 187	Teaching and Learning for All	3	3	4
EDU 216	Foundations of Education	3	0	3

\*Students who have completed the Teacher Cadet or Teaching as Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All

**ACADEMIC TRANSITION (1 semester hour)**

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ACA 122	College Transfer Success	0	2	1

**OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of **foreign language courses** and accompanying labs, in a single language, designated as general education in the Comprehensive Articulation Agreement as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, premajor, or elective credit.

**TOTAL CREDITS: 39-48\***

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation must complete the entire pathway before taking additional courses in the Associate in Arts degree in Teacher Preparation with the exception of mathematics courses beyond MAT 171 in the Associate in Arts.

## Pathway Leading to the Associate in Fine Arts in Visual Arts (P1062C)

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

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

<b>ACADEMIC TRANSITION (required)</b>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ACA 122	College Transfer Success	0	2	1

### UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All UGETC - Universal General Education Transfer Component courses - will transfer for equivalency credit.)

<b>ENGLISH COMPOSITION (6 semester hours)</b>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ENG 111	Writing & Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3

### COMMUNICATIONS/HUMANITIES/FINE ARTS (6 semester hours)

*Select two courses from at least two different disciplines.*

ART 111	Art Appreciation	3	0	3
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3

### SOCIAL/BEHAVIORAL SCIENCES (6 semester hours)

*Select two courses from at least two different disciplines.*

ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 120	American Government	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3

### MATHEMATICS (3-4 semester hours)

*Select one course from the following.*

MAT 143	Quantitative Literacy	2	2	3
MAT 152	Statistical Methods I	3	2	4
MAT 171	Precalculus Algebra	3	2	4

**NATURAL SCIENCES (4 semester hours)***Select four semester hours from the following.*

BIO 110	Principles of Biology	3	3	4
BIO 111	General Biology I	3	3	4
CHM 151	General Chemistry I	3	3	4
PHY 110/110A	Conceptual Physics and Lab	3	2	4

**OTHER REQUIREMENTS (6 semester hours)***The following courses are required*

ART 121	Two-Dimensional Design	0	6	3
ART 131	Drawing I	0	6	3

**\*OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

Foreign Language: A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as general education in the Comprehensive Articulation Agreement as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, premajor, or elective credit.

**TOTAL CREDITS: 32 – 41\***

## Pathway Leading to the Associate in Science (P1042C)

The NC Career and College Promise (CCP) College Transfer Pathway leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major. High school students in the CCP College Transfer Pathway Leading to an Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science (AS) degree, with the exception of mathematics courses beyond MAT 271.

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

<b>ACADEMIC TRANSITION (required)</b>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ACA 122	College Transfer Success	0	2	1

### UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All UGETC - Universal General Education Transfer Component courses will transfer for equivalency credit.)

<b>ENGLISH COMPOSITION (6 semester hours)</b>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ENG 111	Writing & Inquiry	3	0	3
ENG 112	Writing/Research in Disciplines	3	0	3

### COMMUNICATIONS/HUMANITIES/FINE ARTS (6 semester hours)

*Select two courses from two different disciplines.*

ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3

### SOCIAL/BEHAVIORAL SCIENCES (6 semester hours)

*Select two courses from two different disciplines.*

ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 120	American Government	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3

### MATHEMATICS (8 semester hours)

*Select two courses from the following.*

MAT 171	Precalculus Algebra	3	2	4
MAT 172	Precalculus Trigonometry	3	2	4
MAT 263	Brief Calculus	3	2	4
MAT 271	Calculus I	3	2	4
MAT 272	Calculus II	3	2	4

			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
<b>NATURAL SCIENCES (8 semester hours)</b>					
<i>Select one sequence of courses.</i>					
BIO	111	General Biology I	3	3	4
BIO	112	General Biology II	3	3	4
CHM	151	General Chemistry I	3	3	4
CHM	152	General Chemistry II	3	3	4
PHY	151	College Physics I	3	2	4
PHY	152	College Physics II	3	2	4

**\*OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

Foreign Language: A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as general education in the Comprehensive Articulation Agreement as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, premajor, or elective credit.

**TOTAL CREDITS: 35 – 43\***



## Pathway Leading to the Associate in Science in Teacher Preparation (P1042T)

The CCP College Transfer Pathway Leading to the Associate in Science in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Science in Teacher Preparation degree and a baccalaureate degree in teaching in a STEM or technical major.

### UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All UGETC - Universal General Education Transfer Component courses - will transfer for equivalency credit.)

#### ENGLISH COMPOSITION (6 semester hours)

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ENG 111	Writing & Inquiry	3	0	3
ENG 112	Writing/Research in the Disciplines	3	0	3

#### COMMUNICATION/HUMANITIES/FINE ARTS (6 semester hours)

*Select two courses from two different disciplines.*

##### COMMUNICATION

COM 120	Introduction to Interpersonal Communication	3	0	3
COM 231	Public Speaking	3	0	3

##### HUMANITIES/FINE ARTS

ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3

#### SOCIAL/BEHAVIORAL SCIENCES (3 semester hours)

*Select one course from the following:*

ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 120	American Government	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3

#### MATHEMATICS (8 semester hours)

*Select two courses from the following.*

MAT 171	Precalculus Algebra	3	2	4
MAT 172	Precalculus Trigonometry	3	2	4
MAT 263	Brief Calculus	3	2	4
MAT 271	Calculus I	3	2	4
MAT 272	Calculus II	3	2	4

**NATURAL SCIENCES (8 semester hours)***Select one sequence of courses for 8 semester hours.*

BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4
PHY 151	College Physics I	3	2	4
PHY 152	College Physics II	3	2	4

**OTHER REQUIRED GENERAL EDUCATION (3 semester hours)**

SOC 225	Social Diversity	3	0	3
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**Total General Education Hours Required****34****OTHER REQUIRED HOURS (7 semester hours)**

The following courses are required:

*Education (7 semester hours)*

EDU 187	Teaching and Learning for All	3	3	4
EDU 216	Foundations of Education	3	0	3

\*Students who have completed the Teacher Cadet or Teaching as Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All

**ACADEMIC TRANSITION (1 semester hour)**

		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ACA 122	College Transfer Success	0	2	1

**OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as general education in the Comprehensive Articulation Agreement as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, premajor, or elective credit.

**TOTAL CREDITS: 42-50\***

High school students in the CCP College Transfer Pathway Leading to the Associate in Science in Teacher Preparation must complete the entire pathway before taking additional courses in the Associate in Science degree in Teacher Preparation with the exception of mathematics courses beyond MAT 271.

## Career and College Promise Associate Degree Nursing (ADN) Pathway (P1032C)

The Career and College Promise (CCP) ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on **Blocks 1 through 3** of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors.

A student who completes an Associate in Applied Science (AAS) in Nursing, which includes the courses listed below, with a GPA of at least 2.0 and a grade of C or better and completes the courses in Blocks 2-3 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs with a GPA of at least 2.0 and a grade of C or better, and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

**NOTE:** The minimum GPA for RCC's Associate Degree program is 2.8 in general education courses. Applicants must have a GPA of 2.8 or greater in the Associate Degree and Nursing program general education courses by the published deadline date for submitting complete program checklists to the Admissions Office.

## Associate Degree Nursing (ADN) Pathway (P1032C)

### GENERAL EDUCATION

These courses are contained in **Block 1** of the Five Block Degree Plan located within the RN to BSN Articulation Agreement.

[Uniform Articulation Agreement between the University of North Carolina RN to BSN](#)

#### English Composition

(6 SHC)

*The following English composition courses are required.*

- \* ENG 111 Writing and Inquiry
- \* ENG 112 Writing/Research in the Disciplines

#### Humanities/Fine Arts

(3 SHC)

*Select **one** course from the following (3 SHC):*

- \* ART 111 Art Appreciation
- \* ART 114 Art History Survey I
- \* ART 115 Art History Survey II
- \* HUM 115 Critical Thinking
- \* MUS 110 Music Appreciation
- \* MUS 112 Introduction to Jazz
- \* PHI 215 Philosophical Issues
- \* PHI 240 Introduction to Ethics

#### Social/Behavioral Sciences

(6 SHC)

*The following courses are required (6 SHC):*

- \* PSY 150 General Psychology and \* PSY 241 Developmental Psychology

#### Natural Sciences (8 SHC) Select one sequence from the following

(8 SHC)

*The following courses are required (8 SHC):*

- \* BIO 168 Anatomy and Physiology I and \* BIO 169 Anatomy and Physiology II

#### Other Required Hours

(1 SHC)

Academic Transition

*The following course is required:*

- ACA 122 College Transfer Success

**Total Semester Hours Credit (SHC) in Pathway: 24 SHC**

\*Denotes courses (23 Semester Hours of Credit) in **Block 1** of the Five Block Degree Plan that are completed as part of the North Carolina Community College AAS Nursing degree.

For additional information about **Blocks 2 and 3** of the Five Block Degree Plan located within the [Uniform Articulation Agreement between the University of North Carolina RN to BSN](#)

High school students in the CCP Associate Degree Nursing Pathway leading to the Associate in General Education Nursing (A1030N) program must complete the **entire** pathway before taking additional courses in the Associate in General Education Nursing (A1030N).

# Career Technical Education Pathways

RCC offers eleven Career Technical Education Pathways for high school students interested in earning a certificate or course credit for a technical degree. All of the courses in the certificates and pathways are applied to an appropriate Diploma or Associate in Applied Science Degree.

**The Career Technical Education Pathways are listed below:**

Agribusiness Technology	C15100AP
Air-Conditioning, Heating and Refrigeration Basics	C35100HP
Business Administration	C25120BP
Computer – Integrated Machining Fundamentals	C50210MP
Criminal Justice Technology Generalist	C55180GP
Early Childhood Education	C55220EP
Emergency Medical Science	C45340EP
Industrial Automation and Maintenance	C35130IP
Manual Machining Fundamentals	C50210RP
Manufacturing Technology	C50320MP
<i>*Enrollment in this program of study is limited to Rockingham Apprenticeship and Technical Opportunities Partnership (Rock-ATOP) approved pre-apprentices and apprentices.</i>	
Web Technologies	C25590IP
Welding Technology Fundamentals	C50420WP

## Agribusiness Technology (C15100AP)

This pathway is designed to introduce students to the many aspects of agribusiness, including managing agricultural businesses and agriculturally related operations within diversified fields. Courses include sustainable agriculture practices, animal science, agricultural marketing, and biological pest controls. Courses within the pathway may be applied toward an Associate of Applied Science degree in Agribusiness Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
AGR 139	Introduction to Sustainable Ag.	3	0	3
ANS 110	Animal Science	<u>3</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>6</b>
<i>Spring Semester</i>				
AGR 214	Ag Marketing	3	0	3
AGR 121	Biological Pest Management	<u>3</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>6</b>

**TOTAL CREDITS: 12**

## Air Conditioning and Refrigeration Basics (C35100HP)

This pathway is designed to provide individuals with entry-level competencies in residential light commercial HVAC, and in domestic refrigeration. Students will be able to braze, leak test, recover refrigerant, charge a unit, use meters and read wiring diagrams. Upon successful completion, students will be awarded a certificate. Courses within the pathway may be applied toward a diploma in Air Conditioning, Heating & Refrigeration Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
AHR 110	Introduction to Refrigeration	2	6	5
AHR 111	HVACR Electricity	2	2	3
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
		<b>6</b>	<b>8</b>	<b>10</b>
<i>Spring Semester</i>				
AHR 113	Comfort Cooling	2	4	4
AHR 114	Heat Pump Technology	<u>2</u>	<u>4</u>	<u>4</u>
		<b>4</b>	<b>8</b>	<b>8</b>

**TOTAL CREDITS: 18**

## Business Administration (C25120BP)

This pathway is designed to introduce students to the various aspects of the free enterprise system. Students will be provided a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Upon successful completion, students will be awarded a certificate. Courses within the pathway may be applied toward an Associate of Applied Science degree in Business Administration.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BUS 115	Business Law I		3	0	3
ACC 120	Principles of Financial Accounting		<u>3</u>	<u>2</u>	<u>4</u>
			<b>6</b>	<b>2</b>	<b>7</b>
<i>Spring Semester</i>					
BUS 110	Introduction to Business		3	0	3
BUS 139	Entrepreneurship I		<u>3</u>	<u>0</u>	<u>3</u>
			<b>6</b>	<b>0</b>	<b>6</b>

**TOTAL CREDITS: 13**

## Computer-Integrated Machining Fundamentals (C50210MP)

This pathway is designed to provide individuals with an introduction to basic machining principles and technical skills. Upon successful completion, students will be awarded a certificate. Courses within the certificate may be applied toward an Associate of Applied Science degree in Computer-Integrated Machining.

Students enrolling in this program must purchase student accident insurance.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BPR 111	Blueprint Reading		1	2	2
ISC 112	Industrial Safety		2	0	2
MAC 111AB	Machining Technology I		1	6	3
MAC 114	Intro to Metrology		<u>2</u>	<u>0</u>	<u>2</u>
			<b>6</b>	<b>8</b>	<b>9</b>
<i>Spring Semester</i>					
MAC 111BB	Machining Technology I		1	6	3
MAC 122	CNC Turning		1	3	2
MAC 124	CNC Milling		<u>1</u>	<u>3</u>	<u>2</u>
			<b>3</b>	<b>12</b>	<b>7</b>

**TOTAL CREDITS: 16**

*Due to the number of contact hours required in this course, students will take half of MAC 111 in the fall and half of MAC 111 in the spring.*

## Criminal Justice Technology Generalist (C55180GP)

This pathway is designed to provide individuals with entry-level competencies in criminal justice technology in addition to the basic skills and knowledge to begin a career in criminal justice field. Students will be able to perform basic criminal justice functions and be able to discuss the roles of criminal justice professionals in the fields of criminology, juvenile justice and corrections. Courses within the pathway may be applied to an Associate of Applied Science degree in Criminal Justice Technology.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CJC 111	Intro to Criminal Justice		3	0	3
CJC 112	Criminology		<u>3</u>	<u>0</u>	<u>3</u>
			<b>6</b>	<b>0</b>	<b>6</b>

<i>Spring Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CJC 113	Juvenile Justice		3	0	3
CJC 131	Criminal Law		<u>3</u>	<u>0</u>	<u>3</u>
			<b>6</b>	<b>0</b>	<b>6</b>

**TOTAL CREDITS: 12**

## Early Childhood Education (C55220EP)

This pathway is designed to provide individuals with the skills for careers in Early Childhood Education, birth to kindergarten, through courses that cover the physical and psychological development of children, strategies for classroom management, and development of age-appropriate classroom activities. Students will earn a certificate and credential which allows them to work in childcare facilities in North Carolina. Courses within the certificate may be applied to an Associate in Applied Science degree in Early Childhood.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
EDU 119	Early Childhood Education		4	0	4
EDU 131	Child, Family, & Community		3	0	3
EDU 144	Child Development I		<u>3</u>	<u>0</u>	<u>3</u>
			<b>10</b>	<b>0</b>	<b>10</b>

<i>Spring Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
EDU 145	Child Development II		3	0	3
EDU 146	Child Guidance		<u>3</u>	<u>0</u>	<u>3</u>
			<b>6</b>	<b>0</b>	<b>6</b>

**TOTAL CREDITS: 16**



## Emergency Medical Science (C45340EP)

This pathway is designed to prepare individuals to work as an Emergency Medical Technician (EMT). EMTs are often the first responders to any emergency, making split-second decisions that save people's lives. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification. Upon successful completion, a certificate will be awarded. Courses within the certificate may be applied toward an Associate in Applied Science degree in Emergency Medical Science.

*\* Age Requirement – Student must be 17 years old or older before the last day of EMS class.*

			<i>Class</i>	<i>Lab</i>	<i>Clinical</i>	<i>Credit</i>
BIO 168	Human Anatomy & Physiology I		3	3	0	4
EMS 110	Emergency Medical Science		6	6	3	9

**TOTAL CREDITS: 13**

## Industrial Automation and Maintenance (C35130IP)

### (Evening program)

This pathway is designed to provide individuals with entry-level competencies in electrical and mechanical skills needed to work on complex systems found in the manufacturing environment. Students will be able to demonstrate an understanding of automated industrial machines and maintain the equipment. Upon successful completion, a certificate will be awarded. Courses within the certificate may be applied toward an Associate in Applied Science degree in Electrical Systems Technology.

Students enrolling in this program must purchase student accident insurance.

			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ISC 112	Industrial Safety		2	0	2
ELC 114	Commercial Wiring		2	6	4
MEC 130	Mechanisms		2	2	3
ELC 112	DC/AC Electricity		3	6	5
ELN 231	Industrial Controls		<u>2</u>	<u>3</u>	<u>3</u>
			<b>11</b>	<b>17</b>	<b>17</b>

**TOTAL CREDITS: 17**

## Manual Machining Fundamentals (C50210RP)

This pathway is offered at Reidsville High School. This pathway is designed to provide individuals with an introduction to basic machining principles and technical skills. Students will be prepared with the skills for entry level employment in manufacturing. Upon successful completion, students will be awarded a certificate. Courses within the certificate may be applied toward an Associate of Applied Science degree in Computer-Integrated Machining.

Students enrolling in this program must purchase student accident insurance.

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BPR 111	Blueprint Reading		1	2	2
ISC 112	Industrial Safety		2	0	2
MAC 114	Introduction to Metrology		<u>2</u>	<u>0</u>	<u>2</u>
			<b>5</b>	<b>2</b>	<b>6</b>

<i>Spring Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
MAC 111	Machining Technology I		<u>2</u>	<u>12</u>	<u>6</u>
			<b>2</b>	<b>12</b>	<b>6</b>

**TOTAL CREDITS: 12**

## Manufacturing Technology Pathway (C50320MP)

This pathway is designed to prepare students to use basic engineering principles and technical skills to identify and resolve production problems in the manufacturing of products. This pathway is limited to registered apprentices and pre-apprentices in the RockATop program. Courses within this pathway may be applied to an Associate in Applied Science degree in Manufacturing Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Summer Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ISC 112	Industrial Safety		2	0	2
MAC 114	Intro to Metrology		<u>2</u>	<u>0</u>	<u>2</u>
			<b>4</b>	<b>0</b>	<b>4</b>

<i>Fall Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
BPR 111	Print Reading		<u>2</u>	<u>0</u>	<u>2</u>
			<b>2</b>	<b>0</b>	<b>2</b>

<i>Spring Semester</i>			<i>Class</i>	<i>Lab</i>	<i>Credit</i>
ISC 132	Manufacturing Quality Control		2	3	3
MEC 180	Engineering Materials		<u>2</u>	<u>3</u>	<u>3</u>
			<b>4</b>	<b>6</b>	<b>6</b>

**TOTAL CREDITS: 12**

## Web Technologies (C25590IP)

This pathway is designed to introduce students to web development and search engine optimization. Students will be prepared for entry level employment in the technology sector that relies on web programming, design, management, and marketing of information. Upon successful completion, students will be awarded a certificate. Courses within the certificate may be applied to the Associate in Applied Science degree in Information Technology.

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>3</u>
CTI 110	Web Programming and Database Foundations	<u>2</u>	<u>2</u>	<u>3</u>
		<b>4</b>	<b>4</b>	<b>6</b>
<i>Spring Semester</i>				
WEB 210	Web Design	<u>2</u>	<u>2</u>	<u>3</u>
WEB 213	Internet Marketing and Analytics	<u>2</u>	<u>2</u>	<u>3</u>
		<b>4</b>	<b>4</b>	<b>6</b>
<b>TOTAL CREDITS: 12</b>				

## Welding Technology Fundamentals (C50420WP)

This pathway is designed to introduce individuals to basic welding principles and technical skills. Upon successful completion, students will be awarded a certificate. Courses within the certificate may be applied toward a diploma in Welding Technology.

Students enrolling in this program must purchase student accident insurance.

<i>Fall Semester</i>		<i>Class</i>	<i>Lab</i>	<i>Credit</i>
WLD 115	SMAW (Stick) Plate	<u>2</u>	<u>9</u>	<u>5</u>
WLD 141	Symbols & Specifications	<u>2</u>	<u>2</u>	<u>3</u>
		<b>4</b>	<b>11</b>	<b>8</b>
<i>Spring Semester</i>				
WLD 121	GMAW (MIG)	<u>2</u>	<u>6</u>	<u>4</u>
WLD 131	GTAW (TIG) Plate	<u>2</u>	<u>6</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>8</b>
<b>TOTAL CREDITS: 16</b>				

# Curriculum Course Descriptions

This section outlines the courses approved for programs of study at the College. Course descriptions provide a brief introduction of the course to include the scope, purpose and relevance of the course to the program of study.

## Course Numbers

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

## Course Credits

Course credits are provided after the course titles.

## Course Hours

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

## Prerequisites and Corequisites

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

## Semester Offered

Fall - FA      Spring - SP      Summer - SU

## COURSE DESCRIPTION

Course Prefix and Number	Course Title	Class	Lab	Credit
ELC 115	Industrial Wiring	2	6	4
	State Prerequisites:			
	State Corequisites: ENG 002			
	Local Prerequisites:			
	Local Corequisites:			
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACA 111	College Student Success	1	0	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACA 122	College Transfer Success	0	2	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACC 120	Principles of Financial Accounting	3	2	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1 and DMA 010, DMA 020, and DMA 030 or MAT 003 P1</b>			
	Local Corequisites:			

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACC 121	Principles of Managerial Accounting	3	2	4
	State Prerequisites: <b>ACC 120</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACC 129	Individual Income Taxes	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>ACC 120</b>			
	Local Corequisites:			

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 income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACC 140	Payroll Accounting State Prerequisites: <b>ACC 115 or ACC 120</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	3	2

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACC 150	Accounting Software Applications State Prerequisites: <b>ACC 115 or ACC 120</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	3	2

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 accurately solve accounting problems. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACC 220	Intermediate Accounting I State Prerequisites: <b>ACC 120</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	2	4

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 extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACC 221	Intermediate Accounting II State Prerequisites: <b>ACC 220</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	2	4

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 110	Agricultural Economics State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course introduces basic economic principles in agriculture. Topics include supply and demand, the role of agriculture in the economy, economic systems, and micro- and macroeconomics. Upon completion, students should be able to explain economic systems, interpret supply and demand curves, and complete cost and revenue production schedules. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 121	Biological Pest Management	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course will emphasize the building and maintaining of healthy soil, plant and insect biological cycles as the key to pest and disease management. Course content includes study of major pests and diseases, including structure, life cycle, and favored hosts; and biological and least toxic methods of chemical control. Upon completion, students will be able to identify and recommend methods of prevention and control of selected insects and diseases. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 139	Intro to Sustainable Agriculture	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic, environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 140	Agricultural Chemicals	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers all aspects of agricultural chemicals. Topics include safety, environmental effects, federal and state laws, pesticide classification, sprayer calibration, and licensing. Upon completion, students should be able to calibrate a sprayer, give proper pesticide recommendations (using integrated pest management), and demonstrate safe handling of pesticides. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 150	Ag-O-Metrics	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces basic calculations for agricultural applications. Topics include the metric system, land measurement, feed efficiency, rate of gain, chemical calibration, and payroll. Upon completion, students should be able to perform calculations that pertain to agricultural production. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 160	Plant Science	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 170	Soil Science	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the basic principles of soil management and fertilization. Topics include liming, fertilization, soil management, biological properties of soil (including beneficial microorganisms), sustainable land care practices and their impact on soils, and plant nutrients. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 212	Farm Business Management	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces budgeting, farm analysis, production costs, business organizations, and general management principles. Topics include enterprise budgets, partial budgets, whole farm budgets, income analysis, and business organizations. Upon completion, students should be able to prepare and analyze a farm budget. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 213	Ag Law & Finance	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the basic laws and financial aspects affecting agriculture. Topics include environmental laws, labor laws, contractual business operations, assets, liabilities, net worth, and funding sources. Upon completion, students should be able to complete loan application procedures and explain basic laws affecting the agricultural industry. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AGR 214	Agricultural Marketing	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers basic marketing principles for agricultural products. Topics include buying, selling, processing, standardizing, grading, storing, and marketing of agricultural commodities. Upon completion, students should be able to construct a marketing plan for an agricultural product. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AHR 110	Intro to Refrigeration	2	6	5
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AHR 111	HVACR Electricity	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AHR 112	Heating Technology	2	4	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system. **FA**



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AHR 113	Comfort Cooling	2	4	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychrometrics, manufacturer specifications, and test instruments to determine proper system operation. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AHR 114	Heat Pump Technology	2	4	4
	State Prerequisites: <b>AHR 110 or AHR 113</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures. Diploma students will be required to complete a field test to exit this course. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AHR 133	HVAC Servicing	2	6	4
	State Prerequisites:			
	State Corequisites: <b>AHR 112 or AHR 113</b>			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AHR 151	HVAC Duct Systems I	1	3	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the techniques used to lay out and fabricate duct work commonly found in HVAC systems. Emphasis is placed on the skills required to fabricate duct work. Upon completion, students should be able to lay out and fabricate simple duct work. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
AHR 160	Refrigerant Certification	1	0	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low-pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ANS 110	Animal Science	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally. **FA**

ANT 210	General Anthropology	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	3	0	3
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1</b>			
	Local Corequisites:			
	This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/ Behavioral Sciences</i> <b>FA, SP</b>			
ART 111	Art Appreciation	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	3	0	3
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1</b>			
	Local Corequisites:			
	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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/ Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.</i> <b>FA, SP, SU</b>			
ART 114	Art History Survey I	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	3	0	3
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1</b>			
	Local Corequisites:			
	This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/ Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.</i> <b>FA</b>			
ART 115	Art History Survey II	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	3	0	3
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1</b>			
	Local Corequisites:			
	This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/ Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.</i> <b>SP</b>			
ART 121	Two-Dimensional Design	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	0	6	3
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			
	This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/ or elective course requirement.</i> <b>FA</b>			

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 122	Three-Dimensional Design	0	6	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course.

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 131	Drawing I	0	6	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. *This course has been approved for transfer under the CAA and ICAA as a premajor and/ or elective course requirement. FA*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 132	Drawing II	0	6	3
	State Prerequisites: <b>ART 131</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. *This course has been approved for transfer under the CAA and ICAA as a premajor and/ or elective course requirement. SP*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 135	Figure Drawing I	0	6	3
	State Prerequisites: <b>ART 131</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces rendering the human figure with various drawing materials. Emphasis is placed on the use of the visual elements, anatomy, and proportion in the representation of the draped and undraped figure. Upon completion, students should be able to demonstrate competence in drawing the human figure. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. *This course has been approved for transfer under the CAA and ICAA as a premajor and/ or elective course requirement. SP (Even Years)*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 171	Digital Design I	0	6	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course is designed to introduce students to the elements and principles of design through the use of digital software. Emphasis is placed on developing composition and design skills using vector, raster, and time-based media. Upon completion, students should be able to identify and use tools in digital software, understand and utilize digital and artistic vocabulary, and employ the principles and elements of design to create artwork using digital means. *This course has been approved for transfer under the CAA and ICAA as a premajor and/ or elective course requirement. SP (odd years)*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 214	Portfolio and Resume	0	2	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>ART 121 or ART 131</b>			
	Local Corequisites:			

This course covers résumé writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to résumé writing, and interview techniques. Upon completion, students should be able to mount original art for portfolio presentation, photograph and display a professional slide portfolio, and write an effective résumé. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. FA*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 240	Painting I	0	6	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. FA*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 241	Painting II	0	6	3
	State Prerequisites: <b>ART 240</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. SP*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 242	Landscape Painting	0	6	3
	State Prerequisites: <b>ART 240</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces and practices the skills and techniques of open-air painting. Emphasis is placed on techniques of painting summer foliage, skies, and mountains, and the elements of aerial perspective. Upon completion, students should be able to complete an open-air landscape painting employing brush, knife, scumbling, and glazing techniques. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. SP (even years)*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 243	Portrait Painting	0	6	3
	State Prerequisites: <b>ART 240</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the portrait as subject matter by use of live models. Topics include composition, color mixing, and the history of portraiture. Upon completion, students should be able to demonstrate competence in the traditional approach to portrait painting. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. SP (odd years)*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 244	Watercolor	0	6	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces basic methods and techniques used in watercolor. Emphasis is placed on application, materials, content, and individual expression. Upon completion, students should be able to demonstrate a variety of traditional and nontraditional concepts used in watercolor media. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 281	Sculpture I	0	6	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 283	Ceramics I	0	6	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression. Additional supplies at a cost of approximately \$30 will be needed to successfully complete required projects for this course, and a \$75.00 lab fee will be charged for this course. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 284	Ceramics II	0	6	3
	State Prerequisites: <b>ART 283</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness. Additional supplies at a cost of approximately \$30 will be needed to successfully complete required projects for this course, and a \$75.00 lab fee will be charged. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 285	Ceramics III	0	6	3
	State Prerequisites: <b>ART 284</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate a knowledge of materials and techniques necessary to successfully create original projects in the clay medium. Additional supplies at a cost of approximately \$30 will be needed to successfully complete required projects for this course, and a \$75.00 lab fee will be charged. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 286	Ceramics IV State Prerequisites: <b>ART 285</b> State Corequisites: Local Prerequisites: Local Corequisites:	0	6	3

This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium. Additional supplies at a cost of approximately \$30 will be needed to successfully complete required projects for this course, and a \$75.00 lab fee will be charged. *This course has been approved for transfer under the CAA and ICAA as a premajor and/ or elective course requirement.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ART 288	Studio State Prerequisites: State Corequisites: Local Prerequisites: <b>ART 131 or ART 240 or ART 283</b> Local Corequisites:	0	6	3

This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques. Additional supplies at a cost of approximately \$100 to \$200 will be needed to successfully complete required projects for this course and a \$75 lab fee will be charged to ceramic students for this course. *This course has been approved for transfer under the CAA and ICAA as a premajor and/ or elective course requirement.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ATR 112	Introduction to Automation State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	3	3

This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ATR 212	Industrial Robots State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	3	3

This course covers the operation of industrial robots. Topics include the classification of robots, activeators, grippers, work envelopes, computer interfaces, overlapping work envelopes, installation, and programming. Upon completion, students should be able to install, program and troubleshoot industrial robots. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BIO 110	Principles of Biology State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1 and DMA 010, 020, 030 or MAT 003 or MAT 003 P1</b> Local Corequisites:	3	3	4

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP, SU**



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BIO 111	General Biology I State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1 and DMA 010, 020, 030, 040, 050 or MAT 003 P2</b> Local Corequisites:	3	3	4

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BIO 112	General Biology II State Prerequisites: <b>BIO 111</b> State Corequisites: Local Prerequisites: <b>Grade of C or better in BIO 111</b> Local Corequisites:	3	3	4

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.* **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BIO 163	Basic Anatomy & Physiology State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1</b> Local Corequisites:	4	2	5

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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BIO 168	Anatomy and Physiology I State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1</b> Local Corequisites:	3	3	4

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BIO 169	Anatomy and Physiology II State Prerequisites: <b>BIO 168</b> State Corequisites: Local Prerequisites: <b>Grade of C or higher in BIO 168</b> Local Corequisites:	3	3	4

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BIO 175	General Microbiology State Prerequisites: <b>BIO 110, BIO 111, BIO 163, BIO 165 or BIO 168</b> State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **SP**

		<b>Class Hours</b>
BSP 4002	Transition English	128 Contact Hours/Term

This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge. **FA, SP, SU**

		<b>Class Hours</b>
BSP 4003	Transition Math	128 Contact Hours/Term

This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge. **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BPR 111	Print Reading State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	1	2	2

This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part or system. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BPR 121	Blueprint Reading-Mechanical State Prerequisites: <b>BPR 111 or MAC 131</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	2	2

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BPR 130	Print Reading-Construction State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents. **SU**



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BPR 135	Schematics & Diagrams	2	0	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			
	This course introduces schematics and diagrams used in a variety of occupations. Topics include interpretation of wiring diagrams, assembly drawings, exploded views, sectional drawings, and service manuals, specifications, and charts. Upon completion, students should be able to research and locate components and assemblies denoting factory specifications and requirements from service and repair manuals. <b>FA</b>			

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 110	Introduction to Business	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			
	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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> <b>FA, SP, SU</b>			

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 115	Business Law I	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1</b>			
	Local Corequisites:			
	This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> <b>FA</b>			

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 121	Business Math	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1 and DMA 010, DMA 020, and DMA 030 or MAT 003 P1</b>			
	Local Corequisites:			
	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. <b>FA</b>			

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 125	Personal Finance	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1 and DMA 010, DMA 020, and DMA 030 or MAT 003 P1</b>			
	Local Corequisites:			
	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. <b>SP</b>			

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 137	Principles of Management State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1</b> Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 139	Entrepreneurship I State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course introduces the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should understand the entrepreneurial process and issues faced by entrepreneurs. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 151	People Skills State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 225	Business Finance State Prerequisites: <b>ACC 120</b> State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 239	Business Applications Seminar State Prerequisites: <b>ACC 120, BUS 115, BUS 137, MKT 120 and either ECO 251 or ECO 252</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	2	2

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CCT 121	Computer Crime Investigations	3	2	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the fundamental principles of computer crime investigation processes. Topics include crime scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, preparation of reports and court presentations. Upon completion, students should be able to identify cyber-crime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CCT 250	Network Vulnerabilities I	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces students to penetration testing, network vulnerabilities, and hacking. Topics include an overview of traditional network security, system hardening, and known weaknesses. Upon completion, students should be able to evaluate weaknesses of traditional and wireless network for the purpose of incident response, reconstruction, and forensic investigation. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CHM 131	Introduction to Chemistry	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1 and DMA 010, 020, 030 or MAT 003 or MAT 003 P1</b>			
	Local Corequisites: <b>CHM 131A</b>			

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 for transfer under the CAA and ICAA as a general education course in Natural Science.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CHM 131A	Introduction to Chemistry Lab	0	3	1
	State Prerequisites:			
	State Corequisites: <b>CHM 131</b>			
	Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1 and DMA 010, 020, 030 or MAT 003 or MAT 003 P1</b>			
	Local Corequisites:			

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 for transfer under the CAA and ICAA as a general education course in Natural Science.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CHM 151	General Chemistry I	3	3	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050 or MAT 003 or MAT 003 P2</b>			
	Local Corequisites:			

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 for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CHM 152	General Chemistry II State Prerequisites: <b>CHM 151</b> State Corequisites: Local Prerequisites: <b>Grade of C or higher in CHM 151</b> Local Corequisites:	3	3	4

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 for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.* **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CIS 110	Introduction to Computers State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

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 for transfer under the CAA and ICAA as a general education course in mathematics (Quantitative Option).* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CJC 110	Basic Law Enforcement BLEET State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	10	30	20

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics include those mandated by North Carolina Criminal Justice Education and Training Standards Commission as essential for functioning in law enforcement. Upon completion, the student should be able to demonstrate competence in the topics required for the state comprehensive certification examination. **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CJC 111	Intro to Criminal Justice State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CJC 112	Criminology State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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. **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CJC 113	Juvenile Justice State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3
	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. <b>FA, SP</b>			
CJC 121	Law Enforcement Operations State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3
	This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> <b>FA</b>			
CJC 122	Community Policing State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3
	This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing. <b>FA</b>			
CJC 131	Criminal Law State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3
	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. <b>FA, SP</b>			
CJC 132	Court Procedure & Evidence State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3
	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. <b>SP</b>			

CJC 141	Corrections State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 3	<b>Lab</b> 0	<b>Credit</b> 3
<p>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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> <b>FA, SP</b></p>				
CJC 212	Ethics & Community Relations State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 3	<b>Lab</b> 0	<b>Credit</b> 3
<p>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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> <b>SP</b></p>				
CJC 213	Substance Abuse State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 3	<b>Lab</b> 0	<b>Credit</b> 3
<p>This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> <b>FA</b></p>				
CJC 214	Victimology State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 3	<b>Lab</b> 0	<b>Credit</b> 3
<p>This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs. <b>SP</b></p>				
CJC 215	Organization & Administration State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 3	<b>Lab</b> 0	<b>Credit</b> 3
<p>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. <b>SP</b></p>				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CJC 221	Investigative Principles	3	2	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CJC 231	Constitutional Law	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
COM 110	Introduction to Communication	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097, ENG 002 or ENG 002 P1</b>			
	Local Corequisites:			

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 the 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 for transfer under the CAA and ICAA as a general education course in communications.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
COM 120	Intro Interpersonal Communication	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097, ENG 002, or ENG 002 P1</b>			
	Local Corequisites:			

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 is a Universal General Education Transfer Component (UGETC) course.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
COM 231	Public Speaking	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1</b>			
	Local Corequisites:			

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 for the CAA and ICAA as a general education course in Communication . This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP, SU**



COS 111	Cosmetology Concepts I State Prerequisites: State Corequisites: <b>COS 112</b> Local Prerequisites: Local Corequisites:	<b>Class</b> 4	<b>Lab</b> 0	<b>Credit</b> 4
<p>This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting. <b>FA</b></p>				
COS 112	Salon I State Prerequisites: State Corequisites: <b>COS 111</b> Local Prerequisites: Local Corequisites:	<b>Class</b> 0	<b>Lab</b> 24	<b>Credit</b> 8
<p>This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services. <b>FA</b></p>				
COS 113	Cosmetology Concepts II State Prerequisites: <b>COS 111, COS 112</b> State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 4	<b>Lab</b> 0	<b>Credit</b> 4
<p>This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. <b>SP</b></p>				
COS 114	Salon II State Prerequisites: <b>COS 111, COS 112</b> State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 0	<b>Lab</b> 24	<b>Credit</b> 8
<p>This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. <b>SP</b></p>				
COS 115	Cosmetology Concepts III State Prerequisites: <b>COS 111, COS 112</b> State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 4	<b>Lab</b> 0	<b>Credit</b> 4
<p>This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. <b>SU</b></p>				
COS 116	Salon III State Prerequisites: <b>COS 111, COS 112</b> State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 0	<b>Lab</b> 12	<b>Credit</b> 4
<p>This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. Note: The combination of COS-116AC and COS-116BC and COS-116CC equates to COS-116. <b>SU</b></p>				



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
COS 117	Cosmetology Concepts IV State Prerequisites: <b>COS 111, COS 112</b> State Corequisites: Local Prerequisites: <b>COS 113, COS 115</b> Local Corequisites:	2	0	2

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
COS 118	Salon IV State Prerequisites: <b>COS 111, COS 112</b> State Corequisites: Local Prerequisites: <b>COS 114 and COS 116</b> Local Corequisites:	0	21	7

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
COS 260	Design Applications State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	1	3	2

This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CSC 249	Data Structure & Algorithms State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	3	3

This course introduces the data structures and algorithms frequently used in programming applications. Topics include lists, stacks, queues, deques, heaps, sorting, searching, mathematical operations, recursion, encryption, random numbers, algorithm testing, and standards. Upon completion, students should be able to design data structures and implement algorithms to solve various problems. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CTI 110	Web Programming and Database Foundations State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table. **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CTI 120	Network and Security Foundations State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CTI 140	Virtualization Concepts	1	4	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CTS 115	Information Systems and Business Concepts	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision-making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CTS 120	Hardware/Software Support	2	3	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CTS 130	Spreadsheet	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CTS 240	Project Management	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces computerized project management software. Topics include identifying critical paths, cost management, and problem solving. Upon completion, students should be able to plan a complete project and project time and costs accurately. **SP**

DDF 252	Advanced Solid Modeling State Prerequisites: DFT 153 or DTF 154 State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 2	<b>Credit</b> 3
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This course introduces advanced solid modeling and design software. Topics include design principles, design constraints, work planes, view generation, and model sharing and rendering. Upon completion, students should be able to create advanced solid models. **SP**

DFT 119	Basic CAD State Prerequisites: State Corequisites: Local Prerequisites: <b>BPR 111</b> Local Corequisites:	<b>Class</b> 1	<b>Lab</b> 2	<b>Credit</b> 2
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This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings. **SP**

DFT 154	Intro Solid Modeling State Prerequisites: State Corequisites: Local Prerequisites: <b>DFT 119</b> Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 3	<b>Credit</b> 3
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This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multi-view drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multi-view drawing. **FA**

ECO 251	Principles of Microeconomics State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1 and DMA 010, DMA 020, DMA 030, or MAT 003 P1</b> Local Corequisites:	<b>Class</b> 3	<b>Lab</b> 0	<b>Credit</b> 3
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This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP, SU**

ECO 252	Principles of Macroeconomics State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1 and DMA 010, DMA 020, DMA 030, MAT 003 P1</b> Local Corequisites:	<b>Class</b> 3	<b>Lab</b> 0	<b>Credit</b> 3
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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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 119	Intro to Early Child Education	4	0	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans. **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 131	Child, Family, & Community	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1</b>			
	Local Corequisites:			

This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 144	Child Development I	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1</b>			
	Local Corequisites:			

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 145	Child Development II	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1</b>			
	Local Corequisites:			

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **SP**

EDU 146	Child Guidance	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	3	0	3
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1</b>			
	Local Corequisites:			

This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, and the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development. **SP**

EDU 151	Creative Activities	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	3	0	3
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1</b>			
	Local Corequisites:			

This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse. **FA**

EDU 153	Health, Safety and Nutrition	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	3	0	3
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1</b>			
	Local Corequisites:			

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments. **SP**

EDU 187	Teaching and Learning for All	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	3	3	4
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 216	Foundations of Education State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 098 or ENG 002 or ENG 002 P1</b> Local Corequisites:	3	0	3

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*  
**FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 221	Children with Exceptionalities State Prerequisites: <b>EDU 144, EDU 145</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 234	Infants, Toddlers, & Twos State Prerequisites: <b>EDU 119</b> State Corequisites: Local Prerequisites: <b>EDU 119, DRE 097 or ENG 002</b> Local Corequisites:	3	0	3

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, positive early learning experiences, supporting and engaging diverse families, providing safe, warm and nurturing interactions, and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 250	Teacher Licensure Preparation State Prerequisites: <b>ENG 111 and MAT 143 or MAT 152 or MAT 171</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance-based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes to the school of education at a senior institution. **SP**



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 261	Early Childhood Admin I State Prerequisites: State Corequisites: <b>EDU 119</b> Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 111</b> Local Corequisites:	3	0	3

This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 262	Early Childhood Admin II State Prerequisites: <b>EDU 119 &amp; EDU 261</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 279	Literacy Development and Instruction State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	3	4

This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 280	Language/Literacy Experiences State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 098 or ENG 002 or ENG 002 P1</b> Local Corequisites:	3	0	3

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 284	Early Child Capstone Practicum State Prerequisites: <b>EDU 119, EDU 144, EDU 145, EDU 146, EDU 151</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	9	4

This course is designed to allow students to demonstrate acquired 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/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELC 112	DC/AC Electricity	3	6	5
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELC 114	Commercial Wiring	2	6	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELC 119	NEC Calculations	1	2	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. Electrical/Electronics Technology diploma students will be required to complete a field test to exit this course. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELC 213	Instrumentation	3	2	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>ELC 112</b>			
	Local Corequisites:			

This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELC 228	PLC Applications	2	6	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>ELN 260</b>			
	Local Corequisites:			

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELC 229	Applications Project	1	3	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>ATR 212</b>			
	Local Corequisites:			

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project. This project will deal with the topics of industrial automation and advanced manufacturing. **SP**



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELC 233	Energy Management State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

This course covers energy management principles and techniques typical of those found in industry and commercial facilities, including load control and peak demand reduction systems. Topics include load and peak demand calculations, load shedding, load balance and power factor, priority scheduling, remote sensing and control, and supplementary/alternative energy sources. Upon completion, students should be able to determine energy management parameters, calculate demand and energy use, propose energy management procedures, and implement alternative energy sources. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELN 110	Survey of Electronics State Prerequisites: State Corequisites: Local Prerequisites: <b>ELC 112</b> Local Corequisites:	2	2	3

This course introduces fundamental electrical and electronic concepts for non-electronic majors. Emphasis is placed on terminology and devices used in basic electronic and digital applications. Upon completion, students should be able to demonstrate a grasp of the fundamentals of modern electronic circuits. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELN 231	Industrial Controls State Prerequisites: State Corequisites: Local Prerequisites: <b>ELC 112</b> Local Corequisites:	2	3	3

This course introduces fundamental concepts of control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret schematics and demonstrate an understanding of electromechanical and electronic control of rotating machinery. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ELN 260	Prog Logic Controllers State Prerequisites: State Corequisites: Local Prerequisites: <b>ELC 117 or ELN 231</b> Local Corequisites:	3	3	4

This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 110	Emergency Medical Technician State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1</b> Local Corequisites:	6	6	3	9

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 122	EMS Clinical Practicum I State Prerequisites: <b>EMS 110</b> State Corequisites: Local Prerequisites: Local Corequisites:	0	0	3	1

This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competency with fundamental paramedic level skills. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 130	Pharmacology State Prerequisites: <b>EMS 110</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	3	0	4

This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology. **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 131	Advanced Airway Management State Prerequisites: <b>EMS 110</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	2	0	2

This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics must meet current guidelines for advanced airway management in the pre-hospital setting. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 160	Cardiology I State Prerequisites: <b>EMS 110</b> State Corequisites: Local Prerequisites: Local Corequisites:	2	3	0	3

This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and rhythm interpretation. Upon completion, students should be able to recognize and interpret rhythms. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 220	Cardiology II State Prerequisites: <b>EMS 122, EMS 130, and EMS 160</b> State Corequisites: Local Prerequisites: Local Corequisites:	2	3	0	3

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, cardiac pharmacology, and patient care. Upon completion, students should be able to manage the cardiac patient. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 221	EMS Clinical Practicum II State Prerequisites: <b>EMS 122</b> State Corequisites: Local Prerequisites: Local Corequisites:	0	0	6	2

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 231	EMS Clinical Practicum III State Prerequisites: <b>EMS 221</b> State Corequisites: Local Prerequisites: Local Corequisites:	0	0	9	3

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 235	EMS Management State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	0	0	2

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 240	Patients W/Special Challenges State Prerequisites: <b>EMS 122 and EMS 130</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	2	0	2

This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 241	EMS Clinical Practicum IV State Prerequisites: <b>EMS 231</b> State Corequisites: Local Prerequisites: Local Corequisites:	0	0	12	4

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 250	Medical Emergencies State Prerequisites: <b>EMS 122 and EMS 130</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	3	0	4

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 260	Trauma Emergencies State Prerequisites: <b>EMS 122 and EMS 130</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	3	0	2

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 270	Life Span Emergencies State Prerequisites: <b>EMS 122 and EMS 130</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	3	0	4

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 280	EMS Bridging Course State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	2	0	3

This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis, thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
EMS 285	EMS Capstone State Prerequisites: <b>EMS 220, EMS 250 and EMS 260</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	3	0	2

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 002	Transition English State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	0	6	3

This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge. **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 011	Writing & Inquiry Support State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites: <b>ENG 111</b>	1	2	2

This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English. **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 110	Freshman Composition State Prerequisites: <b>DRE 097 or ENG 002 P1</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 111	Writing and Inquiry State Prerequisites: <b>DRE 097 or BSP 4002 or ENG 002 P1</b> State Corequisites: <b>ENG 011 (If required, refer to RISE information)</b> Local Prerequisites: Local Corequisites:	3	0	3

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, and effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 112	Writing/Research in the Disciplines State Prerequisites: <b>ENG 111</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. *This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 114	Professional Research & Reporting State Prerequisites: <b>ENG 111</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition.* **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 125	Creative Writing I State Prerequisites: <b>ENG 111</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **SP** (odd years)

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 231	American Literature I State Prerequisites: <b>ENG 112 or ENG 114</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 232	American Literature II State Prerequisites: <b>ENG 112 or ENG 114</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.* **SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 241	British Literature I State Prerequisites: <b>ENG 112 or ENG 114</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 242	British Literature II State Prerequisites: <b>ENG 112 or ENG 114</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.* **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EPD 111	Introduction to Environmental Planning and Development	2	0	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the history, philosophy, and current trends in environmental planning, development, and land use management. Topics include the history and principles of environmental planning, regional planning, natural systems, community partnerships, and local policies and procedures. Upon completion, students should be able to clearly articulate the key issues and background information in environmental planning and current trends in the field. **XX**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EPD 115	Environmental Planning, Design, and Layout	1	4	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers planning, design, and layout of outdoor recreational and leisure infrastructure projects for multiple uses. Topics include desktop planning, field design and layout, and corridor and pin flagging of sites and trail plans. Upon completion, students should be able to read and utilize various types of maps and layouts for planning and design of recreational sites with proficient use of appropriate tools.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EPD 125	Parks, Landscapes, and Trail Maintenance Techniques	2	4	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers park, recreation, and trail maintenance techniques for recreational land and sustainable, traditional natural surface trails using hand tools and mechanized equipment. Emphasis is placed on the use of the required tools used for the maintenance of recreational sites. Upon completion, students should be able to use a variety of hand tools and mechanized equipment to maintain park facilities, surface trails, and other recreational infrastructure.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EPD 180	Planning and Design Projects Visualization Techniques	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the basic skills and concepts of drafting, mapping, or graphical design necessary to complete trail layouts, landscape site plans, or topographical drawings. Topics include surveying the drafting and mapping of recreational site techniques including GIS, design software computer drafting, and hand drawing applications. Upon completion, students should be able to select and utilize the proper techniques and applications used for the planning and design of recreational sites.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EPD 210	Environmental Planning and Land Use	3	0	3
	State Prerequisites: EPD 111			
	State Corequisites: EPD 115			
	Local Prerequisites:			
	Local Corequisites:			

This course includes an overview of the role of planning in land use and environmental outcomes and an examination of contemporary public policy issues related to environmental systems. Topics include environmental planning, managing human and environment interactions, watersheds, resilience, conservation, habitats, hazard mitigation and smart growth management. Upon completion, students should be able to explain the functions of land use planning in society and in environmental systems that support communities and the outcomes from these decisions.



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EPD 220	Land Use Management, Assessment, Permitting, and Contracting State Prerequisites: EPD 111 State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

This course covers sustainable management, assessment, permitting, and contracting for land use projects. Topics include site analysis, project program description, determining permitting requirements for projects, and developing project contracts. Upon completion, students should be able to develop a project assessment report addressing existing environmental conditions and proposed improvements, permitting requirements, contracting and current topics in land use management.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EPD 230	Public Planning, Participation, and Community Engagement State Prerequisites: EPD 111 State Corequisites: EPD 115 Local Prerequisites: Local Corequisites:	3	0	3

This course provides an overview of the role of impacted populations on the public planning processes, historical examples, and examinations of contemporary participation issues. Topics include the different public planning participation approaches, a history of planning processes, and community engagement skill development. Upon completion, students should be able to demonstrate the functions of public participation in planning, local democracy, and community problem-solving related to environmental planning processes.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HEA 110	Personal Health/Wellness State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1</b> Local Corequisites:	3	0	3

This course introduces 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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*  
**FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HIS 111	World Civilizations I State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1</b> Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HIS 112	World Civilizations II State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1</b> Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.* **SP**



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HIS 131	American History I State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1</b> Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. FA*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HIS 132	American History II State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1</b> Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. SP*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HUM 115	Critical Thinking State Prerequisites: <b>DRE 098 or ENG 002 P1 or ENG 111</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. FA, SP*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HYD 110	Hydraulics/Pneumatics I State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	3	3

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
INT 110	International Business State Prerequisites: State Corequisites: Local Prerequisites: <b>BUS 110</b> Local Corequisites:	3	0	3

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. **FA**

ISC 112	Industrial Safety State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 0	<b>Credit</b> 2
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. <b>FA, SP, SU</b>				
ISC 113	Industrial Specifications State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 1	<b>Lab</b> 0	<b>Credit</b> 1
This course introduces industrial specifications. Emphasis is placed on using machinist reference materials. Upon completion, students should be able to use and interpret charts and data found in reference materials. <b>SP</b>				
ISC 132	Manufacturing Quality Control State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 3	<b>Credit</b> 3
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. <b>FA</b>				
ISC 220	Lean Manufacturing State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 2	<b>Credit</b> 3
This course introduces students to the concept of lean manufacturing as a means of waste reduction. Topics include the examination of manufacturing operations and the incorporation of lean techniques to reduce waste, cost, time, and materials in manufacturing processes. Upon completion, students should be able to demonstrate an understanding of lean manufacturing systems and how they benefit the environment and business. <b>FA</b>				
MAC 111	Machining Technology I State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 12	<b>Credit</b> 6
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. <b>FA</b>				
MAC 112	Machining Technology II State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 12	<b>Credit</b> 6
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. <b>SP</b>				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 113	Machining Technology III	2	12	6
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>MAC 111 or MAC 112 or MAC 141 or MAC 142</b>			
	Local Corequisites:			
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. <b>SU</b>				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 114	Intro to Metrology	2	0	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			
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. <b>FA</b>				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 122	CNC Turning	1	3	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			
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. <b>FA, SP</b>				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 124	CNC Milling	1	3	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			
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. <b>SP</b>				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 141	Machining Applications I	2	6	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			
This course introduces a variety of material-working processes that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 142	Machining Applications II	2	6	4
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			
This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 143	Machining Applications III State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	6	4

This course provides instruction in the field of advanced machining. Emphasis is placed on creating complex components, close-tolerance machining, precise measurement, and proper equipment usage. Upon completion, students should be able to demonstrate the ability to produce an accurately machined component with a quality finish using the proper machining process.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 222	Advanced CNC Turning State Prerequisites: State Corequisites: Local Prerequisites: <b>MAC 122</b> Local Corequisites:	1	3	2

This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 224	Advanced CNC Milling State Prerequisites: State Corequisites: Local Prerequisites: <b>MAC 124</b> Local Corequisites:	1	3	2

This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 231	CAM: CNC Turning State Prerequisites: State Corequisites: Local Prerequisites: <b>MAC 122</b> Local Corequisites:	1	4	3

This course introduces Computer Numerical Control graphics programming and concepts for turning center applications. Emphasis is placed on the interaction of menus to develop a shape file in a graphics CAM system and to develop tool path geometry and part geometry. Upon completion, students should be able to develop a job plan using CAM software, including machine selection, tool selection, operational sequence, speed, feed, and cutting depth. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 232	CAM: CNC Milling State Prerequisites: State Corequisites: Local Prerequisites: <b>MAC 124</b> Local Corequisites:	1	4	3

This course introduces Computer Numerical Control graphics programming and concepts for machining center applications. Emphasis is placed on developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center. Upon completion, students should be able to develop a complete job plan using CAM software to create a multi-axis CNC program. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAC 248	Production Procedures State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	1	2	2

This course covers product planning and control and scheduling and routing of operations. Topics include cost-effective production methods, dimensional and statistical quality control, and the tooling and machines required for production. Upon completion, students should be able to plan, set up, and produce cost-effective quality machined parts. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 003	Transition Math State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	0	6	3

This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge. **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 010	Math Measurement & Literacy Support State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites: <b>MAT 110</b>	0	2	1

This course provides an opportunity to customize foundational math content specific to *Math Measurement & Literacy*. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in *Math Measurement & Literacy* by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 021	Algebra/Trigonometry Support State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites: <b>MAT 121</b>	1	2	2

Description: This course provides an opportunity to customize foundational math content specific to Algebra and Trigonometry I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Algebra/Trigonometry I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 043	Quantitative Literacy Support State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites: <b>MAT 143</b>	1	2	2

This course provides an opportunity to customize foundational math content specific to *Quantitative Literacy*. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in *Quantitative Literacy* by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge. **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 052	Statistical Methods I Support State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites: <b>MAT 152</b>	1	2	2

This course provides an opportunity to customize foundational math content specific to *Statistical Methods I*. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in *Statistical Methods I* by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 071	Precalculus Algebra Support State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites: <b>MAT 171</b>	0	4	2

This course provides an opportunity to customize foundational math content specific to *Precalculus Algebra*. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in *Precalculus Algebra* by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 110	Math Measurement & Literacy State Prerequisites: <b>DMA 010, 020, 030 or MAT 003 P1 or BSP 4003</b> State Corequisites: <b>MAT 010 (If required, refer to RISE information)</b> Local Prerequisites: Local Corequisites:	2	2	3

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 121	Algebra/Trigonometry I State Prerequisites: <b>DMA 010, 020, 030, 040, 050 or MAT 003 P2 or BSP 4003</b> State Corequisites: <b>MAT 021 (If required, refer to RISE information)</b> Local Prerequisites: Local Corequisites:	2	2	3

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 143	Quantitative Literacy State Prerequisites: <b>DRE 098 or ENG 002 P1 or BSP 4002 and DMA 010, 020, 030 or MAT 003 P1 or BSP 4003</b> State Corequisites: <b>MAT 043 (If required, refer to RISE information)</b> Local Prerequisites: Local Corequisites:	2	2	3

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, and dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP, SU**

***Online sections of this course require proctored testing.***

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 152	Statistical Methods I	3	2	4
	State Prerequisites: <b>DRE 098 or ENG 002 P1 or BSP 4002 and DMA 010, 020, 030 or MAT 003 P1 or BSP 4003</b>			
	State Corequisites: <b>MAT 052 (If required, refer to RISE information)</b>			
	Local Prerequisites:			
	Local Corequisites:			

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

*This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course. FA, SP, SU*

**Online sections of this course require proctored testing.**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 171	Precalculus Algebra	3	2	4
	State Prerequisites: <b>DMA 010, 020, 030, 040, 050 or MAT 121 or MAT 003 P2 or BSP 4003</b>			
	State Corequisites: <b>MAT 071 (If required, refer to RISE information)</b>			
	Local Prerequisites:			
	Local Corequisites:			

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course. FA, SP*

**Online sections of this course require proctored testing.**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 172	Precalculus Trigonometry	3	2	4
	State Prerequisites: <b>MAT 171</b>			
	State Corequisites:			
	Local Prerequisites: <b>C or higher in MAT 171</b>			
	Local Corequisites:			

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course. FA, SP*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 263	Brief Calculus	3	2	4
	State Prerequisites: <b>MAT 171</b>			
	State Corequisites:			
	Local Prerequisites: <b>C or higher in MAT 171</b>			
	Local Corequisites:			

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course. SP (Even years)*



MAT 271	Calculus I	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites: <b>MAT 172</b>	3	2	4
	State Corequisites:			
	Local Prerequisites: <b>C or higher in MAT 172</b>			
	Local Corequisites:			

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.* **FA**

MAT 272	Calculus II	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites: <b>MAT 271</b>	3	2	4
	State Corequisites:			
	Local Prerequisites: <b>C or higher in MAT 271</b>			
	Local Corequisites:			

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Math/AS Universal General Education Transfer Component (UGETC) course.* **SP**

MAT 273	Calculus III	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites: <b>MAT 272</b>	3	2	4
	State Corequisites:			
	Local Prerequisites: <b>C or higher in MAT 272</b>			
	Local Corequisites:			

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. *This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative).* **SU**

MEC 130	Mechanisms	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	2	2	3
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **FA, SP**

MEC 180	Engineering Materials	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	2	3	3
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **FA, SP**



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MED 120	Survey of Medical Terminology	2	0	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms. **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MED 121	Medical Terminology I	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MED 122	Medical Terminology II	3	0	3
	State Prerequisites: <b>MED 121</b>			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MKT 120	Principles of Marketing	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1</b>			
	Local Corequisites:			

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. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MKT 223	Customer Service	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MNT 110	Introduction to Maintenance Procedures	1	3	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>MEC 130</b>			
	Local Corequisites:			

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MNT 160	Industrial Fabrication	1	3	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites: <b>WLD 112</b>			

This course covers the necessary techniques to fabricate and assemble basic items common in industrial environments. Emphasis is placed on students being able to create basic items such as frames, guards, supports, and other components commonly used in industry. Upon completion, students should be able to safely fabricate and assemble selected items within specifications. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MNT 240	Indust Equip Troubleshoot	1	3	2
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>ELC 117 or ELN 231</b>			
	Local Corequisites: <b>MNT 110</b>			

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MUS 110	Music Appreciation	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1</b>			
	Local Corequisites:			

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. There may be additional, though nominal costs to attend required concerts. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MUS 112	Introduction to Jazz	3	0	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>DRE 097 or ENG 002 P1</b>			
	Local Corequisites:			

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
NOS 110	Operating System Concepts	2	3	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems. **SP**

NOS 130	Windows Single User	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	State Prerequisites:	2	2	3
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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. **SP**

NUR 101	Practical Nursing I	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	State Prerequisites:	7	6	6	11
	State Corequisites:				
	Local Prerequisites: <b>Admission Practical Nursing program, BIO 168 and BIO 169</b>				
	Local Corequisites: <b>ENG 111</b>				

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

NUR 102	Practical Nursing II	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	State Prerequisites: <b>NUR 101</b>	7	0	9	10
	State Corequisites:				
	Local Prerequisites: <b>PSY 150 and ENG 111</b>				
	Local Corequisites:				

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course. **SP**

NUR 103	Practical Nursing III	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	State Prerequisites: <b>NUR 101</b>	6	0	9	9
	State Corequisites:				
	Local Prerequisites: <b>NUR 102, PSY 150</b>				
	Local Corequisites:				

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

NUR 111	Intro to Health Concepts	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	State Prerequisites:	4	6	6	8
	State Corequisites:				
	Local Prerequisites: <b>Admission to ADN Program BIO 168 and BIO 169 and CHM131 and CHM 131A</b>				
	Local Corequisites: <b>ENG 111, NUR 117</b>				

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. **FA**

NUR 112	Health-Illness Concepts	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		3	0	6	5
	State Prerequisites: <b>NUR 111</b>				
	State Corequisites:				
	Local Prerequisites:				
	Local Corequisites: <b>NUR 113, PSY 150</b>				

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. **SP**

NUR 113	Family Health Concepts	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		3	0	6	5
	State Prerequisites: <b>NUR 111</b>				
	State Corequisites:				
	Local Prerequisites:				
	Local Corequisites: <b>NUR 112 and PSY 150</b>				

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. **SP**

NUR 114	Holistic Health Concepts	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		3	0	6	5
	State Prerequisites: <b>NUR 111</b>				
	State Corequisites:				
	Local Prerequisites: <b>NUR 113</b>				
	Local Corequisites: <b>PSY 241</b>				

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. **SU**

NUR 117	Pharmacology	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		1	3	0	2
	State Prerequisites:				
	State Corequisites:				
	Local Prerequisites:				
	Local Corequisites: <b>NUR 111</b>				

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, and pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely. **FA**

NUR 118	Nutrition Diet Therapy	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		2	0	0	2
	State Prerequisites:				
	State Corequisites:				
	Local Prerequisites:				
	Local Corequisites:				

This course covers the six nutrient categories and provides an overview of diet recommendations for promotion and maintenance of health. Topics include the U.S. Department of Agriculture dietary standard recommended for individuals across the life span, energy balance, and dietary modifications for common alterations in health. Upon completion, students should be able to complete a nutritional assessment, analyze diets, and recommend dietary adaptations to meet individual health needs. **SP**

NUR 211	Health Care Concepts	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	State Prerequisites: <b>NUR 111</b>	3	0	6	5
	State Corequisites:				
	Local Prerequisites:				
	Local Corequisites: <b>ENG 112 and NUR 212</b>				

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. **FA**

NUR 212	Health System Concepts	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	State Prerequisites: <b>NUR 111</b>	3	0	6	5
	State Corequisites:				
	Local Prerequisites:				
	Local Corequisites: <b>ENG 112, NUR 211</b>				

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. **FA**

NUR 213	Complex Health Concepts	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	State Prerequisites: <b>NUR 111</b>	4	3	15	10
	State Corequisites: <b>NUR 112, NUR 113, NUR 114, NUR 211, NUR 212</b>				
	Local Prerequisites:				
	Local Corequisites: <b>Humanities/Fine Arts Elective</b>				

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. **SP**

NUR 221	LPN to ADN Concepts I	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	State Prerequisites:	6	0	9	9
	State Corequisites:				
	Local Prerequisites:				
	Local Corequisites:				

This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. **FA**

NUR 223	LPN to ADN Concepts II	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	State Prerequisites: <b>NUR 221</b>	6	0	9	9
	State Corequisites:				
	Local Prerequisites:				
	Local Corequisites:				

This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
OST 136	Word Processing State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

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. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
OST 148	Medical Insurance & Billing State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course introduces fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
OST 149	Medical Legal Issues State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
OST 164	Office Editing State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
OST 181	Office Procedures State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

This course introduces the skills and procedures needed in today's office. Topics include effectively interacting with coworkers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
OST 243	Med Office Simulation State Prerequisites: <b>OST 148</b> State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. **SP**

OST 247	Procedure Coding State Prerequisites: <b>MED 121 or OST 141</b> State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 2	<b>Credit</b> 3
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility. <b>FA</b>				
OST 248	Diagnostic Coding State Prerequisites: <b>MED 121 or OST 141</b> State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 2	<b>Credit</b> 3
This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility. <b>FA</b>				
OST 249	Medical Coding Certification Preparation State Prerequisites: <b>OST 247 and OST 248</b> State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 3	<b>Credit</b> 3
This course provides instruction that will prepare students to sit for a national coding certification exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for various medical coding certification exams. <b>SP</b>				
OST 264	Medical Auditing State Prerequisites: <b>OST 247 and OST 248</b> State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 3	<b>Lab</b> 0	<b>Credit</b> 3
This course provides instruction on how to apply regulations and policies to perform medical record audits for provider services. Emphasis is placed on understanding the scope of an audit, statistical sampling methodologies, performing a medical record audit, and compiling data for reports to improve the revenue cycle for healthcare services. Upon completion, students should be able to perform a medical audit. <b>SP</b>				
OST 280	Electronic Health Records State Prerequisites: <b>CIS 110, CIS 111 or OST 137</b> State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 2	<b>Lab</b> 2	<b>Credit</b> 3
This course focuses on the use of electronic health records in medical documentation and patient management. Emphasis is placed on creating and maintaining patient medical information, scheduling patient appointments, documenting patient encounters, and billing/insurance claim processing. Upon completion, students should be able to perform the required software tasks following a patient visit from start to finish. <b>SP</b>				
PED 110	Fit and Well for Life State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	<b>Class</b> 1	<b>Lab</b> 2	<b>Credit</b> 2
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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> <b>FA, SP</b>				



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 117	Weight Training I State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	0	3	1

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 119	Circuit Training State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	0	3	1

This course covers the skills necessary to participate in a developmental fitness program. Emphasis is placed on the circuit training method which involves a series of conditioning timed stations arranged for maximum benefit and variety. Upon completion, students should be able to understand and appreciate the role of circuit training as a means to develop fitness. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 120	Walking for Fitness State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	0	3	1

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. Students are required to purchase a pedometer. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 121	Walk, Jog, Run State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	0	3	1

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 130	Tennis-Beginning State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	0	2	1

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 137	Badminton	0	2	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 142	Lifetime Sports	0	2	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 145	Basketball-Beginning	0	2	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 154	Swimming for Fitness	0	3	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>Ability to swim 100 yards without stopping</b>			
	Local Corequisites:			

This course introduces lap swimming, aquatics, water activities, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise. Upon completion, students should be able to develop an individualized aquatic fitness program. Students must demonstrate the ability to swim 100 yards without stopping. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PED 210	Team Sports	0	3	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PHI 215	Philosophical Issues State Prerequisites: <b>ENG 111</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA, SP*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PHI 240	Introduction to Ethics State Prerequisites: <b>ENG 111</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA, SP, SU*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PHY 110	Conceptual Physics State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1 and DMA 010-030 or MAT 003, or MAT 003 P1</b> Local Corequisites: <b>PHY 110A</b>	3	0	3

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 for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer component (UGETC) course. FA, SP, SU*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PHY 110A	Conceptual Physics Lab State Prerequisites: State Corequisites: <b>PHY 110</b> Local Prerequisites: <b>DRE 097 or ENG 002 or ENG 002 P1 and DMA 010-030 or MAT 003, MAT 003 P1</b> Local Corequisites:	0	2	1

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 for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer component (UGETC) course. FA, SP, SU*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PHY 151	College Physics I State Prerequisites: <b>MAT 171 or MAT 271</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	2	4

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 for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. FA*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PHY 152	College Physics II State Prerequisites: <b>PHY 151</b> State Corequisites: Local Prerequisites: <b>Grade of C or higher in PHY 151</b> Local Corequisites:	3	2	4

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 for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. SP*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
POL 120	American Government State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1</b> Local Corequisites:	3	0	3

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PSY 150	General Psychology State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1</b> Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. FA, SP, SU*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PSY 241	Developmental Psych State Prerequisites: <b>PSY 150</b> State Corequisites: Local Prerequisites: <b>Grade of C or higher in PSY 150</b> Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. FA, SP*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PSY 281	Abnormal Psychology State Prerequisites: <b>PSY 150</b> State Corequisites: Local Prerequisites: <b>Grade of C or higher in PSY 150</b> Local Corequisites:	3	0	3

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 behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. SP*

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 110	Intro to Respiratory Care State Prerequisites: State Corequisites: Local Prerequisites: <b>Enrollment in the Respiratory Therapy Program</b> Local Corequisites: <b>RCP 113, RCP 114</b>	3	3	0	4

This course introduces the role of the respiratory care practitioner within inter-professional teams and interacting with diverse populations. Topics include medical gas administration, basic patient assessment, infection control, and medical terminology using proper written and oral communication methods to prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations. Additional course topics will address basic theories and corresponding applications related to physics and chemistry for respiratory care. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 111	Therapeutics/Diagnostics State Prerequisites: <b>RCP 110</b> State Corequisites: Local Prerequisites: Local Corequisites: <b>RCP 146, RCP 115</b>	4	3	0	5

This course provides emphasis on therapeutic and diagnostic procedures. Topics include applying problem solving strategies in the patient care setting, applying ethical principles in decision making, and practicing professional responsibilities, which will prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 113	RCP Pharmacology State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites: <b>RCP 110, RCP 114</b>	2	0	0	2

This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations. Additionally, the course will identify current pharmacological approaches used to treat most cardiopulmonary diseases, dysfunctions, and abnormalities. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 114	C-P Anatomy & Physiology State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites: <b>RCP 110, RCP 113</b>	3	0	0	3

This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation. A focus will be placed on integrating theory and clinical application of ventilation, perfusion, gas transport, diffusion, blood pH, homeostasis, hemodynamics, and the heart-lung relationship. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 115	C-P Pathophysiology State Prerequisites: State Corequisites: Local Prerequisites: <b>RCP 110</b> Local Corequisites: <b>RCP 111, RCP 146</b>	2	0	0	2

This course introduces the etiology, pathophysiology, clinical signs and symptoms, diagnoses, prognoses, complications, and management of cardiopulmonary diseases. Emphasis is placed on developing, evaluating, and modifying respiratory care plans based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in cardio-pulmonary disease concepts through written evaluations. The course will provide a comprehensive overview of microbiology with an emphasis on cardiopulmonary diseases. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 123	Special Practice Lab State Prerequisites: State Corequisites: Local Prerequisites: <b>RCP 146</b> Local Corequisites: <b>RCP 152</b>	0	3	0	1

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 146	RCP Clinical Practice II State Prerequisites: <b>RCP 110</b> State Corequisites: <b>RCP 111</b> Local Prerequisites: Local Corequisites: <b>RCP 115</b>	0	0	18	6

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 152	RCP Clinical Practice III State Prerequisites: <b>RCP 111</b> State Corequisites: Local Prerequisites: <b>RCP 146</b> Local Corequisites: <b>RCP 123</b>	0	0	6	2

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the refinement of current skills and competencies plus new cardiopulmonary or patient care procedures introduced during the semester. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 210	Critical Care Concepts State Prerequisites: State Corequisites: Local Prerequisites: <b>RCP 152</b> Local Corequisites: <b>RCP 236, RCP 213</b>	3	3	0	4

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the application and management of mechanical ventilation, assessment underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written, laboratory and/or clinical simulation evaluations. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 211	Advanced Monitoring/Procedures State Prerequisites: <b>RCP 210</b> State Corequisites: Local Prerequisites: <b>RCP 236</b> Local Corequisites: <b>RCP 215, RCP 223, RCP 246</b>	3	3	0	4

This course includes advanced information gathering and decision making for the respiratory care professional using evidence-based respiratory care protocols. Topics include advanced cardiac monitoring, special procedures, respiratory care protocols, and disease management. Upon completion, students should be able to assess, recommend, and independently modify respiratory care protocols through written, laboratory and/or clinical simulation evaluations. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 213	Neonatal/Pediatric Concepts State Prerequisites: <b>RCP 111</b> State Corequisites: Local Prerequisites: <b>RCP 152</b> Local Corequisites: <b>RCP 210, RCP 236</b>	2	0	0	2

This course provides comprehensive coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on pathophysiology, patient assessment and special therapeutic needs of neonates and children based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in the neonatal and pediatric respiratory care concepts through written evaluations. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 215	Career Preparation State Prerequisites: State Corequisites: Local Prerequisites: <b>RCP 236</b> Local Corequisites: <b>RCP 211, RCP 223, RCP 246</b>	0	3	0	1

This course provides an overview of respiratory therapy concepts in preparation for credentialing exam. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of respiratory therapy and be prepared for successful completion of the credentialing process. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 223	Special Practice Lab State Prerequisites: State Corequisites: Local Prerequisites: <b>RCP 236</b> Local Corequisites: <b>RCP 211, RCP 215, RCP 246</b>	0	3	0	1

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations. Students will be required to display competency with all laboratory procedures included in the curriculum during this course, with emphasis on advanced-level procedures. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 236	RCP Clinical Practice IV State Prerequisites: <b>RCP 111</b> State Corequisites: <b>RCP 210</b> Local Prerequisites: <b>RCP 152</b> Local Corequisites: <b>RCP 213</b>	0	0	18	6

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
RCP 246	RCP Clinical Practice V State Prerequisites: <b>RCP 210</b> State Corequisites: <b>RCP 211</b> Local Prerequisites: Local Corequisites: <b>RCP 215, RCP 223</b>	0	0	18	6

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. **SP**

Class	Lab	Credit
3	0	3

REL 110 World Religions  
 State Prerequisites:  
 State Corequisites:  
 Local Prerequisites: **DRE 097 or ENG 002 P1**  
 Local Corequisites:

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 for transfer under the Comprehensive Articulation Agreement (CAA) as a general education course in Humanities/Fine Arts.* **FA**

Class	Lab	Credit
2	2	3

SEC 180 Information Assurance Principles  
 State Prerequisites:  
 State Corequisites:  
 Local Prerequisites:  
 Local Corequisites:

This course introduces students to the concepts of layered and comprehensive Information Assurance best practices. Topics include user defensive measures, edge defensive measures, along with confidentiality, integrity and availability of enterprise data with the business continuity concepts of: redundancy, disaster recovery, incident handling, compliance and auditing. Upon completion, students should be able to plan effective information assurance strategies. **FA**

Class	Lab	Credit
2	2	3

SEC 210 Intrusion Detection  
 State Prerequisites:  
 State Corequisites:  
 Local Prerequisites:  
 Local Corequisites:

This course introduces the student to intrusion detection methods in use today. Topics include the types of intrusion detection products, traffic analysis, and planning and placement of intrusion detection solutions. Upon completion, students should be able to plan and implement intrusion detection solution for networks and host-based systems. **FA**

Class	Lab	Credit
3	0	3

SOC 210 Introduction to Sociology  
 State Prerequisites:  
 State Corequisites:  
 Local Prerequisites: **DRE 097 or ENG 002 P1**  
 Local Corequisites:

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.* **FA, SP**

Class	Lab	Credit
3	0	3

SOC 213 Sociology of the Family  
 State Prerequisites:  
 State Corequisites:  
 Local Prerequisites: **DRE 097 or ENG 002 P1**  
 Local Corequisites:

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.* **FA, SP**



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
SOC 225	Social Diversity State Prerequisites: State Corequisites: Local Prerequisites: <b>ENG 002 P1</b> Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.* **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
SPA 111	Elementary Spanish I State Prerequisites: State Corequisites: Local Prerequisites: <b>DRE 097 or ENG 002 P1</b> Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.* **FA, SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
SPA 112	Elementary Spanish II State Prerequisites: <b>SPA 111</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
SPA 211	Intermediate Spanish I State Prerequisites: <b>SPA 112</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.* **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
SPA 212	Intermediate Spanish II State Prerequisites: <b>SPA 211</b> State Corequisites: Local Prerequisites: Local Corequisites:	3	0	3

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 for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.*



		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
SUR 110	Introduction to Surgical Technology	3	0	0	3
	State Prerequisites:				
	State Corequisites: <b>SUR 111</b>				
	Local Prerequisites: <b>Enrollment in the Surgical Technology Program</b>				
	Local Corequisites:				

This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
SUR 111	Perioperative Patient Care	5	6	0	7
	State Prerequisites:				
	State Corequisites: <b>SUR 110</b>				
	Local Prerequisites: <b>Enrollment in the Surgical Technology Program</b>				
	Local Corequisites:				

This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
SUR 122	Surgical Procedures I	5	3	0	6
	State Prerequisites: <b>SUR 110, SUR 111</b>				
	State Corequisites: <b>SUR 123</b>				
	Local Prerequisites:				
	Local Corequisites:				

This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
SUR 123	SUR Clinical Practice I	0	0	21	7
	State Prerequisites: <b>SUR 110, SUR 111</b>				
	State Corequisites: <b>SUR 122</b>				
	Local Prerequisites:				
	Local Corequisites:				

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
SUR 134	Surgical Procedures II	5	0	0	5
	State Prerequisites: <b>SUR 123</b>				
	State Corequisites:				
	Local Prerequisites:				
	Local Corequisites:				

This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
SUR 135	SUR Clinical Practice II State Prerequisites: <b>SUR 123</b> State Corequisites: <b>SUR 134</b> Local Prerequisites: Local Corequisites:	0	0	12	4

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
SUR 137	Professional Success Prep State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	1	0	0	1

This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification. **SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
SUR 210	Advanced SUR Clinical Practice State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	0	0	6	2

This course is designed to provide individualized experience in advanced practice, education, circulating, and managerial skills. Emphasis is placed on developing and demonstrating proficiency in skills necessary for advanced practice. Upon completion, students should be able to assume leadership roles in a chosen specialty area. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
SUR 211	Advanced Theoretical Concepts State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	0	0	2

This course covers theoretical knowledge required for extension of the surgical technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational methodologies, and managerial skills. Upon completion, students should be able to assume leadership roles in a chosen specialty area. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
TRL 110	Introduction to Trails, Blueways, and Greenways State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	0	2

This course introduces the history, philosophy, and current trends in trail, blueway and greenway planning, development, and management. Topics include the history, traditions, and principles of sustainable trails, regional trail planning, traditional natural surface trails, blueways, greenways, partnerships, and the user experience. Upon completion, students should be able to clearly demonstrate the relevance of the evolution of trails, blueways, greenways and current trends in the field.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
TRL 120	Sustainable Trail Construction Techniques State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	4	4
<p>This course covers sustainable trail construction techniques that minimize the effects of natural and user impacts on trails while enhancing the user experience. Emphasis is placed on the use of the appropriate tools used for the construction of sustainable trail structures and natural surfaces. Upon completion, students should be able to use a variety of hand tools and mechanized equipment to construct natural surface sustainable trails.</p>				
TRL 210	Work Crew Leadership and Risk Management State Prerequisites: TRL 110 State Corequisites: TRL 120 Local Prerequisites: Local Corequisites:	2	0	2
<p>This course covers the different management skills used to effectively lead and supervise park volunteers and trail workers. Topics include effective management skills including the safety, risk management and group dynamics of park volunteers and trail workers. Upon completion, students should be able to demonstrate the knowledge, judgement, safety, risk management and supervisory skills necessary to lead and manage a work crew.</p>				
TRL 220	Sustainable Trail Management, Assessment, Permitting, and Contracting State Prerequisites: TRL 110 State Corequisites: TRL 120 Local Prerequisites: Local Corequisites:	1	4	3
<p>This course covers the different aspects of trail management, assessment, permitting, and contracting for sustainable and traditional natural surface trails. Topics include the assessment of trail condition, maintenance, safety, permit requirements and developing contracts for trail construction, maintenance, and management. Upon completion, students should be able to develop a trail assessment report that includes maintenance schedules, wet weather trail management, trail conditions, signage, trail facilities, proposed improvements, permit and contract requirements.</p>				
TRL 253	Comm. Paths & Placemaking State Prerequisites: EDP 111 and TRL 110 State Corequisites: EDP 210 Local Prerequisites: Local Corequisites:	3	0	3
<p>This course includes an overview of the role of walking, walkability, and site design for accessing outdoor recreation, economic, and public spaces within neighborhoods, towns and municipalities. Topics include urban and suburban planning techniques for analyzing walkability, outdoor recreation, asset-based development, and aesthetic design enhancements. Upon completion, students should be able to demonstrate the benefits of outdoor recreation, economic and public spaces in neighborhoods, towns and municipalities and how it relates to the asset-based development, aesthetic enhancement and other community services design projects.</p>				
WBL 110	World of Work State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	1	0	1
<p>This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work. <b>FA, SP, SU</b></p>				

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WBL 111	Work-Based Learning I	0	10	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. **FA, SP**

		<b>Class</b>	<b>Work</b>	<b>Credit</b>
WBL 121	Work-Based Learning II	0	10	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. **FA, SP**

		<b>Class</b>	<b>Work</b>	<b>Credit</b>
WBL 131	Work-Based Learning III	0	10	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. **FA, SP**

		<b>Class</b>	<b>Work</b>	<b>Credit</b>
WBL 211	Work-Based Learning IV	0	10	1
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites:			
	Local Corequisites:			

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WEB 210	Web Design	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>CTI 110</b>			
	Local Corequisites:			

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WEB 213	Internet Marketing and Analytics	2	2	3
	State Prerequisites:			
	State Corequisites:			
	Local Prerequisites: <b>CTI 110</b>			
	Local Corequisites:			

This course introduces students to Search Engine Optimization (SEO), Search Engine Marketing (SEM) and web analytics. Topics include Search Engine Optimization (SEO), Pay Per Click advertising (PPC), Search Engine Marketing (SEM), web analytics, eye-tracking software and email marketing. Upon completion, students should be able to set up, monitor and maintain SEO optimized websites; and develop strategies for online marketing and advertising plans. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 110	Cutting Processes State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	1	3	2

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. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 112	Basic Welding Processes State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	1	3	2

This course introduces basic welding and cutting. Emphasis is place 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. **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 115	SMAW (stick) Plate State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	9	5

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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 116	SMAW (stick) Plate/Pipe State Prerequisites: <b>WLD-115</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	9	4

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions. **FA**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 121	GMAW (MIG) FCAW/Plate State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	6	4

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove weld 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. **SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 131	GTAW (TIG) Plate State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	6	4

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. **SP, SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 132	GTAW (TIG) Plate/Pipe State Prerequisites: <b>WLD 131</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	6	3

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. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 141	Symbols & Specifications State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	2	3

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. **FA, SP**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 214	Sanitary Welding State Prerequisites: State Corequisites: Local Prerequisites: Local Corequisites:	2	6	4

This course covers the requirements for gas tungsten arc welding (TIG) of austenitic stainless-steel tube, pipe, and plate. Topics include correct selection of tungsten, polarity, gas and proper filler rod with emphasis placed on safety, equipment set-up and welding techniques. Upon completion, students should be able to perform TIG welds with various electrodes and filler materials on austenitic stainless-steel tube, pipe, and plate. **SU**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 261	Certification Practices State Prerequisites: <b>WLD 115, WLD 121, and WLD 131</b> State Corequisites: Local Prerequisites: Local Corequisites:	1	3	2

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes. **SU**

# Faculty and Staff Directory

## President's Office

**Kinlaw, Mark O.** - President, Rockingham Community College  
Ed.D., North Carolina State University  
M.A., UNC-Pembroke  
B.A., Wake Forest University  
336-342-4261 extension 2210 [kinlawm@rockinghamcc.edu](mailto:kinlawm@rockinghamcc.edu)

**Dickerson, Lynne** - Executive Assistant to the President/Trustee Liaison  
A.S., Rockingham Community College  
336-342-4261 extension 2210 [dickersonl@rockinghamcc.edu](mailto:dickersonl@rockinghamcc.edu)

**Hunt, Geraldine** - Director, Public Information  
B.A., Louisiana State University  
336-342-4261 extension 2170 [huntg0780@rockinghamcc.edu](mailto:huntg0780@rockinghamcc.edu)

## Academic Affairs

**Regan, Sheila** - Vice President for Academic Affairs  
M.S., UNC-Chapel Hill  
B.S., Pembroke State University  
336-342-4261 extension 2137 [regans@rockinghamcc.edu](mailto:regans@rockinghamcc.edu)

**Byrd, Gina** - Administrative Assistant to the Vice President for Academic Affairs  
A.A.S., Rockingham Community College  
336-342-4261 extension 2137 [byrdg@rockinghamcc.edu](mailto:byrdg@rockinghamcc.edu)

**Caple, Chandra** - Director, Educational Partnerships  
M.Ed., UNC-Greensboro  
B.A., East Carolina University  
336-342-4261 extension 2130 [caplec@rockinghamcc.edu](mailto:caplec@rockinghamcc.edu)

**Peele, Margaret** – Program Accountability Specialist (Credit)  
B.S.B.A., UNC-Greensboro  
A.A.S., Rockingham Community College  
336-342-4261 extension 2124 [peelem5682@rockinghamcc.edu](mailto:peelem5682@rockinghamcc.edu)

**Rumley-Smith, Gabrielle** – Instructional Designer for Distance Learning  
M.S., East Carolina University  
B.S., Appalachian State University  
336-342-4261 extension 2273 [rumley-smithg@rockinghamcc.edu](mailto:rumley-smithg@rockinghamcc.edu)

**Vincent, Caitlyn** - Program Accountability Specialist (Non-Credit)  
B.S., UNC-Greensboro  
A.S., Rockingham Community College  
336-342-4261 extension 2239 [vincentc3287@rockinghamcc.edu](mailto:vincentc3287@rockinghamcc.edu)

## Arts and Sciences

**Allis, Celeste** – Dean, Arts and Sciences/Professor, Mathematics  
M.S., University of South Carolina-Columbia  
B.S., University of South Carolina-Aiken  
336-342-4261 extension 2160 [allisc@rockinghamcc.edu](mailto:allisc@rockinghamcc.edu)

**Brookshire, Olivia** – Administrative Assistant, Arts and Sciences  
B.A., Appalachian State University  
336-342-4261 extension 2234 [brookshireo4911@rockinghamcc.edu](mailto:brookshireo4911@rockinghamcc.edu)

**Walker, Amanda** - Science Lab Technician  
M.S., B.S., North Carolina State University  
336-342-4261 extension 2380 [walkera@rockinghamcc.edu](mailto:walkera@rockinghamcc.edu)

## College and Career Readiness

**Jones, Trina** – Director, College & Career Readiness  
M.S., B.S., North Carolina A&T State University  
B.S., Kansas State University  
336-342-4261 extension 2305 [jonest6822@rockinghamcc.edu](mailto:jonest6822@rockinghamcc.edu)

**Coleman, Katie** – Instructional Specialist  
B.A., UNC-Charlotte  
336-342-4261 extension 2328 [colemank9855@rockinghamcc.edu](mailto:colemank9855@rockinghamcc.edu)

**Harris, Stephanie** – Data Specialist  
336-342-4261 extension 2146 [harriss2735@rockinghamcc.edu](mailto:harriss2735@rockinghamcc.edu)

## English & Language Studies – Timothy Parrish, Department Chair

### *English Faculty*

**Baker, Alana** – Assistant Professor, English  
Ph.D., East Carolina University  
M.A., B.A., UNC-Greensboro  
336-342-4261 extension 2363 [bakera1646@rockinghamcc.edu](mailto:bakera1646@rockinghamcc.edu)

**McCollum, Laurie** – Faculty, English  
Ph.D., B.A., UNC-Greensboro  
336-342-4261 extension 2172 [mccolluml9260@rockinghamcc.edu](mailto:mccolluml9260@rockinghamcc.edu)

**Parrish, Timothy** - Department Chair, English & Language Studies/Associate Professor, English  
M.A., B.A., James Madison University  
336-342-4261 extension 2283 [parrisht@rockinghamcc.edu](mailto:parrisht@rockinghamcc.edu)

**Pruitt, Daniel** – Assistant Professor/Program Coordinator, RISE English  
M.A., B.A., UNC-Greensboro  
A.A., Rockingham Community College  
336-342-4261 extension 2228 [pruittd5387@rockinghamcc.edu](mailto:pruittd5387@rockinghamcc.edu)



**Russell, Jayce** – Faculty, English  
M.F.A., University of New Hampshire  
B.A., UNC-Greensboro  
A.A., Rockingham Community College  
336-342-4261 extension 2120 [russellj5459@rockinghamcc.edu](mailto:russellj5459@rockinghamcc.edu)

**Rutledge, Ivy** – Faculty, English  
M.A., B.A., UNC-Greensboro  
336-342-4261 extension 2296 [rutledgei8600@rockinghamcc.edu](mailto:rutledgei8600@rockinghamcc.edu)

### ***Spanish Faculty***

**Tatum, Stacey** - Faculty, Spanish  
M.A., Appalachian State University  
B.A., Lenoir-Rhyne University  
336-342-4261 extension 2235 [tatums8479@rockinghamcc.edu](mailto:tatums8479@rockinghamcc.edu)

## **Humanities & Social Sciences – Donata Worrell, Department Chair**

### ***Communications Faculty***

**Williams, Maria** – Faculty, Communication  
M.A., UNC-Greensboro  
M.S., University of Dayton  
B.A., Anderson University  
336-342-4261 extension 2230 [williamsm8551@rockinghamcc.edu](mailto:williamsm8551@rockinghamcc.edu)

**Worrell, Donata** - Department Chair, Humanities & Social Sciences/Associate Professor, Communication  
M.A., UNC-Greensboro  
B.A., Bluffton College  
336-342-4261 extension 2193 [worrelld@rockinghamcc.edu](mailto:worrelld@rockinghamcc.edu)

### ***Early Childhood Education Faculty***

**Walker, Chaka** - Faculty, Early Childhood Education  
Ed.D., High Point University  
M.A.T., B.S., North Carolina A&T State University  
336-342-4261 extension 2285 [walkerc0033@rockinghamcc.edu](mailto:walkerc0033@rockinghamcc.edu)

### ***Fine Arts Faculty***

**Haralam, Philip** – Assistant Professor, Fine Arts  
M.F.A., Indiana University  
B.F.A., Guilford College  
336-342-4261 extension 2131 [haralamp2180@rockinghamcc.edu](mailto:haralamp2180@rockinghamcc.edu)

**Sadler, Kirsten** - Faculty, Fine Arts  
M.F.A., Radford University  
M.A., George Mason University  
B.F.A., Marshall University  
336-342-4261 extension 2191 [sadlerk0073@rockinghamcc.edu](mailto:sadlerk0073@rockinghamcc.edu)

### *History Faculty*

**Kearney, Deirdre** - Faculty, History  
M.A., B.A., UNC - Greensboro  
336-342-4261 extension 2214 [kearneyd4975@rockinghamcc.edu](mailto:kearneyd4975@rockinghamcc.edu)

### *Music Faculty*

**Crouch, Benjamin** - Faculty, Music  
D.M.A., M.Mus., UNC – Greensboro  
B.Mus., UNC-Chapel Hill  
336-342-4261 extension 2278 [crouchb6821@rockinghamcc.edu](mailto:crouchb6821@rockinghamcc.edu)

### *Psychology Faculty*

**Ross, Anne Marie** - Associate Professor, Psychology  
M.A., University of Richmond  
M.S.W., UNC-Charlotte  
B.A., University of Virginia  
336-342-4261 extension 2379 [rossa@rockinghamcc.edu](mailto:rossa@rockinghamcc.edu)

### *Sociology & Anthropology Faculty*

**Bowman, Aaron** – Assistant Professor, Sociology and Anthropology  
M.A., East Carolina University  
B.A., Wake Forest University  
336-342-4261 extension 2796 [bowmana5561@rockinghamcc.edu](mailto:bowmana5561@rockinghamcc.edu)

## **Math & Learning Support Services – Lori Murphy, Department Chair**

**Astuto, Karen** – Program Coordinator, RISE Mathematics/Assistant Professor, Mathematics  
B.A., UNC-Greensboro  
336-342-4261 extension 2236 [astutok@rockinghamcc.edu](mailto:astutok@rockinghamcc.edu)

**Graham, Toi** – Faculty, Mathematics  
M.A., B.A., UNC-Wilmington  
336-342-4261 extension 2287 [grahamt8576@rockinghamcc.edu](mailto:grahamt8576@rockinghamcc.edu)

**Jansen, Nadine** – Faculty, Mathematics  
M.S., North Carolina State University  
B.S., North Carolina A&T State University  
336-342-4261 extension 2322 [jansenn0595@rockinghamcc.edu](mailto:jansenn0595@rockinghamcc.edu)

**Key, Sandee** - Assistant Professor, Mathematics  
M.S., North Carolina A&T State University  
B.A., UNC-Greensboro  
336-342-4261 extension 2242 [keyms@rockinghamcc.edu](mailto:keyms@rockinghamcc.edu)

**Murphy, Lori** - Department Chair, Math & Learning Support Services/Assistant Professor, Mathematics  
M.Ed., B.A., UNC-Greensboro  
336-342-4261 extension 2173 [murphyl@rockinghamcc.edu](mailto:murphyl@rockinghamcc.edu)

**Saffold, Deanna** - Professor, Mathematics  
M.S., B.S., Nicholls State University  
336-342-4261 extension 2313 [saffoldd@rockinghamcc.edu](mailto:saffoldd@rockinghamcc.edu)

**Zimmerman, Mark** – Faculty, Mathematics  
M.S., B.S., Virginia Commonwealth University  
336-342-4261 extension 2321 [zimmermanm1684@rockinghamcc.edu](mailto:zimmermanm1684@rockinghamcc.edu)

## Science – Dr. Lori French, Department Chair

### *Biology Faculty*

**Allen, Peter** - Assistant Professor, Biology  
M.A., University of California-Berkeley  
B.A., University of Massachusetts-Amherst  
336-342-4261 extension 2216 [pallen@rockinghamcc.edu](mailto:pallen@rockinghamcc.edu)

**Burnette, Morgan** - Faculty, Biology  
M.S., B.S., Northern Arizona University  
336-342-4261 extension 2200 [burnettem4304@rockinghamcc.edu](mailto:burnettem4304@rockinghamcc.edu)

**French, Lori** - Department Chair, Science/Professor, Biology  
Ph.D., M.S., B.S., Texas A&M University  
336-342-4261 extension 2227 [frenchl@rockinghamcc.edu](mailto:frenchl@rockinghamcc.edu)

**Tate, Emily** - Faculty, Biology  
M.S., B.S., East Carolina University  
336-342-4261 extension 2312 [tate3802@rockinghamcc.edu](mailto:tate3802@rockinghamcc.edu)

### *Chemistry Faculty*

**Baum, Kenneth** – Assistant Professor, Chemistry  
M.S., UNC-Greensboro  
B.A., North Carolina State University  
336-342-4261 extension 2221 [baumk@rockinghamcc.edu](mailto:baumk@rockinghamcc.edu)

**Phipps, Todd** – Faculty, Chemistry  
M.A.T., University of Arkansas  
B.S., Eastern Michigan University  
336-342-4261 extension 2020 [phippst9129@rockinghamcc.edu](mailto:phippst9129@rockinghamcc.edu)

### *Health and Physical Education*

**Key, John** - Assistant Professor, Health & Physical Education  
M.S., North Carolina A&T State University  
B.S., Appalachian State University  
336-342-4261 extension 2126 [keyj@rockinghamcc.edu](mailto:keyj@rockinghamcc.edu)

# Health Sciences and Public Service Technologies

**Chitwood, Vickie** - Dean, Health Sciences and Public Service Technologies  
M.S., B.S., Old Dominion University  
A.S., Jefferson College of Health Sciences  
336-342-4261 extension 2341 [chitwoodv@rockinghamcc.edu](mailto:chitwoodv@rockinghamcc.edu)

**Leebrick, Katherine** - Administrative Assistant, Health & Public Services  
B.A., Averett College  
A.A.S., Rockingham Community College  
336-342-4261 extension 2207 [leebrickk@rockinghamcc.edu](mailto:leebrickk@rockinghamcc.edu)

**Tucker, Sarah** - Administrative Assistant, Business Technologies and Public Safety/Safe Driver Liaison  
M.H.A., Pfeiffer University  
B.S., UNC-Greensboro  
336-342-4261 extension 2348 [tuckers@rockinghamcc.edu](mailto:tuckers@rockinghamcc.edu)

## Health Sciences

**Thomas, Sherry** – Program Coordinator, Health Sciences  
A.S., Diploma, Ashworth College  
336-342-4261 extension 2791 [thomass5189@rockinghamcc.edu](mailto:thomass5189@rockinghamcc.edu)

### *Emergency Medical Services*

**Collins, Jason** – Program Director, Emergency Medical Services  
B.S., Fayetteville State University  
A.A.S., Guilford Technical Community College  
A.A.S., Davidson County Community College  
336-342-4261 extension 2111 [collinsj1503@rockinghamcc.edu](mailto:collinsj1503@rockinghamcc.edu)

**Hill, Ronald** – Clinical Coordinator, Emergency Medical Services  
A.A.S., Guilford Technical Community College  
336-342-4261 extension 2067 [hillr2432@rockinghamcc.edu](mailto:hillr2432@rockinghamcc.edu)

### *Respiratory Therapy*

**Pruitt, Angela** – Program Director, Respiratory Therapy  
B.S.R.T., UNC-Charlotte  
A.A.S., Rockingham Community College  
336-342-4261 extension 2337 [pruitta0299@rockinghamcc.edu](mailto:pruitta0299@rockinghamcc.edu)

**Underwood, Ruth** – Director of Clinical Education, Respiratory Therapy  
B.S.R.T., UNC-Charlotte  
A.A.S., Rockingham Community College  
336-342-4261 extension 2019 [underwoodr4747@rockinghamcc.edu](mailto:underwoodr4747@rockinghamcc.edu)

### *Surgical Technology*

**Talley, Crystal** - Program Director, Surgical Technology  
B.S., UNC-Greensboro  
A.A., A.A.S., Rockingham Community College  
336-342-4261 extension 2266 [talleyc@rockinghamcc.edu](mailto:talleyc@rockinghamcc.edu)

# Nursing

## *Nursing Faculty*

**Baird, Caroline** –Associate Professor, Nursing  
M.S.N., University of Virginia  
B.S.N., UNC-Greensboro  
A.A.S., Rockingham Community College  
336-342-4261 extension 2169 [bairdc@rockinghamcc.edu](mailto:bairdc@rockinghamcc.edu)

**Denny, Lori** – Faculty, Nursing  
B.S.N., UNC-Greensboro  
336-342-4261 extension 2259 [dennyl5161@rockinghamcc.edu](mailto:dennyl5161@rockinghamcc.edu)

**Gurley, Rebecca** – Assistant Professor, Nursing  
M.S.N., Duke University  
B.S.N., UNC-Chapel Hill  
336-342-4261 extension 2246 [gurleyr4857@rockinghamcc.edu](mailto:gurleyr4857@rockinghamcc.edu)

**Manning, Anita** – Program Director, Nursing  
M.S., Regis University  
B.S.N., Winston Salem State University  
A.A.S., Rockingham Community College  
336-342-4261 extension 2231 [manninga@rockinghamcc.edu](mailto:manninga@rockinghamcc.edu)

**Nunley, Juanita** - Laboratory and Clinical Coordinator/Professor, Nursing  
M.S.N., UNC-Greensboro  
B.S.N., North Carolina A&T State University  
336-342-4261 extension 2194 [nunleyj@rockinghamcc.edu](mailto:nunleyj@rockinghamcc.edu)

**Parker, Dana** – Assistant Professor, Nursing  
M.S.N., UNC-Greensboro  
B.S.N., Winston Salem State University  
A.A.S., Rockingham Community College  
336-342-4261 extension 2215 [parkerd@rockinghamcc.edu](mailto:parkerd@rockinghamcc.edu)

**Pecinich, Roxanne** - Assistant Professor, Nursing  
M.S.N., B.S.N., UNC-Greensboro  
336-342-4261 extension 2249 [pecinichr@rockinghamcc.edu](mailto:pecinichr@rockinghamcc.edu)

## Public Services

### *Basic Law Enforcement Training*

**Lipford, Kelly** - Interim Director, Basic Law Enforcement Training School  
A.A.S., Rockingham Community College  
336-342-4261 extension 2238 [lipfordk2662@rockinghamcc.edu](mailto:lipfordk2662@rockinghamcc.edu)

### *Criminal Justice Faculty*

**Hux, Kenneth** - Faculty, Criminal Justice  
J.D., University of Tulsa  
B.A., UNC-Greensboro  
336-342-4261 extension 2229 [huxk@rockinghamcc.edu](mailto:huxk@rockinghamcc.edu)

### *Fire & Rescue Services*

**Evans, Randy** – Coordinator, Fire & Rescue Services  
Diploma, North Carolina Fire College  
336-342-4261 extension 2390 [evansr@rockinghamcc.edu](mailto:evansr@rockinghamcc.edu)

# Workforce Development

**Brooks, Kris** - Dean, Workforce Development/ Assistant Professor, Computer-Integrated Machining  
A.A.S., Rockingham Community College  
A.A., Diploma, Rockingham Community College  
336-342-4261 extension 2182 [brooksk@rockinghamcc.edu](mailto:brooksk@rockinghamcc.edu)

**Galloway, Sharon** – Director, Career Coach  
B.S., UNC-Greensboro  
A.A.S., Rockingham Community College  
336-342-4261 extension 2121 [galloways@rockinghamcc.edu](mailto:galloways@rockinghamcc.edu)

**Gregory, Gale** - Program Director/Faculty, Cosmetology  
A.A.S., Guilford Technical Community College  
336-342-4261 extension 2192 [gregoryg@rockinghamcc.edu](mailto:gregoryg@rockinghamcc.edu)

**Hooker, Alice** - Administrative Assistant, Workforce Development and Continuing Education  
A.A.S., Rockingham Community College  
336-342-4261 extension 2107 [hookera@rockinghamcc.edu](mailto:hookera@rockinghamcc.edu)

**Lester, Jennifer** – Business & Industry Liaison/Apprenticeship Coordinator  
M.Ed., UNC-Greensboro  
B.A., University of Virginia  
336-342-4261 extension 2139 [lesterj8179@rockinghamcc.edu](mailto:lesterj8179@rockinghamcc.edu)

**Martin, Shanice** - Administrative Assistant, Workforce Development  
B.A., UNC-Charlotte  
336-342-4262 extension 2133 [martins1026@rockinghamcc.edu](mailto:martins1026@rockinghamcc.edu)

**O'Neil, Mara** - Director of Customized Training  
M.S., East Carolina University  
B.A., Queens University of Charlotte  
336-342-4261 extension 2010 [oneilm9551@rockinghamcc.edu](mailto:oneilm9551@rockinghamcc.edu)

**Reagan, Susan** - Director, Small Business Center  
M.B.A., University of Phoenix  
B.S., Davis & Elkins College  
336-342-4261 extension 2361 [reagans7361@rockinghamcc.edu](mailto:reagans7361@rockinghamcc.edu)

## **Applied & Industrial Technologies – Kris Brooks, Department Chair**

### *Air-Conditioning, Heating and Refrigeration Faculty*

**Bryant, Mike** - Faculty, Air Conditioning, Heating, and Refrigeration  
Certificate, Danville Community College  
336-342-4261 extension 2226 [bryantm1905@rockinghamcc.edu](mailto:bryantm1905@rockinghamcc.edu)

### *Applied Technologies Faculty*

**Ayers, John** - Faculty, Agribusiness Technology  
M.S., B.S., Virginia Polytechnic Institute  
336-342-4261 extension 2132 [ayersj3282@rockinghamcc.edu](mailto:ayersj3282@rockinghamcc.edu)

**Cruise, Jonathan** - Faculty, Applied Technologies  
B.S., North Carolina A&T State University  
Diploma, Rockingham Community College  
336-342-4261 extension 2134 [cruisej@rockinghamcc.edu](mailto:cruisej@rockinghamcc.edu)

**Newton, Deborah** – Faculty, Applied Technologies  
M.B.A., Western Governors University  
B.S., American Sentinel University  
A.A.S., Diploma, Rockingham Community College  
336-342-4261 extension 2064 [newtond8497@rockinghamcc.edu](mailto:newtond8497@rockinghamcc.edu)

### ***Computer-Integrated Machining Faculty***

**Brooks, Kris** - Department Chair, Applied Technologies/Assistant Professor, Computer-Integrated Machining  
A.A., Diploma, Rockingham Community College  
336-342-4261 extension 2182 [brooksk@rockinghamcc.edu](mailto:brooksk@rockinghamcc.edu)

**Isley, Tim** – Faculty, Computer-Integrated Machining  
Diploma, Rockingham Community College  
336-342-4261 extension 2177 [isleyt6827@rockinghamcc.edu](mailto:isleyt6827@rockinghamcc.edu)

**Russell, Porchia** – Faculty, Computer-Integrated Machining  
A.A.S., Art Institute of Charlotte  
Diploma, Danville Community College  
336-342-4261 extension 2065 [russellp1082@rockinghamcc.edu](mailto:russellp1082@rockinghamcc.edu)

### ***Construction Trades***

**Kulpa, Anthony** – Faculty, Construction Trades  
Diploma, Certificates, Rockingham Community College  
336-342-4261 extension 2133 [kulpaa1807@rockinghamcc.edu](mailto:kulpaa1807@rockinghamcc.edu)

### ***Welding Technology Faculty***

**Boyd, Allen** - Faculty, Welding Technology  
Certificate, Patrick Henry Community College  
336-342-4261 extension 2102 [boydr8790@rockinghamcc.edu](mailto:boydr8790@rockinghamcc.edu)

**Young, Wendy** - Faculty, Welding Technology  
Diploma, Rockingham Community College  
336-342-4262 extension 2157 [wallw8050@rockinghamcc.edu](mailto:wallw8050@rockinghamcc.edu)



## **Business Technologies – Sarah Evans, Department Chair**

### ***Accounting Faculty***

**Turpin, Parker** – Faculty, Accounting  
M.B.A., M.S., University of North Carolina at Greensboro  
B.S., Guilford College  
Certified Public Accountant  
336-342-4261 extension 2253 [turpinp2329@rockinghamcc.edu](mailto:turpinp2329@rockinghamcc.edu)

### ***Business Faculty***

**Evans, Sarah** – Department Chair, Business Technologies/Faculty, Business Administration  
M.S., North Carolina A&T State University  
B.S.B.A., UNC-Charlotte  
336-342-4261 extension 2113 [evanss@rockinghamcc.edu](mailto:evanss@rockinghamcc.edu)

### ***Information Technology Faculty***

**Knight, Thomas** – Faculty, Information Technology  
M.B.A., B.S.B.A., East Carolina University  
A.A., Rockingham Community College  
336-342-4261 extension 2255 [knightt3459@rockinghamcc.edu](mailto:knightt3459@rockinghamcc.edu)

**Pere, Lucien** – Faculty, Information Technology  
M.S., NOVA Southeastern University  
M.S., Strayer University  
336-342-4261 extension 2188 [perel4779@rockinghamcc.edu](mailto:perel4779@rockinghamcc.edu)

### ***Medical Office Administration***

**Archer, Betty** – Faculty, Medical Office Administration  
A.A.S., Piedmont Community College  
336-342-4261 extension 2183 [archerb0680@rockinghamcc.edu](mailto:archerb0680@rockinghamcc.edu)

# Student Development

**Lowdermilk, III, Robert** - Vice President for Student Development  
D.Min., Southeastern Baptist Theological Seminary  
M.Div., Duke University  
B.A., Guilford College  
336-342-4261 extension 2128 [lowdermilkb@rockinghamcc.edu](mailto:lowdermilkb@rockinghamcc.edu)

**Bouldin, Corry** - Academic Advisor  
M.B.A., Liberty University  
B.S., Strayer University  
A.A.S., Rockingham Community College  
336-342-4261 extension 2100 [bouldinc@rockinghamcc.edu](mailto:bouldinc@rockinghamcc.edu)

**Cox, Jennifer** – Director, Academic Advising  
B.S., High Point University  
336-342-4261 extension 2317 [coxj1326@rockinghamcc.edu](mailto:coxj1326@rockinghamcc.edu)

**Freeman, Valerie Fite** –Academic Advisor  
M.A., John Jay College of Criminal Justice  
B.S., Appalachian State University  
336-342-4261 extension 2992 [freemanv4127@rockinghamcc.edu](mailto:freemanv4127@rockinghamcc.edu)

**Frohock, Teresa** - Library Technical Assistant  
A.A.S., Rockingham Community College  
336-342-4261 extension 2300 [frohockt@rockinghamcc.edu](mailto:frohockt@rockinghamcc.edu)

**Gomez, Mary** - Director, Library Services and Archives  
M.S.L.S., UNC-Chapel Hill  
B.A., Fairmont State College  
336-342-4261 extension 2320 [gomez@rockinghamcc.edu](mailto:gomez@rockinghamcc.edu)

**Harmon, Jennifer** - Admissions Specialist  
A.A.S., Rockingham Community College  
336-342-4261 extension 2135 [harmonj@rockinghamcc.edu](mailto:harmonj@rockinghamcc.edu)

**Jennings, Laura** – Assistant Director, Enrollment Services  
M.S., UNC-Wilmington  
M.Ed., B.S., B.A., North Carolina State University  
336-342-4261 extension 2127 [jenningsl3489@rockinghamcc.edu](mailto:jenningsl3489@rockinghamcc.edu)

**Martin, Russell** – Public Services Librarian  
MSLIS, The Catholic University of America  
B.A., Averett University  
336-342-4261 extension 2315 [martinr3343@rockinghamcc.edu](mailto:martinr3343@rockinghamcc.edu)

**Moore, Carla** – Registrar/Director of Records  
M.Ed., B.B.A., James Madison University  
336-342-4261 extension 2219 [moorec@rockinghamcc.edu](mailto:moorec@rockinghamcc.edu)

**Murray, Margaret** – Director, Student Life & Athletics  
M.A., B.S., Appalachian State University  
336-342-4261 extension 2323 [murraym7639@rockinghamcc.edu](mailto:murraym7639@rockinghamcc.edu)

**Perry, Carol** - Director, Financial Aid & Veteran Affairs  
B.S.W., UNC-Greensboro  
336-342-4261 extension 2000 [perryc4145@rockinghamcc.edu](mailto:perryc4145@rockinghamcc.edu)

**Ray, Samantha** – Financial Aid Specialist  
A.A.S., Rockingham Community College  
336-342-4261 extension 2204 [rays8739@rockinghamcc.edu](mailto:rays8739@rockinghamcc.edu)

**Roy, Gwendolyn** – Director, Career Development Services  
B.S., Savannah State University  
A.A.S., Rockingham Community College  
336-342-4261 extension 2006 [royg5404@rockinghamcc.edu](mailto:royg5404@rockinghamcc.edu)

**Satterfield, Derick** - Director, Enrollment Services  
M.Ed., Western Carolina University  
B.S., North Carolina State University  
336-342-4261 extension 2114 [satterfieldd@rockinghamcc.edu](mailto:satterfieldd@rockinghamcc.edu)

**Shireman, Kim** – Director, Testing Services  
M.L.S., University of Arizona  
M.A., B.S., Miami University  
336-342-4261 extension 2250 [shiremank@rockinghamcc.edu](mailto:shiremank@rockinghamcc.edu)

**Strader, Dana** – Financial Aid Assistant  
Certificates, Rockingham Community College  
336-342-4261 extension 2203 [straderd@rockinghamcc.edu](mailto:straderd@rockinghamcc.edu)

**Terrazas, Anna** – Admissions Processing Specialist  
A.A.S., Rockingham Community College  
336-342-4261 extension 2011 [terrazasa4918@rockinghamcc.edu](mailto:terrazasa4918@rockinghamcc.edu)

**Williams, Terrica** - Assistant Registrar/Assistant Director of Records  
M.B.A., East Carolina University  
B.S., UNC-Greensboro  
336-342-4261 extension 2220 [williamst@rockinghamcc.edu](mailto:williamst@rockinghamcc.edu)

**Wilson, Courtney** – Welcome Desk Service Specialist  
A.A., Rockingham Community College  
336-342-4261 extension 2333 [wilsonc4673@rockinghamcc.edu](mailto:wilsonc4673@rockinghamcc.edu)

**Wodhanil, Deborah** – Accessibility Counselor  
M.Ed., Appalachian State University  
M.S., M.Ed., UNC- Greensboro  
B.S., SUNY Plattsburgh  
336-342-4261 extension 2243 [wodhanild1605@rockinghamcc.edu](mailto:wodhanild1605@rockinghamcc.edu)

## Technology and Institutional Effectiveness

**Parrish, Gretchen** – Associate Vice President for Technology and Institutional Effectiveness  
B.S., M.S., UNC-Greensboro  
336-342-4261 extension 2149 [parrishg@rockinghamcc.edu](mailto:parrishg@rockinghamcc.edu)

**Durham, Jason** - Network Administrator  
A.A.S., Rockingham Community College  
336-342-4261 extension 2318 [durhamj@rockinghamcc.edu](mailto:durhamj@rockinghamcc.edu)

**Dorsett, Noah** – Computer Support & Digital Media Specialist  
A.A.S., Rockingham Community College  
336-342-4261 extension 2391 [dorsettn639@rockinghamcc.edu](mailto:dorsettn639@rockinghamcc.edu)

**Edwards, Danny** - Lead Computer Support Specialist  
A.A.S., Alamance Community College  
336-342-4261 extension 2368 [edwardsd@rockinghamcc.edu](mailto:edwardsd@rockinghamcc.edu)

**Evans, Cheryl** - Technology Specialist  
A.A.S., Rockingham Community College  
336-342-4261 extension 2119 [evansc@rockinghamcc.edu](mailto:evansc@rockinghamcc.edu)

**Osborne, Josh** – Systems Administrator  
B.S.B.A., East Carolina University  
A.G.E., Forsyth Technical Community College  
336-342-4261 extension 2014 [osbornej3012@rockinghamcc.edu](mailto:osbornej3012@rockinghamcc.edu)

**Pulliam, Beth** – Director, Enterprise Resource Planning & Information Security  
B.S., UNC- Greensboro  
336-342-4261 extension 2274 [pulliamb@rockinghamcc.edu](mailto:pulliamb@rockinghamcc.edu)

**Shelton, Joe** - Computer Support Specialist  
A.A.S., Rockingham Community College  
336-342-4261 extension 2393 [sheltonj@rockinghamcc.edu](mailto:sheltonj@rockinghamcc.edu)

**Stacy, Howard** – Education Technology Specialist  
B.S., Mid-Atlantic Christian University  
Certificate, Tidewater Community College  
336-342-4261 extension 2148 [stacyh8276@rockinghamcc.edu](mailto:stacyh8276@rockinghamcc.edu)

## Administrative Services

**Woodruff, Steven** - Vice President for Administrative Services

B.S.B.A., UNC-Chapel Hill

Certified Public Accountant

336-342-4261 extension 2209 [woodruffs@rockinghamcc.edu](mailto:woodruffs@rockinghamcc.edu)

**Boothe-Wilson, Pamela** – Purchasing Officer/Equipment Coordinator

B.S.B.A., UNC-Chapel Hill

336-342-4261 extension 2199 [boothep1884@rockinghamcc.edu](mailto:boothep1884@rockinghamcc.edu)

**Bailey, Megan** – Human Resources Specialist

A.A.S., Rockingham Community College

336-342-4261 extension 2212 [baileym4990@rockinghamcc.edu](mailto:baileym4990@rockinghamcc.edu)

**Carter, Lisa** - Accounting Assistant/Payroll

A.A.S., Rockingham Community College

336-342-4261 extension 2294 [carterl@rockinghamcc.edu](mailto:carterl@rockinghamcc.edu)

**Chappell, Joy** - Director, Human Resources/Title IX Coordinator

M.S., North Carolina A&T State University

B.S., UNC-Charlotte

A.A., Rockingham Community College

336-342-4261 extension 2265 [chappelli@rockinghamcc.edu](mailto:chappelli@rockinghamcc.edu)

**Covington, Connie** - Accounting Assistant/Cashier

A.A.S., Rockingham Community College

336-342-4262 extension 2187 [covingtonc@rockinghamcc.edu](mailto:covingtonc@rockinghamcc.edu)

**Dunlap, Alana** - Bookstore Assistant

A.A., Rockingham Community College

336-342-4261 extension 2264 [dunlapa3282@rockinghamcc.edu](mailto:dunlapa3282@rockinghamcc.edu)

**Moore, Gloria** – Controller

M.S., UNC-Greensboro

B.S., North Carolina State University

336-342-4261 extension 2186 [mooreg6174@rockinghamcc.edu](mailto:mooreg6174@rockinghamcc.edu)

**Norwood, Nancy** - Campus Services Manager

A.A.S., Chowan College

336-342-4261 extension 2175 [norwoodn@rockinghamcc.edu](mailto:norwoodn@rockinghamcc.edu)

**Powell, Lori** - Receptionist/Switchboard Operator

A.A., Diploma, Rockingham Community College

336-342-4261 extension 0 [powells0300@rockinghamcc.edu](mailto:powells0300@rockinghamcc.edu)

**Purgason, Angie** - Bookstore Manager

B.S., UNC-Greensboro

336-342-4261 extension 2261 [purgasona@rockinghamcc.edu](mailto:purgasona@rockinghamcc.edu)

**Tucker, Kristi** - Senior Accounting Assistant

B.S., Guilford College

A.A.S., Rockingham Community College

336-342-4261 extension 2184 [tuckerk@rockinghamcc.edu](mailto:tuckerk@rockinghamcc.edu)

**Weatherly, Fayia** - Accounting Assistant  
A.A.S., Rockingham Community College  
336-342-4261 extension 2340 [weatherlyf@rockinghamcc.edu](mailto:weatherlyf@rockinghamcc.edu)

## **Facilities and External Affairs**

**Gunn, Anthony** – Associate Vice President for Facilities & External Affairs  
Ph.D., M.B.A., UNC-Greensboro  
B.A., UNC-Chapel Hill  
336-342-4261 extension 2213 [gunnt@rockinghamcc.edu](mailto:gunnt@rockinghamcc.edu)

**Knight, Jeff** – Director, Physical Plant  
B.A., North Carolina State University  
A.S., Lees McRae College  
336-342-4261 extension 2166 [knightj@rockinghamcc.edu](mailto:knightj@rockinghamcc.edu)

**Rorrer, Caleb** – Capital Projects Manager  
M.B.A., Business Management & Administration, UNC-Pembroke  
B.S., UNC-Greensboro  
A.A., Rockingham Community College  
336-342-4261 extension 2306 [rorrerm8871@rockingahmcc.edu](mailto:rorrerm8871@rockingahmcc.edu)

**Altizer, Jennifer** – Maintenance/Grounds  
A.A.S. (2), Rockingham Community College  
336-342-4261 extension 2166 [altizerjr6226@rockinghamcc.edu](mailto:altizerjr6226@rockinghamcc.edu)

**Arroyo, Brandon** – Custodian  
336-342-4261 extension 2166 [arroyob3101@rockinghamcc.edu](mailto:arroyob3101@rockinghamcc.edu)

**Blackwell, Shannon** – Custodian  
336-342-4261 extension 2166 [blackwells9338@rockinghamcc.edu](mailto:blackwells9338@rockinghamcc.edu)

**Byrd, Todd** – Custodian  
336-342-4261 extension 2166 [byrde2874@rockinghamcc.edu](mailto:byrde2874@rockinghamcc.edu)

**Cain, Chris** – Maintenance/Grounds  
336-342-4261 extension 2166 [cainc0505@rockinghamcc.edu](mailto:cainc0505@rockinghamcc.edu)

**Cain, Dustin** – Maintenance/Grounds  
336-342-4261 extension 2166 [caind0170@rockinghamcc.edu](mailto:caind0170@rockinghamcc.edu)

**Carter, Iona** – Custodian  
336-342-4261 extension 2166 [carteri3950@rockinghamcc.edu](mailto:carteri3950@rockinghamcc.edu)

**Carter, Timothy** – Custodian  
336-342-4261 extension 2348 [cartert@rockinghamcc.edu](mailto:cartert@rockinghamcc.edu)

**Cook, Sierra** – Custodian  
336-342-4261 extension 2166 [cooks0011@rockinghamcc.edu](mailto:cooks0011@rockinghamcc.edu)

**Evans, Daniel** – Maintenance/Grounds  
336-342-4261 extension 2166 [evansd9235@rockinghamcc.edu](mailto:evansd9235@rockinghamcc.edu)

**Hairston, Silver** – Custodian  
336-342-4261 extension 2207 [hairstons5789@rockinghamcc.edu](mailto:hairstons5789@rockinghamcc.edu)

**Shropshire, Gary** – Custodian  
336-342-4261 extension 2166 [shropshireg@rockinghamcc.edu](mailto:shropshireg@rockinghamcc.edu)

**Smoot, Chris** – Director, Campus Security  
B.S., Guilford College  
336-342-4261 extension 2326/2299 [smootb2473@rockinghamcc.edu](mailto:smootb2473@rockinghamcc.edu)

**Speaks, Sandra** – Custodian  
336-342-4261 extension 2166 [speakss@rockinghamcc.edu](mailto:speakss@rockinghamcc.edu)

**Timpson, William** – Housekeeping Supervisor  
336-342-4261 extension 2166 [timpsonw4865@rockinghamcc.edu](mailto:timpsonw4865@rockinghamcc.edu)

**Velazquez, Daniel** – Campus Security Officer  
336-342-4261 extension 2001/2299 [velazquezd4875@rockinghamcc.edu](mailto:velazquezd4875@rockinghamcc.edu)

**Weatherly, Daniel** – Custodian  
A.A.S., Guilford Technical Community College  
336-342-4261 extension 2133 [weatherlyd1399@rockinghamcc.edu](mailto:weatherlyd1399@rockinghamcc.edu)

**Weatherly, Keith** – Maintenance/Grounds  
A.A., Rockingham Community College  
336-342-4261 extension 2234 [weatherlyr1659@rockinghamcc.edu](mailto:weatherlyr1659@rockinghamcc.edu)

## **Development and Foundation**

**Pryor, Kim** – Director of Development/Executive Director of the RCC Foundation  
B.S., UNC-Greensboro  
336-342-4261 extension 2201 [pryor@rockinghamcc.edu](mailto:pryor@rockinghamcc.edu)

**Pendleton, Madonna** – RCC Foundation/Development Assistant  
A.A.S., Rockingham Community College  
336-342-4261 extension 2106 [pendletonm1587@rockinghamcc.edu](mailto:pendletonm1587@rockinghamcc.edu)

# Student Support Services

## Student Academic and Support Services

Rockingham Community College offers a number of services designed to assist students in their college experience. In addition, students are invited to visit the RCC webpage for online resources.

## Counseling and Advisement Services

### Academic Advisement

Academic advising is an ongoing process in which the advisor goes beyond registration and degree planning to assist the student in clarification of educational goals, career goals, life goals, and evaluating progress toward established goals. The desired result is that students will feel a sense of connection with the advisor and a sense of guidance, while realizing personal responsibility for exploring options and making decisions.

Academic advising at Rockingham Community College is viewed as a continuing teaching and learning process in which the resources of the institution are available to assist the student in his/her total development. Academic advisors start the academic advising process with new students during new student orientation. They continue the advising process with students during the first semester and through program completion.

As students' progress through their program of study the focus of the advising relationship moves to program completion, career goals, and life after RCC. Academic advisors provide program-specific guidance to students that will aid them in making sound course selections each semester as well as adjusting their overall academic plan.

Academic advisors communicate the curriculum and graduation requirements for the student's program and assist in the development of the student's course schedule. Academic advisors also assist students to track the completion of the requirements for their programs of study and provide information regarding campus resources, policies, and procedures. They are also able to offer suggestions for achieving success as a student.

Within the advising process, students are expected to initiate and keep appointments made with their advisor, to take an active role in planning their course schedule and to share information with the advisor regarding special circumstances or needs that may affect a schedule. Advisors normally expect their advisees to be prepared for advising sessions, to be open to suggestions, and to follow through on recommendations made by the advisor.

A student desiring to change to a different program, or to change to a new academic advisor, should visit the Welcome Desk in the Whitcomb Student Center. This will enable the student to be connected with an Enrollment Services or Counseling Services staff member.

All students are responsible for the proper completion of their academic program, for familiarity with all requirements of the catalog, for maintaining the grade average required and knowing their academic standing, and for meeting all other requirements. Academic advisors and counselors are available to all students, but final responsibility remains with the student.

Currently-enrolled students assigned to an academic advisor who wish to register via Web Advisor must see their advisor to remove any restrictions that could prevent registration.



## Self-Service

Currently enrolled students registering through Self-Service must see their advisors to obtain permission to register for classes and remove any restrictions that could prevent registration (such as unpaid accounts, unsatisfactory academic standing, and other restrictions).

## College Transfer & Career Center

The C. Garland Rakestraw College Transfer and Career Development Center provides resources and services to assist people in career and educational planning. The center is located in the Whitcomb Student Center. These resources are designed to encourage individuals to examine and understand their personal aptitudes, interests, behaviors, abilities, skills and values and to use this information in exploring and establishing realistic career goals. Types of resources offered include: individual and group counseling by a career counselor; a variety of career, interest and personality assessments; educational, career and job search information; workshops, and college catalogs. A career library containing occupational materials including books, pamphlets, media and Internet resources, and employment related information is maintained in the College Transfer and Career Center. Also, a collection of materials concerning colleges, universities, trade and professional schools is available. Career related resources are available online via College Central Network, our FREE online recruiting system for students and alumni job hunters, and for employers searching for outstanding candidates. Students and alumni register to search job and internship postings, create and upload resumes and portfolios, and access job search resources. The College Transfer and Career Center also assists students and alumni with the job search process. Job search strategies, interviewing techniques, and preparation of resumes and cover letters are among the services offered. All services and some materials are available free of charge to students, alumni, employees and area citizens.

## On-Campus Recruiting

Employers, as well as College and university representatives visit RCC regularly to inform and recruit RCC students. These visits allow RCC students to learn about job opportunities, college transfer process and explore other educational opportunities beyond RCC. RCC also hosts an annual Career Expo and an annual College Transfer Day event in addition to visits by individual representatives on a periodic basis. Recruiting programming may be offered through the Career Center or Work Force Development Division of the college. These events and recruiting opportunities may be offered in person or virtually.

## Job Opportunity Listings

The Career Services Office collaborates with Goodwill Industries and NC Works to provide and promote information regarding job openings and internship opportunities. Online job listings are posted via the college's online job board, College Central Network. Students are encouraged to activate their account and visit the site regularly for full-time, part-time, and internship opportunities. Employers are encouraged to create a free account to register to post positions and search the database of resumes and portfolios.

## Counseling Services

The primary objectives of counseling at Rockingham Community College are:

- to help students create achievable personal and career goals
- to help students create realistic academic plans
- to help students improve decision-making abilities which will aid them in exercising self-direction and problem-solving

Counseling services, located in the Advising & Counseling Center in the Whitcomb Student Center, are available to all students and offer the opportunity for individuals to explore with a counselor individual concerns, academic issues, career decisions, and program changes or selection which may affect them during their college years.

Typical counseling sessions involve career testing and counseling, as well as discussing personal challenges and academic issues. Students may receive short-term, solution-based personal counseling for issues that present themselves either inside or outside of the classroom. Referral services to other agencies are available for those individuals who may need them, such as for issues suggesting or requiring longer-term assistance for relationship and family issues, substance abuse, or other issues needing additional or prolonged attention or therapy.

In addition to personal counseling services, students can expect to receive the following counseling-related services:

### **Academic Services**

- Explanation of placement test scores and placement into program courses
- Changing program of study
- Academic advising
- Dropping a course
- Withdrawal from the College
- Academic Probation and Suspension
- Reviewing and interpreting the College's academic policies
- Registration assistance

### **Career Services**

- Choosing a career/program
- Career exploration/assessments
- Career planning
- Job postings and job fairs
- College transfer information
- Workshops and in-class presentations

### **Accessibility Services**

- Approve/verify student disability status
- Arrange accommodations
- Inform campus of ADA regulations/guidelines
- Educate/increase campus awareness

Students are invited and encouraged to use these services at RCC to assist them with maintaining a healthy balance between the college, work, and personal aspects of their lives, as an important part of their college lives.

## **Accessibility Services**

Rockingham Community College is committed to full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The college works to ensure that the programs, activities and facilities of the college are fully accessible to all qualified persons. Students with disabilities should contact the Accessibility Counselor, located in the Advising & Counseling Center in the Whitcomb Student Center, to self-disclose the disability and to request services and/or reasonable accommodations. It is the student's responsibility to provide the college with current, appropriate documentation of the disability (must be signed by a qualified professional). Appropriate documentation will reflect the student's current disability status, functional limitations, and how that disability affects participation in courses, programs, services, and activities.

Disclosing a disability does not require the student to request accommodations. Sometimes accommodation requests are needed on a per-course basis. The Accessibility Counselor will help the student determine if accommodations are necessary for each specific course. **Information regarding a student's disability will not be shared with a third party (including faculty) without the student's express permission.** Students must request accommodations each semester, and must request them in a timely manner – preferably before the semester starts (or as close to the start of the semester as possible).

# Tutorial Support

## The ARC (The Academic Resource Centers)

The [Academic Resource Centers](#) (the ARC) are academic support centers committed to providing academic support that supplements classroom instruction. Specific tutoring by professional and peer tutors is available in a wide range of subjects including, but not limited to, math, reading, English, writing, science, and business technologies. Tutoring is a free service provided to all RCC students. In addition to face-to-face tutoring services, there are computers available for student use with qualified assistants on hand to help students in their operation. At the center, students can check email, communicate with faculty, write papers, work on group projects, meet with study groups, or study independently. The ARC is located in the Science Building, Room 113B.

Online tutoring is also available to RCC students through the NetTutor link in their Moodle courses. Students can schedule virtual tutoring sessions through Pisces, which is staffed with peer and professional tutors who are employed by RCC. These tutors have experience with RCC courses and faculty expectations. In addition to the online tutoring offered through Pisces, students have access to the tutoring services provided by NetTutor, which are available to all students 24 hours a day, 7 days a week. NetTutor is an online tutoring service that is customized for our school and staffed with qualified, U.S.-based tutors. Covered subjects include: General Mathematics, Algebra, Geometry, Trigonometry, Calculus, Statistics, Differential Equations, English Composition, English, Arts, History, Foreign Language, Astronomy, Chemistry, Biology, Physics, Economics, Finance, Accounting Management, Information Technology, Nursing, Criminal Justice, and Paralegal Studies.

## Student Support Services Program

The [TRiO Student Support Services](#) Program is a federally-funded program that offers extra support and assistance for 140 qualified students each year. The program offers both one-to-one and group-based services and programs, all of which are at no cost to program participants. Program services include academic and career counseling, career exploration, individual tutorial services in various subject areas, and workshops and seminars to improve study skills, test-taking abilities, time management, and 'coping' skills. There are also programs and services related to financial literacy, college transfer advisement, and cultural enrichment.

Students are eligible for this program if they: are currently enrolled and registered for at least six (6) credit hours in a curriculum program; have a minimum cumulative GPA of 2.00; are first-generation college students (meaning that neither parent holds a bachelor's degree), meet the current requirements for low-income families, or have a documented disability that affects academic progress.

The Student Support Services Program is located in the Advanced Technologies Building, Room 113.

Rockingham Community College also offers a mentoring-based program for students known as the "Paying It Forward" Program. Funded as a part of a statewide Minority Male Success Initiative, this program is open to both men and women. This is an opportunity for students to connect with a faculty or staff mentor that will contribute to a student's growth academically and in assisting the student to develop leadership, networking, self-advocacy, and services skills for their future success. The program also provides opportunities for students to develop practical skills in time management, goal-setting, and career planning, and to learn from visits to four-year institutions, business, and industry.

## **Gerald B. James Library**

The [Gerald B. James Library](#) offers a wide variety of materials and services to the students and faculty of Rockingham Community College and the citizens of Rockingham County. Individuals are invited to come to the library to study, use a computer, get assistance with research, or for their own personal enrichment.

### ***Library Materials and Services***

The library houses more than 30,000 books, DVDs, periodicals, newspapers and other materials to support the instructional programs of the college. In addition, the library also provides electronic access to eBooks, online newspapers, many periodicals and a large selection of research databases.

Students working from off campus may access [library resources](#) through the library web page by logging in with their MyRCC credentials. Librarians are always available to assist students with locating information. Students may come by the library, receive assistance by phone or by email, or by clicking on the “Chat Now” link on the library webpage. Online chat is available during library hours, after hours, and on weekends.

Computers and laptops are available for use in the library, or students may bring their own devices and use the wireless network. Black & white and color printing, photocopying and scanning are all available for both students and community users. A charging station is available for most phones and other electronic devices.

### ***Group Study Rooms***

When not reserved, group study rooms are available to users on a first come, first served basis. Reservations may be made in person at the main desk, by phone at 342-4261, ext. 2247, or [online](#). Rooms may be booked in 1-hour increments for a maximum of 2 hours per day. Reservations are held no more than 10 minutes after the scheduled time.

### ***Hours***

Monday through Thursday: 7:45 a.m. to 6:00 p.m.

Friday: 7:45 a.m. to 3:00 p.m.

Closed Weekends

Hours for summer, holidays, and semester breaks are posted at the library and on the library web page. For more information, please call 336-342-4261, ext. 2247 or visit us [online](#).

### ***Library Use Policy***

The Gerald B. James Library is committed to maintaining a safe environment conducive to research and study. The library is open to the general public as well as the college community. Library users are expected to act in a responsible manner that is respectful of other library users, staff, materials, and facilities. Users will conduct themselves in a manner in accordance with the policies outlined in this document as well as all applicable college policies, local, state, and federal laws.

Users will observe the following guidelines:

- Students must have RCC Student ID with them at all times. Community users must sign in at the main desk and present photo ID.
- Children under the age of 14 must be accompanied and supervised by an adult.
- No food is allowed in the library, including study rooms.
- Spill-proof beverage containers are permitted in the library.
- Smoking and the use of tobacco products are prohibited in the building.
- The use or possession of alcoholic beverages and/or drugs is prohibited.
- Weapons, simulated or real are prohibited.

### ***Children***

Children under the age of 14 entering the library must be accompanied and supervised by an adult over the age of 18. Parents and/or guardians are responsible for the conduct of their children and must provide close supervision at all times. The library does not censor library materials. Therefore, it is the parent's and/or the guardian's responsibility to determine whether the material their child is reading, viewing, or listening to is appropriate for their child.

### ***Electronic Devices***

Personal electronic devices such as cellphones, tablets, and laptops are permitted in the library, but must be used with headphones. Library users will be responsible for supplying their own headphones or they may purchase ear buds at the circulation desk. The volume should be kept to a level that cannot be heard by other library users.

### ***Unattended Items***

Personal items should not be left unattended, even for a few minutes. Library staff is not responsible for lost, damaged, or stolen personal items; this includes personal items left at the circulation desk. Unattended items found by staff or library users will be placed in the library lost and found.

### ***Disruptive Behavior***

Users exhibiting disruptive behavior will be asked to cease the offending behavior or to leave the library. Specific examples of disruptive behaviors include but are not limited to excessive noise, horseplay, fighting, intimidating or abusive language, overt signs of drunkenness or other substance abuse, vandalism, inappropriate behavior, or harassment of any kind. It is expected that staff requests for compliance will be immediately and respectfully honored. If the behavior continues or resumes, campus security will be called. Depending on the seriousness of the infraction, refusal to comply with policies may result in refusal of future access to the library and/or suspension of library privileges. Questions or complaints should be addressed to the Director of Library Services.

## **The Testing Center**

The [Testing Center](#) supports the mission of the college by providing quality academic and professional assessment services for applicants, students, and the community in a welcoming, quiet, accessible, and secure environment.

The Testing Center, located in the Advanced Technologies Building, Room 106, provides proctoring services for curriculum students enrolled in seated classes as well as proctoring for distance learning students.

### ***Accommodations Testing***

The Testing Center provides accommodations for testing candidates that have special needs or conditions that require attention. Accommodation testing services are based on documented disabilities approved by RCC's Accessibility Counselor located in the Whitcomb Student Center.

### ***Placement and Entrance Exams***

Students must complete the admissions process and meet with an Admissions Counselor prior to placement and entrance exam testing. These exams are scheduled by appointment only.

**College and Career Readiness (CCR) Testing** the General Equivalency Diploma (GED) and High School Equivalency Test (HiSET) online assessments are administered weekly.

**Comprehensive Adult Student Assessment Systems (CASAS)** reading tests are administered to students enrolling in the Electrocardiography (EKG)/Cardiovascular Technician, Emergency Medical Technician (EMT) and Basic Law Enforcement (BLET) Training Programs.

**Pearson VUE Testing** Professional licensure and certification exams such as Pharmacy Technician, CISCO, Microsoft, and Comp TIA are offered in the authorized Pearson VUE Testing area within the Testing Center.

**Reinforced Instruction for Student Excellence (RISE)** placement tests are computer-based assessments administered to determine a student's current knowledge and level of proficiency in English and Math.

**Test of Essential Academic Skills (TEAS) and Nursing Acceleration Challenge Exam (NACE)** tests are administered to students applying to the Nursing Programs.

### ***Non-RCC Student Testing***

The Testing Center offers proctoring services to students enrolled at other colleges and universities. Proctored tests are scheduled by appointment only. A \$20.00 proctoring fee per test is payable in cash prior to the test being administered. Students within the North Carolina Community College System will not be charged a fee. The proctoring fee will also be waived for Rockingham Community College faculty and staff.

## **Other Campus Services for Students**

### **Bookstore**

The [Bookstore](#), located on the upper level of Whitcomb Student Center, carries all instructional books and supplies for classes and a variety of paperbacks, pens, pencils, notebooks, gifts, and RCC clothing items. The Bookstore [operating hours](#) are posted on the college's website. The Bookstore is open additional hours during buyback and registration. Summer hours vary. Please visit the RCC website or call the bookstore at 336-342-4261, ext. 2261, for more information.

### ***Bookstore Refund Policy***

If you are not satisfied with your purchase, the RCC Bookstore will issue a refund subject to the following policy:

1. Cash register receipt must accompany all returns for refund.
2. Merchandise must be in saleable condition (i.e., unopened package, not written in or otherwise defaced, not used or worn.)
3. Merchandise defective due to publisher's or manufacturer's error will always be replaced.
4. Textbook returns should be made within the first two weeks of class. Refunds will be mailed by the RCC Business Office and should be received within 3 weeks after the return. All returns are subject to the approval of bookstore personnel, and any exceptions to this policy must have the approval of the bookstore manager.

## **Campus Safety and Security**

Rockingham Community College is committed to providing a safe educational environment that contributes to student learning and encourages students to progress to their maximum potential.

[Campus Security](#) officers are on campus 24 hours a day, 7 days a week, 365 days a year and may be reached directly by calling 336-342-4261, extension 2299. Thirteen emergency call boxes are located across campus. These call boxes are blue poles marked with a blue light at the top of the pole. Surveillance cameras are located throughout campus to enhance security.

Campus Security officers patrol campus buildings, grounds, and parking lots on a regular basis. They wear a casual uniform and are readily identifiable. Upon request they will escort students, employees, and visitors to their vehicles. In addition, the Rockingham County Sheriff's Department responds to emergencies or investigations when requested by the College. Known and suspected violations of federal and North Carolina laws and other emergencies should be reported to the Director of Campus Security or the Associate Vice President for Facilities and External Affairs.

Students and employees are urged to recognize the need to take steps to protect themselves from becoming victims of a crime. Working together as a campus community is essential with regard to prevention. Park and walk in well-lit areas;



avoid walking alone in the dark; lock your vehicle and place valuables in the trunk or out of sight; and report suspicious activity to Campus Security officers.

The annual [Campus Safety and Security Report](#) is found on the RCC website.

### ***Campus Safety Services***

**Vehicle Jump Start:** If your vehicle has a dead battery, call Campus Security at 336-342-4261 ext. 2299. Be prepared to describe your vehicle, including color, make, and license plate number, and also indicate where the vehicle is located on campus.

Before we are permitted to assist you with this service, you will need to sign an Authorization and Hold Harmless Agreement that waives liability to the College for any damage to the vehicle that may result from jump-starting the battery.

**Campus Escort:** At any time, feel free to contact Campus Security if you wish to be escorted to your vehicle. Call Campus Security at 342-4261, ext. 2299 (or ext. 2299 from any campus office phone).

**Additional Questions/Concerns:** Contact the Director of Campus Security, Student Center, 336-342-4261, ext. 2326, or the Associate Vice President for Facilities and External Affairs, 336-342-4261, ext. 2213.

## **Campus Vehicle Regulations and Registration**

Rockingham Community College offers adequate and convenient parking on campus for its students, faculty, staff, and visitors.

### ***Speed Limits and Parking Areas***

The speed limit on campus is 15 mph on all roads and 10 mph in all parking lots. The college maintains five large, paved parking lots. Parking on campus is permitted in designated areas. Most spaces on campus are designated for students and visitors. A limited number are marked for faculty and staff, and a few spaces are marked for visitors only. Students must not park in faculty/staff or visitor spaces, and faculty and staff must not park in student/visitor spaces. Parking regulations are in effect during day and evening hours. Parking in the Administration Building lot is primarily for visitors; 15-minute parking is allowed in spaces in front of the building.

### ***Visitors***

Visitor parking is available in all five paved parking lots on campus. Temporary parking permits are available from the Welcome Desk in the Student Center, division administrative assistants, and the Administration Building receptionist.

### ***Handicapped Parking Permits***

Parking in handicapped spaces requires use of the official “handicapped/disabled” parking tag that is issued by the State, and which must be visible inside the vehicle when hanging from the interior rear-view mirror. The “handicapped/disabled” parking tag must be registered to the individual parking in a “disability access” parking space. Fines may be assessed to persons using “handicapped/disabled” parking tags not registered to them.

### ***Vehicle Registration***

All students, faculty, and staff are required to register their motor vehicles. Students may register their vehicles at the Welcome Desk in Whitcomb Student Center and obtain parking stickers here upon presentation of a receipt for payment of tuition and fees. The parking sticker must be placed on the lower corner inside the windshield on the driver’s side. Temporary permits can be obtained at the Welcome Desk and must be used whenever it is necessary to drive an unregistered vehicle on campus. RCC employees register their vehicles during normal business hours at the switchboard/receptionist desk in the Administration Building.

### ***Towing of Vehicles***

Vehicles illegally parked in disability-access spaces, on roadways/service roads, or in visitor or reserved spaces during

normal operating hours Monday through Friday are subject to being towed at the owner's expense. Vehicles registered to students that are parked in faculty/staff spaces also are subject to towing.

### ***Parking Citations and Fines***

Parking citations will be issued for failure to comply with campus regulations. Fines in the amount of \$5 are due for failure to display a parking sticker, parking sticker improperly displayed, prohibited parking (in roads, service roads, etc.), unauthorized parking in reserved spaces, and utilizing two parking spaces. Parking illegally in a disability-access space carries a maximum fine of \$250. This includes parking in a "disability-access" space with a tag registered to another person if the driver does not have a verified disability. Note that vehicles can be traced with or without a parking permit.

### ***Payment of Parking Fines***

Fines can be paid during normal business hours Monday through Friday at the Switchboard receptionist desk in the Administration Building. If you feel a parking citation was unjustly administered, you may appeal to the Associate Vice President for Facilities and External Affairs, whose office is located in the Administration Building.

### ***Consequences of Unpaid Parking Fines***

Student records may be encumbered for failure to pay a parking fine, by the James Library for losses, damages, or unpaid fines, or by the Admissions Office for failure to provide all pertinent transcripts. Also, encumbrances may be issued by the Whitcomb Student Center or by the Keys Gym for damaged or lost equipment, and by the faculty for books or materials not returned to them. An encumbrance means that a student may not receive grades, have a transcript request processed, or register for courses until the encumbrance has been cleared. To clear an encumbrance, a student must contact the office issuing the encumbrance, satisfy the conditions of that office, and obtain a written release.

## **Emergencies**

In case of fire, accident or other emergency, **call 911** or dial 0 on any office phone. State your name, location and nature of the accident or emergency. You may also call Campus Security, ext. 2299 from any college telephone, or 336-342-4261, ext. 2299, on your personal telephone.

## **Food and Vending Service**

O'Kelly's Restaurant, located in the lower level of Whitcomb Student Center, provides sandwiches and other items on a daily basis. Operating hours are posted each semester. Also, snacks and drinks are provided through vending machines located throughout campus.

## **Identification Cards**

All curriculum students must have a student identification card. Cards are made at the beginning of each semester at times posted at the Welcome Desk in the Student Center and on campus monitors. Students must show proof of tuition and fee payment and present a photo ID to have the RCC student identification card made. The identification card must be validated each semester. Validation stickers are issued in the Business Office upon receipt of tuition payment or at the Welcome Desk in the Whitcomb Student Center with proof of payment. The initial card is free of charge. A replacement card is \$5.00.

## **Minor First Aid Services**

A first aid and emergency station is located in the Keys Gymnasium. First aid kits are located at the college switchboard, the Welcome Desk at the Whitcomb Student Center, and at administrative assistants' desks in the various academic buildings.



## Student Email

RCC student Email is the official means of communication with RCC students. A student's failure to receive or read official college communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication. Students will benefit by receiving timely, accurate, and up-to-date communication about matters including, but not limited to:

- financial aid and scholarships
- registration
- billing notification
- college policy statements
- college services and events
- course information
- degree completion and/or graduation
- administrative actions
- academic calendar
- tax information

Students can login to check email using last name first initial and last four digits of student ID number and the assigned password. Student email addresses consist of login information plus @students.rockinghamcc.edu (ex.smithj1234@students.rockinghamcc.edu).

### ***Access Restriction***

Access to and use of student email is considered a privilege accorded at the discretion of RCC. The college maintains the right to immediately withdraw the access and use of student email when there is reason to believe that violations of law or college policies have occurred. In such cases, the alleged violation will be referred to the Vice President for Student Development for further investigation and adjudication under the Code of Student Conduct. The range of sanctions for unacceptable use of student email includes expulsion from the college.

### ***Prohibited Uses***

Rockingham Community College Mail systems are not to be used for the following:

- Personal gain (Financial or otherwise to make a profit).
- Chain letters (*e.g., any communication which requests or demands the recipient forward the message to one or more individuals*)
- Solicitations for contributions for non-college sponsored entities.
- "Get rich quick or pyramid schemes"
- Deliberate acts associated with denying, interfering with, or disrupting networking or email service of Rockingham Community College Campus or that of any other agency.
- Attempts to perform mass mailings to the entire campus (or a large subset of the campus), or other agency of a non-official nature, which has a negative impact on the daily operation of the college.
- Intentionally e-mailing, transmitting, or posting links to obscene or sexually explicit materials, including but not limited to, sexually explicit images, messages, cartoons, jokes, and audio files.
- Any unlawful activity which would violate any U. S. or state law.

No one shall deliberately alter or attempt to conceal their true return email address or the origination location of the message. No one shall deliberately set forth to interfere with the reception of e-mail by an individual. No one shall deliberately set forth to intercept, receive, and/or view another individual's e-mail without that user's consent. Only authorized individuals of the RCC staff may at any time view a student's email if that student is suspected of a violation of this email policy or the campus computing policy. Routine checks of server logs or high account activity that may raise suspicion can be considered grounds to review a student's email.

## College Awards and Honors

### *Academic Excellence Award*

The North Carolina Community College System invites each of the state's 58 community colleges to annually select a student to receive the "Academic Excellence Award." The award recognizes a student's academic achievement at his or her community college as well as the potential for future success. To be nominated, a student must be currently enrolled at the institution, must have completed at least 12 semester hours in a designated associate degree program or a one-year diploma program, and must have a cumulative GPA of 3.25 or higher. Institutions may include additional criteria as desired. At RCC, students are nominated by the faculty and must meet these minimum qualifications before they are reviewed by a committee comprised of representatives from the various academic divisions. One Academic Excellence Award recipient is selected and is recognized at a statewide event or a local campus event. Also at RCC, the student selected for the award, as well as all students who were nominated, are recognized at the College's annual Student Awards Ceremony.

### *Excellence in Teaching Award*

The RCC annual Excellence in Teaching Award is designed to recognize a full-time faculty member and a part-time faculty member for excellence in teaching. The individuals are nominated by faculty, staff or students and screened by the Excellence in Teaching Committee. The full-time faculty member is recognized at the May graduation with a certificate. The part-time faculty member receives a certificate at graduation. RCC's full-time winner may also be nominated for the State Board of North Carolina Community College System/RJ Reynolds Excellence in Teaching Award. All college nominees will receive a pin and certificate acknowledging their achievement.

### *Meritorious Service Award*

The Meritorious Service Award may be awarded at the annual Student Awards Ceremony to individuals and/or groups who have made a significant contribution to the progress of the College and/or well-being of the College community. This contribution is typically above and beyond the normal expectations of performance as a member of an organization, as an office holder, as a student, etc. A candidate may be nominated by faculty, staff, student, or a campus organization.

### *Outstanding Student Award*

Each year the RCC faculty presents the Outstanding Student Award to a current academic year graduate each May. The student is selected based on academic excellence, contribution to the College community, and potential for continued study or occupational advancement. Nominees must have a cumulative GPA of 3.25 or higher. The recipient is selected by a committee of faculty representing each academic division and is recognized at commencement.

## Opportunities for Student Involvement

### **Student Life**

Each student at Rockingham Community College is invited to take an active part in campus activities and organizations as a means of broadening his or her college experience. In addition to pursuing specific areas of interest as found in the various groups and clubs, students are invited to contribute ideas and suggestions that may improve the quality of life at the college. The college's intercollegiate athletic and recreational opportunities provide additional opportunities for participation beyond the classroom. Also, the college offers attractive facilities that expand opportunities for recreation on campus.

### **Student Clubs and Organizations**

If you have an interest and want to have a part in planning student activities, get involved by joining the club or organization of your choice. To sign up, contact the Director of Student Life in the Whitcomb Student Center.

### ***Clubs and Organizations Policy Statement:***

The formation of service organizations, honor societies, educational clubs, support groups, and interest groups centered on academic pursuits and hobbies is encouraged. Social clubs, sororities and fraternities are prohibited. See the Director of Student Life & Athletics for more information.

### **The following are officially recognized student organizations:**

***Alpha Kappa Pi chapter of Phi Theta Kappa*** is an honor society dedicated to scholarship, leadership, service, and fellowship. Members participate in community and campus projects that enhance the well-being of others.

Membership in Alpha Kappa Pi is extended to any full or part time student who has completed 12 semester hours of credit leading to an associate degree, has a major GPA of 3.50, and enjoys full rights of citizenship. Membership offers opportunities for scholarships, intellectual enrichment, character development, fellowship and leadership. Contact the current Alpha Kappa Pi Vice President of Membership or a designated AKP Faculty Advisor for additional information (name may be obtained from the RCC website).

***Art Club*** is for students interested in the study of art and related subjects.

***Criminal Justice Club*** offers the chance for those involved in the Criminal Justice program and anyone who is interested in law enforcement to be involved in the community by doing community service and helping with area law enforcement agencies.

***Early Childhood Education Club*** is open to all Early Childhood Education curriculum students who have successfully completed at least one semester and are maintaining a “C” average in classes. It offers leadership and advocacy development, networking and fellowship.

***SAGA (Sexuality and Gender Alliance)*** is an organization that fosters a safe learning environment for the diverse community of students present at Rockingham Community College. SAGA provides opportunities for students and alumni to build friendships and encourages tolerance and developing responsible citizenship.

***Science Club*** is open to all students who have an interest in subjects related to science and the many connections between science and life.

***Student Government Association (SGA)*** members will receive leadership training, attend conventions, develop the student activities budget, and plan campus activities.

## **Sports and Recreational Opportunities**

### **Fitness Center**

The [Fitness Center](#), located in the Gym, is open during specified times during the week when the college is in session. Times are posted in the Gym and may vary from week-to-week. Students, faculty, staff, and employees of organizations that are in a partnership agreement with RCC are eligible to use the Fitness Center during free-play times. However, a current RCC ID card is required. Qualified personnel may obtain their RCC ID cards at the Student Center. Regulations regarding the use of the Fitness Center are posted in the Fitness Center. All users are subject to completion of a brief orientation/overview of the Fitness Center prior to initial use of the facilities.

### **Gymnasium**

The Keys Gymnasium is open for free-play during specified times during the week when the college is in session. Times available for free-play are posted in the Gym and may vary from week to week. Students, faculty, staff, and employees of organizations that are in partnership agreement with RCC are eligible to use the Gym during free-play times. However, a current RCC ID card is required by all that wish to use the Gym. Qualified personnel may obtain their RCC ID cards at the Student Center during normal college hours. Expectations for use of the Gym are posted in the Fitness Center.

## **Intercollegiate *Athletics***

RCC offers women's volleyball and men's baseball. Individuals interested in playing intercollegiate athletics at RCC should contact the Director of Student Life and Athletics. Students admitted to the college who plan to participate in intercollegiate athletics must meet all admissions criteria set forth in the college catalog. Athletic recruitment follows the guidelines set forth by the National Junior College Athletic Association (NJCAA) and the potential student-athlete's ability to benefit from Rockingham Community College's program and services. Student-athletes are encouraged to apply for all the financial aid for which they may qualify. RCC is a Division III-level NJCAA program that does not provide scholarships for participation in intercollegiate athletics. Student-athletes must maintain satisfactory progress in their chosen majors. This satisfactory progress is determined jointly by RCC's Academic Progress Policy and NJCAA eligibility guidelines.

## **Inter-organizational Competition**

Inter-organizational competition among RCC students and between RCC students and representatives of non-RCC organizations is permitted when participation in such activities is judged to contribute to the educational objectives of college instructional and/or student activities programs. Inter-organizational competition refers to any organized competitive co-curricular activity involving RCC students. Such activities may involve team sports, individual sports such as golf or tennis, or recreational matches such as with chess and bridge.

## **Intramural Sports and Recreation**

An intramural sports program is available to all RCC curriculum students. Participating in these sports is voluntary and college credit is not given. Interested students should call the Director of Student Life at 336-342-4261, ext. 2323. The college maintains athletic fields, a gymnasium, and tennis court for recreational use at specified times.

# Important Policies and Procedures for Students

## Student Rights and Responsibilities

A person's submission of an application for admission to Rockingham Community College represents a voluntary decision by that person to participate in the programs offered by the college according to the policies, procedures, and regulations set forth by the college. The college's acceptance of the application for admission is seen as the college's extension to the applicant of the privilege of joining the college community and of remaining a part of it as long as the established standards for academic performance and conduct are met.

Students who enroll at Rockingham Community College accept the college's policies and procedures, acknowledge the rights and responsibilities that are afforded to students, and also acknowledge that the college has the right to take action when a student is found responsible for unacceptable conduct. For this reason, students are responsible for becoming familiar with the college's policies and procedures.

Rockingham Community College respects the dignity of each individual member of the college community. The college recognizes certain rights and responsibilities as integral to achieving opportunities for intellectual, social, cultural, and personal growth, as well as for the health and safety of all persons within the college community. Students have the following rights, and the privilege of exercising those rights, without fear or prejudice, in respect of state and federal laws and regulations, college policies, and the rights of others on campus. The college is committed to creating an atmosphere in which students have the following rights (which include, but are not limited to):

- the opportunity to pursue higher education;
- the right to have access to high quality education, which includes, but is not limited to, competent instruction in courses and programs; access to relevant support services that promote student achievement; and the right to receive from each faculty member during the first week of classes a syllabus that outlines course requirements, attendance requirements, and the course grading system;
- the right to fair and equal treatment, instruction, evaluation, and services by the faculty and staff;
- freedom to exercise the rights of citizenship, association, inquiry, and expression that do not infringe on the rights of others;
- a safe environment for learning and campus involvement;
- appropriate privacy and confidentiality, particularly as afforded by the protections of FERPA and other policies where applicable; and
- procedural due process, as described in appropriate procedures, for submission of written grievances or complaints regarding academic and non-academic issues as described in those procedures, and the appeal of sanctions arising from disciplinary infractions.

As related to the rights outlined above, students are expected to assume the following responsibilities:

- to be knowledgeable of and to comply with the directives, policies, regulations, and procedures established by the college;
- to respect the dignity of each member of the college community;
- to respect the rights of individuals and groups as long as those rights do not interfere with the parallel rights of others; and
- to be knowledgeable of and to comply with the directives, regulations, and laws of duly constituted civil authorities.

## Academic Integrity Policy

Rockingham Community College requires all members of its academic community to demonstrate and maintain high standards of academic integrity and personal conduct. It is the responsibility of every student, faculty and staff member to be familiar with and adhere to the academic integrity policies of the College.

RCC is committed to excellence in teaching and to providing an environment for students to excel in learning. It is the expectation of the College that all students adhere to an academic code of integrity and honesty. Students must not engage in or help others to commit acts of academic dishonesty, including, but not limited to, cheating, plagiarism, falsification, complicity, and gaining unfair advantage. Students are expected to report violations. There are many forms of academic dishonesty, and it is the responsibility of the student to ensure that all academic work submitted is free of any type of dishonesty. Examples of academic dishonesty, include, but are not limited to:

***Cheating** is defined as providing, receiving or attempting to receive information, data, answers or other information not permitted by the faculty. This may include the use of unauthorized electronic devices.*

***Plagiarism** is defined as presenting another's work, words, ideas, opinions, theories, etc. either in whole or in part as though they were the student's own efforts. This may include submitting one's own work done in another class, whether at RCC or another institution.*

***Falsification** includes providing false information, spoken or written, concerning academic work or school activities to a fellow student or college employee. Unauthorized changing of grades/scores for academic work is also a form of falsification.*

***Complicity** in a violation of academic integrity includes an awareness that a violation of any academic standard, regulation, law, or ordinance is about to occur or is taking place. Students who are aware that a violation of academic integrity is about to occur or is taking place are expected to notify a faculty or staff member. Students who fail to report such incidents are considered complicit and may face a charge of academic dishonesty themselves.*

*Any activity that intentionally or unintentionally gives a student an **unfair advantage** in the student's academic work is considered a violation of academic integrity.*

RCC prides itself on advancing qualified graduates; therefore, all instances of academic dishonesty will be considered serious violations of the academic integrity.

### **Procedure for Violations of Academic Integrity**

It is the right and responsibility of faculty to maintain an atmosphere of high academic integrity within their classrooms. A charge of academic dishonesty and the assigned consequences thereof are the right of faculty and must be outlined in the course syllabus. All cases for which a faculty has imposed an academic sanction or delivered a warning resulting from academic dishonesty must be reported to the Vice President for Student Development. The Vice President for Student Development will maintain records of the frequency of violations. In egregious cases of academic dishonesty, the faculty may also file a formal complaint with the Vice President for Academic Affairs for further disciplinary action beyond the classroom.



When an apparent violation of academic dishonesty has occurred, the faculty will retain related documentation and complete the Academic Integrity Violation Form. The faculty will notify the student within seven business days upon discovery of the alleged violation to discuss the academic dishonesty charge and explain the proposed consequences of the violation. When a face-to-face meeting is not possible for a student, the faculty will notify the student by official RCC email. The student is expected to sign the form, indicating whether he/she accepts the sanction or wishes to challenge the accusation or proposed sanction. Failure to obtain the student's signature does not interrupt the process.

A copy of the form will be provided to the student, the Department Chair/Program Director and the appropriate Dean. The Dean will forward a copy of the form to the Vice President for Student Development with a copy to the Vice President for Academic Affairs. The Vice President for Student Development will maintain and keep records of all cases involving violations of academic integrity. The initial, and any subsequent violations are recorded and maintained in the student's permanent record.

In any case, if the student wishes to challenge a charge of academic dishonesty or the sanction, he/she may file a Student Academic Grievance. The procedure for filing such a grievance is located in the RCC Student Handbook.

### ***Student Withdrawals from Courses Following a Charge of Academic Dishonesty***

Students may not drop a course in order to avoid a punitive grade after they have been charged with a violation of academic integrity. Students charged with a violation of the Academic Integrity Policy may receive a course grade of F.

### ***Sanctions***

#### **First Violation**

After the Vice President for Student Development confirms that a student has committed a first violation, the student receives a written notification of the first violation. Violations accumulate and are not erased. In addition, students are subject to the following sanctions for a period of two consecutive academic terms:

1. The student is not eligible to hold an office or leadership position in a college or student organization, publication, activity or athletic team;
2. The student is not eligible to be elected to membership in any honor society or to receive any college award;
3. The student forfeits any stipend to be awarded in conjunction with an elected office or leadership position. If the student is a student-athlete, the student will not participate in one intercollegiate match for volleyball, and two consecutive intercollegiate games for baseball.

#### **Second Violation**

1. If the student commits a second violation, the student will meet with the Vice President for Student Development to participate in an intervention activity pertaining to academic honesty and the college's Academic Integrity Policy. Satisfactory completion of this activity will be required in order to be eligible to register for the following term's courses. The activity will be scheduled within a reasonable time of completion depending on the timing in the term when the second violation was reported. If the student fails to meet with the Vice President, or fails to participate in and complete the required activity, the result will be the imposition of the sanction for a third violation.
2. If a student with a second violation is a student-athlete, the student will not participate in two intercollegiate matches for volleyball and four consecutive intercollegiate games for baseball.

#### **Third Violation**

If the student commits a third violation, the student will be immediately placed on Academic Suspension. The student will be withdrawn from the college and ineligible to enroll at the college for two consecutive terms. Following the completion of two terms of inactivity at the college, the student must apply for readmission.

## Fourth Violation

A student readmitted to the college from having fulfilled two consecutive terms of academic suspension for a third violation shall not have not have prior violations removed. If a fourth offense occurs following readmission from three violations, the student's fourth violation will be reviewed by a panel from the College Appeals Committee to determine if and/or when readmission to the college may be granted.

Due to program and facility requirements for professional behavior in the workplace, a first instance of academic dishonesty in a clinical practicum or workplace setting shall be treated as equivalent to a third violation of the academic integrity policy in the classroom.

## Drug-Free Campus Policy

The basis for Rockingham Community College's policy regarding a drug-free campus stems from a concern for health and well-being of students and employees alike. Particularly for students, RCC encourages a lifestyle that is free from those elements that interfere with academic success and contribute to a variety of physical, social, and interpersonal problems.

The scope and impact of health risks from alcohol and drug abuse are both alarming and well-documented, ranging from mood-altering to life-threatening, with consequences that extend beyond the individual to family groups, organizations, and society at large. Alcohol and/or drug abuse may lead to the deterioration of physical health by causing or contributing to various health conditions. These include (but are not limited to) fatigue, nausea, personal injury, insomnia, pancreatitis, pathological organ damage, some forms of cancer, heart attack, respiratory depression, birth defects, convulsions, coma, and even death. Alcohol and drug abuse may also result in deterioration of mental health by causing or contributing to conditions such as increased aggression, hallucinations, depression, disorientation, and psychosis. Alcohol is strongly associated with the increased risk of cancers of the oral cavity, pharynx, and larynx. Other research indicates that chronic alcohol abuse may affect the immune system, which protects the body against infectious diseases.

Alcohol consumption causes a number of marked changes in behavior. Even low doses of alcohol may impair the judgment and coordination required to operate a vehicle safely, which increases the possibility or likelihood of an accident. Low to moderate doses of alcohol increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses may lead to respiratory depression and death. If combines with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence, sudden cessation of alcohol intake hallucinations, and convulsions. Alcohol, withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combines with poor nutrition, can also lead to permanent damage to vital organs such as the brain and liver. Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. In addition, research suggests that children of alcoholic parents may be at greater risk than other youngsters of becoming alcoholics.

Students don't usually set out to develop an addiction to alcohol or drugs. Rather, the addiction process often sneaks up on them and takes them by surprise. Due to the psychological and physiological processes involved, what starts out as moderate use may lead to a higher and higher tolerance for the substance, which then leads to a requirement for a larger amount of the drink or drug to achieve the same effects. This process is involved in the early stages of addiction and can often go by unnoticed to the user.

There are often "milestones" in the addictions process, ones that are easier to detect if you know what to look for. Here are some common alcohol and drug-related problems that students may experience:

- Diminished academic performance
- Conflict in intimate and other interpersonal relationships
- Obvious mood swings



- Overreaction to mild criticism
- Unusual outbreaks of temper or depression
- Sleeping problems
- Unwanted sex, sexual coercion, or related difficulties
- Indifference to appearance and behavior
- Legal or campus judicial entanglements
- Health issues, such as chronic colds, infections, and others
- Alienation of friends or family members
- Financial concerns
- Loss of interest in former hobbies or pastimes
- Lack of pleasure from normal, positive things in life
- Stealing items from school, home, employer

Students are especially advised to be aware that the use of alcohol, nonprescription depressants (such as sedatives, sleeping pills, tranquilizers), and substances such as cocaine, marijuana, and certain prescription diet pills, can lead to lapses in attention, slowed reflexes and reaction time, poor peripheral vision, impaired visual tracking, and impaired short-term memory.

Because the uses of these substances may harm a student mentally and/or physically, may interfere with a student's ability to carry on his or her academic and social life in a positive way, and may infringe upon the academic and social rights of others, the College has developed its policy for a drug-free campus, which is shown below.

If you are experiencing one or more of the problems resulting from your uses of alcohol and/or drugs, or if you know of someone in this situation who needs assistance, this is an early warning indicator for addiction. Don't wait until the warning signals grow! Do something now.

Here are resources that are recommended for your use in seeking counseling and/or treatment.

[Rockingham Community College Counseling Services](#): 336-342-4261, ext. 2308

[Rockingham County Mental Health](#): 336-634-3400

[Daymark](#): 336-342-8316

[Partnership for a Drug-Free North Carolina](#): 336-714-3376

[Youth Haven Services](#): 336-349-2233

[Community Choices, Inc.](#): 336-397-7500

### ***RCC's Policy for a Drug-Free Campus***

The abuse and use of drugs and alcohol are subjects of immediate concern in our society. These problems are extremely complex; there are no easy solutions. From a safety perspective, the users of drugs and alcohol may impair the well-being of all employees, students, and the public at large; drug and alcohol use may also result in damage to college property. Therefore, it is the policy of this college that it is unlawful to manufacture, distribute, dispense, possess, or use a controlled substance or alcohol while on college premises, or as part of any college-sponsored activities. Likewise, openly displaying, consuming, or serving alcoholic beverages on college premises, or as part of any college-sponsored activities is prohibited (unless approved by the Trustees for specific events held off-campus). It is also the policy of RCC to prohibit being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind (except as directed by a qualified physician) on college premises, or as part of any college-sponsored activities. Any employee or student violating this policy will be subject to prosecution.

Rockingham Community College does not differentiate between drug users, drug pushers, or sellers. Any employee or student who possesses, uses, sells, gives away, or in any way transfers a controlled substance while on college premises,

or as part of any college-sponsored activity, will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

The term “controlled substance” means any drug listed in 21 CFR Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the N.C. General Statutes. Generally, those are drugs that have a high potential for abuse. Such drugs include, but are not limited to, heroin, marijuana, cocaine, PCP, and “crack.” They also include “legal drugs” that are not prescribed by a licensed physician.

If any employee or student is convicted of violating any criminal drug statute while on college premises, or as part of any college-sponsored activity, he or she will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the college may require the employee or student to successfully finish a drug abuse program, sponsored by an approved private or governmental institution, as a precondition for continued employment or enrollment at the college.

Each employee or student is required to inform the college in writing within five days after he or she is convicted for violation of any federal, state or local criminal drug statute where such violation occurred while on college premises, or as part of any college-sponsored activity. A conviction means a finding of guilt (including a plea of nolo contendere) or the imposition of a sentence by a judge or jury in any federal or state court. Convictions of employees working under federal grants, for violating drug laws while on college premises, or as part of any college-sponsored activity, shall be reported to the appropriate federal agency. The Director of Human Resources must notify the U.S. government agency with which the grant was made within ten days after receiving notice from the employee or otherwise receiving actual notice of a violation of a criminal drug statute occurring in the workplace. The college shall take appropriate disciplinary action within 30 days from receipt of notice. As a condition of further employment on any federal government grant, the law requires all employees to abide by this policy.

If any employee or student is convicted of violating any alcoholic beverage control statute while on college premises, or as part of any college-sponsored activity, he or she will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the college may require the employee or student to successfully finish an alcohol rehabilitation program, sponsored by an approved private or governmental institution, as a precondition for continued employment or enrollment at the college.

The term “alcoholic beverage” includes beer, wine, whiskey, and any other beverage listed in Chapter 18B of the General Statutes of North Carolina. Each employee or student is required to inform the college in writing within five days after he or she is convicted for violation of any alcoholic beverage control statute where such violation occurred while on college premises, or as part of any college-sponsored activity.

If any employee or student is determined to have violated any policy concerning open display, consumption, or serving of alcoholic beverages, and/or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind (except as directed by a qualified physician) while on college premises, or as part of any college-sponsored activities, he or she will be subject to disciplinary action up to and including termination or expulsion. Disciplinary action may be subject to review through procedural due

Any student employee under the Federal College Work-Study Program is considered to be an employee of the college if the work is performed for the college in which the student is enrolled. For work performed for a federal, state, or local public agency; a private nonprofit agency or a private for-profit company, the student is considered to be an employee of the college unless the agreement between the college and the organization specifies that the organization is considered to be the employer.

## **Tobacco-Free Campus**

Rockingham Community College is committed to providing a safe, healthy environment in which people learn, work, and engage in other pursuits. As an expression of this commitment, the College became “tobacco-free” on March 14, 2011.

“Tobacco-free” is defined as the total ban on the use of all tobacco products on all campus grounds, facilities and parking areas. For the purposes of this guideline, tobacco products are defined as all tobacco-derived or tobacco-containing products, including, but not limited to, cigarettes (clove, bidis, kreteks), electronic cigarettes, cigars and cigarillos, hookah smoked products, and oral tobacco (spit and spit less, smokeless, chewing, and snuff). This definition does not include any product that has been approved by the U.S. Food and Drug Administration for sale as a medicinal product. Smoking is defined as burning any type of tobacco product including, but not limited to, cigarettes, electronic and/or vaporized cigarettes, cigars, cigarillos, pipes, and bidis.

The use of these tobacco products is prohibited in all campus building, facilities, or property owned or leased by the College, including College vehicles, and also on the campus grounds or in vehicles located on the property of the campus. The sale or free distribution of tobacco products on campus is also prohibited. This includes a ban on the use of “electronic” tobacco-related or simulated products.

The College provides appropriate signage and other notices of this guideline to the campus community. Students, faculty, staff, vendors, and visitors who violate the guideline may receive a verbal reminder of the guideline. For students, any repeated offenses are subject to actions and sanctions as provided in the Student Code of Conduct, outlined elsewhere in this Student Handbook.

Rockingham County Health and Human Services offers [“Fresh Start – Smoking Cessation”](#) classes. For more information, call 336-342-8149.

## **Electronic Technology and Communications Policies**

### ***Information Technology Acceptable Use Policy***

Access to resources on campus, including use of college equipment, the campus network, and the Internet, is provided to support the research, educational, and administrative purposes of the College. All who use these services will do so responsibly, respecting the rights of other users, the integrity of the physical facilities and all applicable laws and regulations.

The following guidelines describe the college’s expectations and the users’ responsibilities regarding acceptable use of college electronics resources:

Access to the campus network and Internet is a privilege and those granted privileges are responsible for using this resource in an ethical and lawful manner. The campus network and college-owned software, resources, and equipment are not to be used for commercial purposes. Computer software is protected by the federal copyright law and by legal binding agreements. Users are responsible for any unauthorized software used on the system.

Creation and/or transmission of threatening, racist, sexist, obscene, or harassing language and/or material is prohibited. Display and viewing of the aforementioned language and/or material is permitted only as it pertains to academic objectives. Additionally, any violation of the Code of Student Conduct effectuated by the use of RCC technology violates both this policy and the Code of Student Conduct.

Intentional access to the College’s network or resources for the purposes of damaging or altering systems or information is prohibited and unlawful. This includes, but is not limited to, the introduction of viruses or harmful files, hacking, and other methods of vandalism. Users of the unsecured RCC wireless network are responsible for ensuring they have the appropriate compliant wireless card and are running up-to-date antivirus and antispyware software on their wireless devices. The level of security of transactions, hard drive files, and general web surfing will depend on the level of security precautions users have taken with their computers. Users must protect all RCC-owned or authorized data on both personal and RCC-owned portable computing devices, removable storage components, and removable computer media from unauthorized access.

RCC will block all known high risk websites that pose a threat of introducing viruses, harmful files, and other methods of vandalism into the campus network. If, at any time access to a site needed for research, educational, or administrative

purposes is found to be blocked, the Director of Technology Support Services should be notified. Every effort will be made to accommodate your needs while protecting the integrity of the RCC network.

Anyone violating these guidelines or those policies found in the Code of Student Conduct through use of RCC technology may immediately be suspended from all computing resource privileges. Upon proof of such violations, RCC retains the right to permanently deny all future computing privileges and services. Violators will be subject to disciplinary actions, including suspension of student status or termination of employment.

### ***Wireless Network Acceptable Use Policy***

Rockingham Community College offers its wireless hotspot as a free, public service for users. Unlimited access will be granted to this wireless network in the designated hotspots areas as technology and network capacities allow. RCC does not provide personal technical support for users attempting to access its free public wireless network and does not guarantee specific rates of speed or uninterrupted service.

Users are responsible for ensuring they have the appropriate compliant wireless card (802.11b or g) and are running up-to-date antivirus and antispyware software on their wireless device.

Use of the RCC wireless network and the Internet in general is at the USER'S SOLE RISK. RCC is not liable for any loss, damage, security infringement or injury which the user may sustain as a result of being allowed access to the wireless network.

The user is responsible for any actions taken from their device, whether intentional or unintentional, that causes damages or otherwise affects other devices or users of the network.

The RCC network, wireless or hardwired, is not to be used for commercial use or malicious actions, such as denial of service, attacks, harassment of other computer users, distribution of pornographic materials, copyright violations, offering of DHCP or Domain Name Services (DNS), file-sharing, or other bandwidth intensive applications that may degrade quality of service.

The wireless network is not secure (i.e., it is not encrypted using WEP, WPA, etc.). The level of security of your transactions, files on your hard drive and general web surfing will depend on the level of security precautions you have taken with your computer. Users must be aware that as they connect their devices through the wireless network they expose their devices to: worms, viruses, trojan horses, denial-of-service attacks, intrusions, packet-sniffing and other abuses by third-parties. RCC highly discourages the conducting of confidential transactions (such as online banking, credit card usage) over any wireless network, including our own. It is strongly recommended that you turn off file sharing on your operating system.

If the College receives complaints of improper activity, an immediate cessation of that activity is expected upon notification to the user. Ports may be disabled on an emergency basis to stop violations of acceptable use restrictions. Failure to abide by these policies may result in loss of access to network and computing resources, College disciplinary action and/or other legal action.

### ***Electronic Signature Policy***

RCC recognizes an electronic signature as a valid signature from faculty, staff, and students when communication occurs through a college-issued account. The Electronic Signature Policy is established to confirm and bind the identity of an individual to a process requiring his or her signature. This policy reflects the legal intent of the individual that the electronic signature has the same authority as his or her written signature.

### ***Cell Phones and Other Electronic Devices***

It is the intent to provide a distraction-free learning environment for all students. Therefore, as a general rule, students should silence all cell phones and other personal electronic devices not being used for course work prior to entering the classroom or instructional areas. Please consult individual course syllabi for specific policies related to the use of electronic

devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the faculty member.

## **Family Educational Rights and Privacy Act (FERPA)**

### ***What is FERPA?***

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. This law applies to all educational agencies and institutions that receive funds under an applicable program of the U.S. Department of Education. Rights to education records transfer from the parent to the student when the student reaches the age of 18 or attends a school beyond the high school level at any age. As a general rule, under FERPA, personally identifiable information may not be released from a student's education records without the student's prior written consent. Exceptions to this rule are included in the FERPA regulations and the FERPA procedure of Rockingham Community College (RCC).

### **What are "Education Records"?**

"Education Records" are records, files, documents, and other materials which contain information relating directly to a student and are maintained by the college or a person acting for the college. Education records include but are not limited to grades, transcripts, class lists, student course schedules, student financial information, and student discipline files.

"Education records" do not include:

- Sole possession records or private notes made by faculty and staff for their own use as reference or memory aids and are not accessible or released to other personnel;
- Law enforcement or campus security records which are solely for law enforcement purposes;
- Records of employees not in attendance at the college made and maintained in the normal course of business which relate exclusively to the employee in their role as an employee and are not available for use for any other purpose;
- Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional related to treatment;
- Records about an individual obtained after that individual is no longer a student at the college (i.e. alumni records);  
or
- Peer graded papers and exams before they are collected and recorded by the instructor.

### **What are students' rights relative to their "education records"?**

- The right to inspect the student's education records within 45 days of the day the college receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student seeks to inspect. The appropriate college official will make arrangements for access and notify the student of the time and location where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed. In the event the requested record includes information on more than one student, each student is entitled to review or be informed only of that part which pertains to that student.
  - Students may not inspect financial records and statements of the parents, confidential letters of recommendation placed in their records before 1974 (with some exceptions), or confidential letters of recommendation placed in their records after January 1, 1974, if they have waived their rights to inspect and review such letters.

- The right to request the amendment of the student's education records in the event the student believes there is inaccurate or misleading information. Students requesting the college to amend a record they believe to be inaccurate or misleading must do so in writing to the college official responsible for maintaining the record. The written request should clearly identify the part of the record in question and specify what is believed to be inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent (see the information following this section).
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

### **What is “Directory Information”?**

“Directory Information” is information contained in a student's education records that generally would not be considered harmful or an invasion of privacy if disclosed. The following is designated as “directory information” at RCC: the student's legal and chosen name, city and state of address, major field of study, class, enrollment (full-time, half-time, or part-time), participation in officially recognized activities, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and weight and height of members of athletic teams.

RCC may disclose “directory information” to third parties without student consent for any purpose, at the college's discretion. RCC does not publish or distribute lists of applicants, currently enrolled students, or graduates for use by non-profit or for-profit off-campus organizations. Additionally, RCC does not release “directory information” to any requester for commercial, marketing, or solicitation purposes. Examples of “directory information” made public include: name, city, and state of students who are named to the President's List or Dean's List, hold an office, or received honors and other awards; and graduate names and degree/diploma/certificate earned in the commencement ceremony program.

Students who do not wish to have any or all “directory information” made public without their consent must submit a completed Non-Disclosure Request form to the Records Office. Requests are effective once received and are not retroactive to information already released. Requests are honored until the student graduates, ceases to attend, or the student withdraws the request, in writing. If a student requests “directory information” be withheld, the enrollment of the student cannot be verified to external entities such as potential employers, colleges, or universities, or medical insurance companies. Additionally, the name of the student will not appear in any official college publications distributed to the public, such as a commencement program. The name of the student will also not be included in any information submitted to the media when academic honors (such as Dean's List and President's List) and graduation announcements are made.

### **In what cases may information about a student be released without the student's consent?**

FERPA permits disclosure without consent to:

- School employees who have a legitimate educational interest (these persons are employed by the college in an administrative, supervisory, academic or research, or support staff position, including: Campus Security personnel, persons serving on the Board of Trustees, persons assisting another college official in performing his or her duties, and individuals – including students – serving on an official college committee such as a disciplinary, grievance, or appeals committee);
- Other schools, upon request, in which a student is seeking or intending to enroll;
- Accrediting organizations;
- Organizations performing certain studies for or on behalf of the college;



- Appropriate parties in connection with financial aid to the student, to determine eligibility, amount, or conditions of financial aid, or to enforce the terms and conditions of aid;
- Parents when a student over 18 is still a dependent (see additional information under parental rights);
- Certain governmental officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with an audit, authorized representatives of the U.S. Attorney General for law enforcement purposes, or state or federally-supported education programs;
- Individuals who obtained a judicial order or subpoena;
- School officials who have a legitimate need to know concerning disciplinary action taken against a student;
- Appropriate parties who need to know in cases of health and safety emergencies, when necessary, to protect the health and safety of the student and/or others;
- State and local authorities, within the juvenile justice system, pursuant to specific state law;
- Alleged victims of a crime of violence seeking the results of a disciplinary proceeding with respect to that crime;
- Parent or legal guardian of a student under the age of 21, pertaining to information regarding any violation of a college policy or state, federal or local law, governing the use or possession of alcohol or a controlled substance; and
- Approved parties requesting “directory information” provided the student has not requested their “directory information” be withheld.

### **What rights do parents have under FERPA?**

Rights to access a student’s education records transfer from the parent to the student upon reaching 18 years of age or attending any school beyond the secondary level at any age. The law allows, but does not require, parental access if a student is claimed as a dependent for federal income tax purposes, as defined/described in the IRS Code. The parent must complete the Parental Request for Academic Information, available in the Admissions and Records offices, each time information is requested. Proof that a parent is including a student as a dependent under federal tax laws is required to disclose (without a student’s consent) information to the parents of a student 18 years or age or older. Access is granted to the parent who claims the student as well as the parent not claiming the student. If a student is not claimed by either parent as a dependent according to the IRS Code, the parent may gain access to student information only if the student is willing to permit the release of the information by completing and submitting a Consent to Release Student Information form.

If you have questions about FERPA, contact the Records Office. The FERPA regulations, the RCC FERPA procedure, and applicable forms are available in the Admissions and Records offices and on the RCC web site.

### **Grievance Procedures**

Applicants, employees, and students of Rockingham Community College may lodge grievances involving alleged violations of their rights under the provisions of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 with the Equal Opportunity/Affirmative Action Officer at 336-342-4261 or the Assistant Secretary, Office for Civil Rights, 330 C. Street S.W., Washington, D.C. 20202.

## **Adverse Weather or Other Emergencies Policy**

When the college is closed or classes are canceled or delayed due to adverse weather, appropriate announcements will be made via Eagle Alert, RCC website, Facebook, and local media. When the college has a delayed opening, students are to report to the class, lab, or shop as though the class was already in progress regardless of time remaining in the scheduled meeting. The faculty member will be present and ready to teach or to answer questions and make assignments as time allows.

Rockingham Community College has an obligation to deliver the instructional services for which students pay tuition and fees. Therefore, class, lab, and clinical hours which are not delivered for any reason, to include adverse weather, will be delivered to students. The class, lab, or clinical hours may be rescheduled or an approved alternative assignment will be issued.



## Intellectual Property Policy

Rockingham Community College encourages the development, writing, invention, and production of intellectual property designed to improve the productivity of the college and/or to enhance the teaching/learning environment. Intellectual property is defined as intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, inventions, etc. A student retains portfolio rights to works created by the student as a class assignment or as part of a pro-bono commission approved as a student project by a faculty member. A pro-bono commission is work that a faculty member may approve for students to undertake as a skill-building opportunity. Students may receive token payments provided by the person or group that commissions such a work. The ownership of a copyright or patent resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined according to the following conditions.

### ***Ownership Resides with the Employee or Student***

1. Ownership resides with the employee or student if the following criteria are met:

- The work is the result of individual initiative, not requested by the college.
- The work is not the product of a specific contract or assignment made as a result of employment with the college.
- The work is not prepared within the scope of the individual's college job duties.
- The work does not involve use of college facilities, time, and/or other resources and is not derivative of any other college-owned copyright. (Students may not use college equipment or resources for works for hire.)
- Inventions or discoveries made by the employee entirely on his/her personal time (e.g. made during non-working hours) and not involving the use of the college facilities or materials are the property of the inventor except as may be specified in any applicable agreement between the college and the federal or state government, or an agency thereof.

2. The employee shall disclose promptly to the college all discoveries and inventions made during the term of any agreement or contract. The duty to disclose arises as soon as the Employee has reason to believe, based on his or her own knowledge or upon information supplied by others, that the discovery or invention may be patentable. Certainty about patentability is not required before a disclosure is made. The employee shall execute such declarations, assignments, or other documents as may be necessary in the course of invention evaluation, patent prosecution, or protection of rights to ensure that title to such inventions shall be held by the college.

### ***Ownership Resides with the College***

1. Ownership resides with the college if the following criteria apply:

- The work is prepared within the scope of an employee's job duties.
- The work is the product of a specific contract or assignment made in the course of the employee's employment with the college.
- The development of the work involved significant facilities, time, and/or other resources of the college including, but not limited to, released time, grant funds, college personnel, salary supplement, leave with pay, equipment, or other materials or financial assistance, or is derivative of any other college-owned copyright.

2. Although an employee may not personally profit from college-owned property which he or she developed, the employee may include it as representative in a personal portfolio.

## ***Copyright***

If the employee does not satisfy all of the criteria set forth in Section II, “Ownership resides with the employee or student,” then the college asserts copyright ownership in all original works of authorship created by the employee during the term of any agreement or contract. All such works shall be deemed “works-for-hire” under the U. S. copyright law; but to the extent a work does not qualify as a “work-for-hire,” the employee hereby assigns to the college all rights, title and interest in and such to work throughout the world. Works subject to this provision include, but are not limited to, textbooks, course content as taught at the college, and course design materials used to present course content.

## ***Patents***

With the exception of inventions made on personal time, every invention or discovery or part thereof that results from research or other activities carried out at the college by the employee or that is developed by the employee with aid of the college’s facilities, staff or through funds administered by the college during any agreement or contract shall be the property of the college and, as a condition of employment, shall be assigned by the employee to the college in the manner prescribed by the college.

## ***Joint Ownership***

A. Joint ownership agreements should be negotiated prior to creation of the property. When it can be foreseen that commercially valuable property will be created, the college and the employee or the college and the student should negotiate an agreement for ownership and the sharing of benefits. The college and the employee or the college and the student may enter into an agreement for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the college for its costs and support. In all such joint ownership cases, the agreement shall provide that the college will have a perpetual license to use the work without compensation to the employee or student for such use.

B. If an employee is granted full or partial leave with pay (e.g. release time or educational leave), to write, develop, produce, or invent intellectual property, the employee and the college will share in any financial gain, and the college’s share will be negotiated prior to the time the leave is taken. Notwithstanding the provisions of this policy, in the case of a work created under a grant accepted by the college, the ownership provisions of the grant shall prevail.

## ***Use of Revenue***

The revenue derived from college-owned intellectual property is considered to be the same type of funding as that which allowed the development of the intellectual property, i.e. federal, state, county, or institutional. Revenue from intellectual property generated by more than one type of funding is allocated to that revenue source in the year it is received in the same proportion as the funding that allowed the property to be created. The college shall determine the use of the funding.

## ***Liability Issues***

All college faculty and staff will ensure that the courses and materials created by them are original except for such materials from copyrighted sources that are reproduced with the written permission of the copyright holder; that the courses or materials will in no way constitute a violation of or an infringement upon any copyright belonging to any other party; that the courses or materials will contain no information previously published or copyrighted by the faculty member unless such information is noted in the course or material; and that the course or material will contain no matter which is libelous or in any way contrary to law.

## ***Disciplinary Action***

Individuals are responsible and liable for their own actions in the creation, use, and distribution of intellectual property.

Violations of this policy may also result in disciplinary action by the college including expulsion from the college and/or termination of employment.

## **Sexual Discrimination and Harassment Policy**

### **1.01 Notice of Nondiscrimination**

Rockingham Community College (“RCC”), in compliance with and as required by Title IX of the Education Amendments Act of 1972 and its implementing regulations (“Title IX”) and other civil rights laws, as well as in furtherance of its own values as a higher education institution, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law in admission, treatment, or access to, or employment in, its programs and activities.

Discrimination and harassment are antithetical to the values and standards of the RCC community; are incompatible with the safe, healthy environment that the RCC community expects and deserves and will not be tolerated. RCC is committed to providing programs, activities, and an education and work environment free from discrimination and harassment. RCC is also committed to fostering a community that promotes prompt reporting and fair and timely resolution of those behaviors.

Inquiries concerning discrimination or harassment on the basis of sex may be referred to RCC’s Title IX Coordinator. See contact information below.

Inquiries concerning discrimination or harassment based on a protected characteristic or status other than sex may be referred to the Vice President for Student Development (for students) or Director of Human Resources/Title IX Coordinator (for employees). See contact information below.

Individuals may also make inquiries regarding discrimination or harassment to the U.S. Department of Education’s Office for Civil Rights by contacting the District of Columbia Office, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; Phone 800-421-3481; email: OCR@ed.gov.

### **1.02 Prohibition on Sex Discrimination and Harassment, Retaliation, and Providing False Information or Interfering with a Grievance Process**

This Policy prohibits discrimination and harassment on the basis of sex. RCC strongly encourages the prompt reporting of, and is committed to timely and fair resolution of, complaints of sex discrimination and harassment.

Sexual Harassment, as defined by Title IX and herein, is a specific type of sex discrimination/harassment that includes Sexual Assault, Dating Violence, Domestic Violence, and Stalking and that RCC addresses using its Title IX Sexual Harassment Grievance Procedures, as required by Title IX.

This Policy also prohibits Retaliation, as defined by Title IX and herein. Complaints alleging Retaliation may be filed with the Title IX Coordinator and, at the discretion of the Title IX Coordinator, may be addressed under RCC’s Title IX Sexual Harassment Grievance Procedures or other grievance procedures adopted by RCC.

Additionally, any individual who knowingly files a false Formal Complaint or who interferes with the RCC grievance process may be subject to disciplinary action. Interference with a grievance process may include, but is not limited to, attempting to coerce, compel, or prevent an individual from providing testimony or relevant information; removing, destroying, or altering documentation relevant to an investigation; or providing false or misleading information to RCC officials who are involved in the investigation and/or resolution of a Formal Complaint, or encouraging others to do so.

### **1.03 Reporting and Period of Limitations**

Any person (whether or not alleged to be the victim) may report sex discrimination or harassment, including Sexual

Harassment, in person, by mail, by telephone, or by electronic mail, using the contact information for the Title IX Coordinator listed in Exhibit A, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

RCC strongly encourages all employees and other members of the RCC community to promptly report concerns regarding suspected or known discrimination/harassment on the basis of sex to the Title IX Coordinator.

RCC has designated the following employees as individuals with the authority to institute corrective measures on behalf of RCC. Accordingly, these employees are required to report discrimination and harassment on the basis of sex to the Title IX Coordinator.

For Students: Vice President for Student Development, Whitcomb Student Center 336-342-4261, extension 2128

For Employees: Director of Human Resources, Administration Building 336-342-4261, extension 2265; Vice President for Administrative Services, Administration Building 336-342-4261, extension 2209.

Additionally, RCC has designated the following individual as a confidential resource for students:

Licensed Professional Counselor, RCC, Whitcomb Student Center 336-342-4261, ext. 2308

Information about sex discrimination or harassment shared with this confidential resource typically will not be reported to other RCC personnel (including the Title IX Coordinator), to the Respondent, or to others, unless the disclosing individual gives their consent to the disclosure or the law requires it (as may be the case with abuse involving a minor or under conditions involving imminent physical harm, for example). Confidential resources may report non-identifying statistical information to the Title IX Coordinator for recordkeeping and compliance purposes.

RCC will address allegations of sex discrimination and harassment appropriately no matter the length of time that has passed since the alleged conduct. However, RCC strongly encourages prompt reporting to preserve evidence for a potential legal or disciplinary proceeding. Delay may compromise the ability to investigate, particularly if the individuals involved in the alleged conduct are no longer RCC students or employees.

#### **1.04 Applicability of Policy and Grievance Procedures**

This Policy applies to any allegation of sex discrimination or harassment made by or against a student or an employee of RCC or a third party, regardless of sex, sexual orientation, sexual identity, gender expression, or gender identity.

The Title IX Sexual Harassment Grievance Procedures apply only to allegations of Sexual Harassment in RCC's Education Program or Activity (as defined herein).

RCC will address allegations of other types of sexual harassment (i.e., that do not meet the definition of Title IX Sexual Harassment) by: (1) using other student and employee conduct disciplinary procedures deemed appropriate by the Title IX Coordinator in consultation with other RCC administrators; and/or (2) with Supportive Measures, which are defined and discussed in more detail herein.

#### **1.05 Rights of Parents**

When a student Complainant or Respondent is a minor or has a guardian appointed and their parent or guardian has the legal right to act on the student's behalf, then the parent or guardian may file a Formal Complaint on behalf of the student, although the student would be the "Complainant." In such a situation, the parent or guardian may exercise the rights granted to the student under this Policy, including requesting Supportive Measures and participating in a grievance process. Similarly, the parent or guardian may accompany the student to meetings, interviews, and hearings during a grievance process to exercise rights on behalf of the student, while the student's Advisor of choice may be a different person from the parent or guardian. Whether or not a parent or guardian has the legal right to act on behalf of an individual would be determined by state law, court orders, child custody arrangements, or other sources granting legal rights to parents or guardians.

Additionally, FERPA and its implementing regulations address the circumstances under which a parent or guardian is permitted to inspect and review a student's education records. However, in circumstances in which FERPA would not grant a party the opportunity to inspect and review evidence in connection with a grievance process, pursuant to Title IX and its implementing regulations, the student has an opportunity to do so, and a parent or guardian who has a legal right to act on behalf of the student has the same opportunity.

## **1.06 Definitions Applicable to Policy and Grievance Procedures**

Terms used herein are defined as follows.

“Actual Knowledge” means notice of Sexual Harassment or allegations of Sexual Harassment to RCC's Title IX Coordinator, Vice President for Student Development, or Vice President for Administrative Services. “Notice” as used in this paragraph includes, but is not limited to, a report of Sexual Harassment to the Title IX Coordinator.

“Clery Act” refers to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, which is a federal statute codified at 20 U.S.C. § 1092(f), with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. § 668.46. The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment, irrespective of whether a Formal Complaint has been filed.

“Consent” is informed, freely and actively given, mutually understandable words or actions that indicate a willingness and readiness to participate in mutually agreed upon sexual activity. Consent is mutually understandable when a reasonable person would consider the words or actions of the parties to have manifested a clear and unambiguous agreement between them to engage in certain conduct with each other. Consent cannot be gained by ignoring or acting in spite of the objections of another.

Consent cannot be inferred from: silence, passivity, or lack of resistance alone; a current or previous dating or sexual relationship alone (or the existence of such a relationship with anyone else); attire; the buying of dinner or the spending of money on a date; or Consent previously given (i.e., Consenting to one sexual act does not imply Consent to another sexual act).

Consent is not effective if it is obtained through the use of physical force, violence, duress, deception, intimidation, coercion, or the threat, expressed or implied, of bodily injury. Whether a party used any of these means to obtain Consent will be determined by reference to the perception of a reasonable person found in the same or similar circumstances.

Consent may never be given by the following individuals: minors, even if the other participant did not know the minor's age; mentally disabled persons, if their disability was reasonably knowable to a person who is not mentally disabled; or persons who are incapacitated. The use of alcohol or drugs does not diminish one's responsibility to obtain Consent and does not excuse conduct that constitutes Sexual Harassment.

If at any time during a sexual act any confusion or ambiguity is or should reasonably be apparent on the issue of Consent, it is incumbent upon each individual involved in the activity to stop and clarify the other's willingness and readiness to continue and capacity to Consent. Neither party should make assumptions about the other's willingness and readiness to continue.

“Day” means a business day, unless otherwise specified.

“Education Program or Activity” means all of RCC's operations and includes locations, events, or circumstances over which RCC exercised substantial control over both the Respondent and the context in which the alleged Sexual Harassment occurred.

“Education Record” has the meaning assigned to it under FERPA.

“FERPA” is the Family Educational Rights and Privacy Act, a federal statute codified at 20 U.S.C. § 1232g, with implementing regulations at 34 C.F.R. § 99. FERPA protects the privacy of student Education Records. FERPA grants to eligible students the right to access, inspect, and review Education Records, the right to challenge the content of Education Records, and the right to consent to the disclosure of Education Records.

“Formal Complaint” means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that RCC investigate the allegation of Sexual Harassment. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in RCC’s Education Program or Activity. A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail by using the contact information listed for the Title IX Coordinator in Exhibit A. As used in this paragraph, the phrase “document filed by a Complainant” means a document or electronic submission that contains the Complainant’s physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint.

“Incapacitated” means lacking the physical and/or mental ability to make informed, rational judgments. A person may be incapacitated for a variety of reasons, including but not limited to being asleep or unconscious, having consumed alcohol or taken drugs, or experiencing blackouts or flashbacks.

“Respondent” means an individual who has been reported to be the perpetrator of conduct alleged to constitute Sexual Harassment.

“Retaliation” means (1) any adverse action (including direct and indirect intimidation, threats, coercion, discrimination, or harassment (including charges for conduct violations that do not involve sex discrimination or harassment or Sexual Harassment but that arise out of the same facts or circumstances as a report or complaint of sex discrimination or harassment or a report or Formal Complaint of Sexual Harassment) that is (2) threatened or taken against a person (a) for the purpose of interfering with any right or privilege secured by Title IX; or (b) because the person has made a report or Formal Complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing related to Title IX.

“Sexual Harassment” means conduct on the basis of sex that satisfies one or more of the following:

(1) an employee of RCC conditioning the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct. (commonly referred to quid pro quo harassment);

(2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to RCC’s Education Program or Activity; or

(3) “Sexual Assault,” as defined in 20 U.S.C. § 1092(f)(6)(A)(v): an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation; Sexual Assault is any sexual act directed against another person, without the consent of the person, including instances where the person is incapable of giving consent. Sexual Assault can occur between individuals of the same or different sexes and/or genders. Sexual Assault includes the following:

- Rape: The carnal knowledge of a person, without the consent of the person, including instances where the person is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity;

- Sodomy: Oral or anal sexual intercourse with another person, without the consent of the person, including instances where the person is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity;

- Sexual Assault with an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of a person, without the consent of the person, including instances where the person is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity;

- Fondling: The touching of the private body parts of a person for the purpose of sexual gratification, without the consent of the person, including instances where the person is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity;
- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; and
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

“Dating Violence,” as defined in 34 U.S.C. § 12291(a)(10): violence committed by a person—(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of relationship; and (iii) the frequency of interaction between the persons involved in the relationship;

“Domestic Violence,” as defined in 34 U.S.C. § 12291(a)(8): felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or

“Stalking,” as defined in 34 U.S.C. § 12291(a)(30): engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress.

“Supportive Measures” are non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to a Complainant and/or a Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to RCC’s Education Program or Activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or RCC’s educational environment or deter Sexual Harassment.

Supportive Measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. RCC will maintain as confidential any Supportive Measures provided to a Complainant or a Respondent, to the extent that maintaining such confidentiality would not impair RCC’s ability to provide the Supportive Measures. The Title IX Coordinator is responsible for coordinating the effective implementation of Supportive Measures.

### ***Sexual Assault Response Procedures***

The procedures below define and coordinate the efforts of Rockingham Community College to provide a caring and effective institutional response to student sexual assaults. Such definition and coordination is intended to make the institutional response “more than the sum of its parts” for the benefit of the survivor of assault and the community at large. While allowing flexibility, these procedures are intended to ensure continuity and consistency for both victims/survivors and accused perpetrators to receive needed support services.

These procedures are based on the following understanding of sexual assaults:

- Sexual assault is a term covering a range of coercive behaviors. The common element of these behaviors is use of coercion, force, or threat of force to obtain sexual contact against a person’s will. The type of coercion may range from unwanted sexual touching to intercourse. The perpetrator of sexual assault may often be known to the victim/survivor. The experience may severely traumatize the victim-survivor even when no force was used in the coercion.
- Victims/survivors of sexual assault need clear boundaries and role definitions in those professionals who offer help because their personal boundaries have been violated. Victims/survivors need to know what services are available and



who provides them. Similarly, they need to know what is outside the scope of any given provider's services, and they need to know that providers will stay within their roles.

- Victims/survivors of sexual assault need clearly defined choice points and options because they have been in a powerless position and denied choice. They need a chance to re-establish a sense of personal control.
- All actions undertaken by the college in a sexual assault incident should be completed in a timely manner.
- Trust in others may have been severely damaged, so all helping efforts should respect the victim's/survivor's need for safety and control. In general, the victim/survivor needs to be heard, needs to be respected, needs to understand options, and needs to move his or her pace through the process of recovery.
- The accused is known and is an RCC student and either the victim/survivor has given permission to identify the accused or a police investigation has begun, options and services should be offered to the accused as soon as possible. Referrals to campus and local counseling services should be made. One such local service is Help, Inc., at 336-342-3331.

These procedures also recognize that the immediate community response it outlines is only part of the picture.

For additional [IMPORTANT INFORMATION FOR INDIVIDUALS WHO MAY BE VICTIMS OF SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VVIOLENCE, OR STALKING.](#)

### ***Sexual Assault Services Coordinator***

RCC's Vice President for Student Development serves as the College Sexual Assault Services Coordinator (SASC) and oversees the implementation of these procedures. The SASC serves as a primary resource for the student reporting an assault. A telephone call will be made to the SASC immediately following the initial contact. If the student decides not to speak to the SASC, the SASC will still oversee the implementation of these procedures.

### ***Campus Alert***

If the SASC or county sheriff's department determines that a reported incident of sexual assault represents a potential danger to the campus community, the President will be contacted. The President will determine if a campus alert is warranted. The President will decide if a potential danger to the community exists, which is defined as follows:

- a pattern of acquaintance sexual assaults
- a stranger assault
- a violent or sadistic assault
- gang rape

### ***Comprehensive Guidelines***

The goal of these procedures is to provide the following information for the campus community, which constitutes the immediate support network for students involved in a case of sexual assault:

- boundaries of confidentiality
- services offered by the college
- options and choices available to the student
- statements about services offered by local sexual assault service agencies and law enforcement services

All reports are filed with the Sexual Assaults Services Coordinator. This report may be filed with the victim/survivor's name (if permission is granted) or with other identifying information. In cases which represent a clear danger to the community at large, a Campus Alert Notification may be released to protect the community while respecting the reporting student's right to anonymity. With the exception of the incident report, the student can speak confidentially with the Sexual Assault Services provider.



Use of any and all services by the student is fully voluntary. The Sexual Assault Services Coordinator will offer overall assistance and follow-up to the student.

### ***Confidentiality***

Except in the case of emergency medical treatment, the SASC first arranges a time and place to meet with the victim/survivor. The SASC will make certain that the selected location is confidential and safe for both parties. If the assault just happened, make sure that the accused perpetrator, if known, is absent from the scene. The SASC often establishes rapport and helps the victim/survivor to feel safe.

### ***Information and Referral***

The goal of all information and referral is to return control to the victim/survivor and to provide support services to both the victim/survivor and the accused perpetrator. The SASC will explain the options available to each student, concerning academics, law enforcement, and safety matters. The staff member will also encourage the victim/survivor to seek counseling, medical attention (immediate appointments or for the next working day can be arranged, if necessary), and consider filing an official police report. All final choices of each student will be supported, and information for future referral will be provided in writing.

*Uniformity, consistency, and continuity* are of the essence in the treatment of a sexual assault victim/survivor and accused perpetrator. These concepts are incorporated into the college's policy on sexual assault to assure a consistent and comprehensive message, and to assure that the victim/survivor and accused perpetrator receive exactly the same accurate information from the SASC and college officials involved in the case. In such a case, the SASC will provide information and support the choices of the victim/survivor (including decisions to take no actions at the present time) while facilitating referral and assistance in a confidential manner.

## **Student Code of Conduct**

Rockingham Community College students are considered responsible adults and are expected to conduct themselves in accordance with generally acceptable standards of behavior that are pertinent to providing all members of the College community with a safe environment that demonstrates respect for other persons, respect for property, and that contributes to a positive learning environment.

This Student Code of Conduct identifies behaviors that are unacceptable, and, therefore, prohibited. Any action performed on the campus and all properties of Rockingham Community College, or at any off-campus activity sponsored by or officially sanctioned by the College, will be defined as a violation of standards of student behavior as specified in the Student Code of Conduct. Prohibited behaviors, as specified in the Student Code of Conduct, are typically those which: interfere with normal instructional activity; directly precipitate physical violence resulting in bodily injury or property damage; or are a violation or violations of the duly established regulations of the College, or the laws of the State of North Carolina, or of the United States.

In order to protect the learning environment, and safety and well-being of all students and other members of the College community, the following behaviors are explicitly prohibited (and are described below):

1. There are many forms of academic dishonesty, and it is the responsibility of the student to ensure that all academic work submitted is free of any type of dishonesty. Examples of academic dishonesty, include, but are not limited to:

***Cheating*** is defined as providing, receiving or attempting to receive information, data, answers or other information not permitted by the faculty. This may include the use of unauthorized electronic devices.

***Plagiarism*** is defined as presenting another's work, words, ideas, opinions, theories, etc. either in whole or in part as though they were the student's own efforts. This may include submitting one's own work done in another class, whether at RCC or another institution.

***Falsification** includes providing false information, spoken or written, concerning academic work or school activities to a fellow student or college employee. Unauthorized changing of grades/scores for academic work is also a form of falsification.*

***Complicity** in a violation of academic integrity includes an awareness that a violation of any academic standard, regulation, law, or ordinance is about to occur or is taking place. Students who are aware that a violation of academic integrity is about to occur or is taking place are expected to notify a faculty or staff member. Students who fail to report such incidents are considered complicit and may face a charge of academic dishonesty themselves.*

*Any activity that intentionally or unintentionally gives a student an **unfair advantage** in the student's academic work is considered a violation of academic integrity.*

2. Misuse, Damage, or Theft of Property: Attempted or actual theft of, damage to, and/or misuse of property belonging to the College, other members of the College community, or campus visitors.
3. Unauthorized Entry: The unauthorized entry into a College facility, or unauthorized presence in a College facility after closing hours.
4. Drug and Alcohol Use: The use, possession, transport, manufacture, sale, or distribution of illegal drugs, alcoholic beverages or narcotics on the campus and all properties of the College, or at College-sponsored or sanctioned activities. This provision includes the recognition that no one under the influence of these substances is permitted to participate in College activities or be on the College premises. (Provisions related to alcohol produced in conjunction with specified educational activities, such as in brewing or fermentation courses, address these circumstances in a separate procedure that is approved by the Administration and/or Board of Trustees when necessary.)
5. Reckless, dangerous, disorderly, illegal, lewd or obscene conduct: Engaging in violent, forceful, threatening, intimidating or disruptive conduct that interferes with the normal operation, function, or activity of the College or any of its organizations, personnel, students or guests. Engaging in conduct, or inciting others to engage in conduct that improperly restrains freedom of movement, speech, assembly or access to premises or activities by any individual who is a member of the College community or guest. Such behavior includes, but is not limited to, harassment of another student, College employee or guest, playing loud music that detracts from a peaceful learning environment, and the use of loud, threatening, and/or obscene language and/or gestures.
6. Discrimination and Harassment: Consistent with federal and state law, the College prohibits discrimination and harassment based on the protected classes of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. Discrimination means any unlawful distinction, preference, or detriment to an individual as compared to others that is based on an individual's membership in one of the protected classes identified herein and that is sufficiently serious to unreasonably interfere with or limit a student's or admission applicant's ability to participate in, access, or benefit from educational programs, services, or activities provided by or afforded by the College. Harassment is a type of discrimination that occurs when verbal, physical, electronic, or other conduct based on an individual's membership in a protected class that is sufficiently severe and pervasive such that impedes and/or interferes with that individual's legitimate participation in any College sponsored or sanctioned activities on or off the College premises.
7. Sexual and/or gender discrimination and harassment takes many forms which may not be readily apparent. In an attempt to clearly identify such prohibited activity without intending for these descriptions to be exhaustive with regard to all the possible prohibited acts that may constitute sexual or gender discrimination and harassment, the College identifies the following prohibited activities which:
  - 1) include unwelcome sexual advances, requests for sexual favors and other verbal, physical, or electronic conduct of a sexual nature that creates a hostile, intimidating, or abusive environment; (Examples of such behavior include,

but are not limited to: offensive sexual flirtation, advances, or propositions; graphic verbal commentary about an individual's body; the display of sexually suggestive objects or images; any unwelcome verbal or physical conduct of a sexual nature; the insinuation of educational, financial, or employment privileges exchanged for sexual favors; any and all electronic communications, including email, texting, and postings on social media that communicate messages that fall within this prohibited behavior.

- 2) involve verbal, physical, or electronic conduct based on Sex, Gender, Sexual Orientation, or sex-stereotyping that creates a hostile, intimidating, or abusive environment, even if those acts do not involve conduct of a sexual nature; or
- 3) include harassment for exhibiting what is perceived as a stereotypical characteristic for one's *Sex* or for failing to conform to stereotypical notions of masculinity and femininity, regardless of the actual or perceived Sex, Gender, Sexual Orientation, Gender Identity, or Gender Expression of the individuals involved.

#### 8. Sexual Assault, Violence and Exploitation:

##### 1) Sexual Assault or Sexual Violence

Any activity *that* involves having or attempting to have sexual contact with another individual without that person's consent.

##### 2) Sexual Exploitation

*Sexual Exploitation* is a form of *Sexual or Gender-Based Harassment* that involves one or more of the following behaviors committed for any purpose, including sexual arousal or gratification, financial gain, or other personal benefit:

- (a) taking sexual advantage of another person without consent;
- (b) taking advantage of another's sexuality; or
- (c) extending the bounds of consensual *Sexual Contact* without the knowledge of the other individual.

Examples of Sexual Exploitation include, but are not limited to: threatening to disclose an individual's Sexual Orientation, Gender Identity, or Gender Expression; observing another individual's nudity or Sexual Contact, or allowing another to observe the same, without the knowledge and *Consent* of all parties involved; non-consensual streaming of images, photography, video, or audio recording of Sexual Contact or nudity, or distribution of such without the knowledge and *Consent* of all parties involved; prostituting another individual; knowingly exposing another individual to a sexually-transmitted infection, without the individual's knowledge; knowingly failing to use contraception without the other party's knowledge; and inducing Incapacitation for the purpose of taking sexual advantage of another person.

9. Mental, Physical, or Psychological, Abuse: Mental, physical, or psychological abuse of any person in any form on College premises or at College-sponsored or College-sanctioned functions off campus, including verbal or physical actions that threaten or endanger the health or safety of any such persons. Any act by an individual, group, or organization which is intended to annoy, antagonize, or exhaust other persons; such acts may include, but are not limited to: frequent name-calling, degradation of character acts communicated electronically in any form, or other activities which, by nature, are so profound as to cause or potentially cause mental anxiety, mental stress, panic, human degradation, public embarrassment, and/or humiliation. (Acts of hazing are also considered to be acts of mental, physical, or psychological abuse. Also, any unauthorized use of electronic or similar devices to create an audio or video record of any person without his or her knowledge or effective consent, when such a recording is likely to result in injury or distress, is prohibited.)

10. Use of Tobacco Products: (As of March 14, 2011) The use of all tobacco products while on the campus of Rockingham

Community College, including all buildings, facilities, properties, and those operated by the College at other locations, and including College vehicles. Prohibited products include any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any means, or any component part or accessory of a tobacco product including but not limited to cigarettes and cigars of all types, smoking and chewing tobacco products in any form, snuff, refuse scraps, clippings, cuttings and sweepings of tobacco, pipes, e-cigarettes, hookah pipe/waterpipe devices, and other kinds and forms of tobacco.

11. Hazing: Any act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition of continued membership, in a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this prohibited behavior. (Hazing is also a misdemeanor under North Carolina law.)
12. Possession or Use of a Firearm, Incendiary Device, Explosive, or Other Weapon. (Pursuant to the exceptions noted in N.C.G.S. Sec. 14-269[b] and 14-269.2[g]): Possessing or using a weapon on campus, on any property of the College, or at any College-sponsored or sanctioned off-campus event. This prohibition includes any gun, rifle, pistol, or other firearm of any kind; any explosive device (including fireworks); stun guns; and knives as defined by N.C.G.S. Sec. 14-269.2(e). N.C.G.S. Sec. 14-269.2(k) permits a limited exception to this prohibition. A firearm is permissible on a community college campus only under the following limited circumstances:
  - 1) The firearm is a handgun; AND
  - 2) The individual possessing the firearm has a valid concealed carry handgun permit or is exempt from the law requiring a permit; AND
  - 3) The handgun remains in either: a closed compartment or container within the locked vehicle of the individual who possesses a valid concealed carry handgun permit, or a locked container securely affixed to the vehicle of the individual who possesses a valid concealed carry handgun permit; AND
  - 4) The vehicle is only unlocked when the individual who possesses a valid concealed carry handgun permit is entering or exiting the vehicle; AND
  - 5) The firearm remains in the closed compartment at all times.

The law does not permit the concealed carry permit holder to carry the handgun on campus. While on campus, the handgun must remain in the closed compartment or container within locked vehicle or within a locked container securely affixed to the individual's vehicle. The law provides that the only weapon a concealed carry permit holder may have on a community college campus is a handgun, not a rifle, shotgun, or gun of any other type, and that the handgun must be stored according to the requirements listed in #1-5 above. Even if the gun, other than a handgun, is in a closed compartment in the concealed carry permit holder's vehicle (as described in Sec. 14-269.2(k), and shown in #1-5 above, it is a violation of the law to have such a gun on campus.

- 6) Other limited exceptions as provided in N.C.G.S. 14-269 include:
  - a) Law enforcement personnel, firefighters, emergency service personnel, and military personnel carrying out their official duties;
  - b) A registered armored car service guard or registered armed courier service guard with the permission of the College; A weapon used solely for educational or College-sanctioned ceremonial purposes as authorized by the President.
  - c) A person found to be in violation of this law is subject to both College sanctions and may be reported to local

law enforcement for additional action.

13. Forgery: Forging, altering, or other misrepresentation on any College documents, records, or instruments of identification, including Rockingham Community College identification cards, with the intent to deceive.
14. Violation of the RCC 'Acceptable Use Policy' for Use of College Internet and Network Resources: This includes behaviors prohibited in the policy, which is found elsewhere in the Student Handbook and on the RCC web site.
15. Unauthorized Assembly: Participating in or conducting an assembly, demonstration, or gathering in a manner which: threatens or causes injury to person(s) or property; interferes with free access to, ingress or egress of College facilities; or is harmful or obstructive to the function of Rockingham Community College. This prohibited behavior also includes remaining at the scene of such an assembly or gathering after being asked to leave by a member of the College staff.
16. Tampering with Fire Safety Equipment: Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such an alarm or equipment.
17. Other: Any behavior deemed by College officials to be a violation of accepted standards or decency and safety, or which threatens the campus working or learning environment, or which are prohibited by local, state, or federal law.

### ***Consequences of Unacceptable Behaviors (Disciplinary Actions)***

The College reserves the right to maintain a safe and orderly educational environment for students, staff, and visitors. When a student's conduct disrupts or threatens to disrupt the college community, appropriate action will be taken to restore and protect the stability and security of that community.

If an act of misconduct threatens the health, well-being, function, or orderly conduct of a class, person, activity, or the College as a whole, the following actions may be taken:

A college official, faculty, or staff member may direct the student(s) involved to cease such conduct and advise them that failing to cease may result in immediate suspension.

Normal classroom discipline is the responsibility and privilege of the faculty member. Students are required to abide by the conduct policies stated in each class syllabus as well as the College's Student Code of Conduct. If classroom misconduct continues after a request or warning is issued by a faculty member, the faculty member may report the matter to the Vice President for Student Development (and, if necessary, to Campus Security personnel) and require that the student report to the Vice President before returning to the faculty member's class.

If misconduct outside the classroom continues after a request or warning is issued, a College official, faculty, or staff member, may report the matter to the Vice President for Student Development (and, if necessary, to Campus Security personnel) and require that the student report to the Vice President for Student Development.

### ***Sanctions***

The Vice President for Student Development, as a result of a confirmed act of student misconduct (such as a violation of the Student Code of Conduct or any of any other College policy or regulation), may impose any of the following sanctions, as is appropriate:

1. Reprimand. A reprimand is a written communication that gives official notice to the student that any subsequent infraction or violation of the Student Code of Conduct or any other College policy or regulation will result in more severe penalties due to the prior infraction that precipitated the reprimand. Corrective measures appropriate to the issue at hand may also be included.
2. Restitution. Payment for the damage, misuse, destruction, or loss of property belonging to the College, College

personnel, students, or visitors to the campus

3. Fines. For Violation of the Tobacco-Free Policy. (Effective May 29, 2012) The following schedule of consequences and fines will be imposed for students who do not observe the College's tobacco-free policy:

First Offense—Written Warning; Second Offense—\$50 fine; Third Offense—\$100 fine; Fourth Offense—\$200 fine; each offense beyond the fourth offense—\$200 fine.

A student's record is not 'wiped clean' at the beginning of any calendar year or academic term, and continues to accumulate offenses if more than one violation occurs. Fines for violation of the tobacco-free policy are treated in the same way as fines for overdue library materials and unpaid parking violations—namely, a student with an unpaid fine will not be permitted to register for classes, receive final grades, or receive official transcripts until the fine is paid.

4. Campus Community Service. Depending upon the infraction and its severity, the Vice President for Student Development may determine if opportunity exists to assign the student to specified hours of campus community service to be completed as part of the sanction to be imposed. If available, this level of sanction would be considered for infractions that would be reasonably considered to be 'minor' in terms of overall scope and severity. Failure to comply with the conditions established for campus community service may lead to a more severe sanction. In situations when the appropriate sanction is that of restitution in order to repay financial losses, campus community service is normally not a substitute.
5. Probation. A student may be placed on Disciplinary Probation for a specified period of time. While on Disciplinary Probation, a student is normally permitted to attend class and may participate in other College activities unless any of these extra-curricular privileges have been removed during the time a student is on probation. Normally, while on Disciplinary Probation, a student is subject to further, more serious sanctions if further violations of College policies occur.
6. Interim Suspension. Exclusion from class and/or other privileges or activities as set forth in the sanction notice until a final decision has been made concerning the alleged violation (unless waived in connection with the review and appeal process).
7. Suspension. Exclusion from class(es) and/or all other privileges or activities of the College for a specified period of time. Students who receive this sanction must obtain specific written permission from the Vice President for Student Development in order to return to campus for a specified reason.
8. Expulsion. Dismissal from campus for an indefinite period of time. The student loses his or her status. The student may be readmitted to the college only with the approval of the Vice President for Student Development and the President of the College.

## **Student Grievance Procedure**

The purpose of the Student Grievance Procedure is to provide a means by which students may seek to resolve academic and non-academic complaints against College faculty, staff, other students, or other employees. Procedures for both categories of grievances appear on the following pages. In all steps of these procedures, communications to the student from the college personnel regarding arrangements for meetings and decisions are normally made to the student through RCC Student email.

### ***Academic Grievances***

An academic grievance is a dispute related to an academic matter within a learning activity, course, or program of study pertaining to both credit and non-credit courses and programs. For example, an academic grievance may pertain to procedures such as penalties for violations of course policies or requirements as contained in the faculty's course syllabus,

a dispute of academic dishonesty, faculty's requirements, academic requirements of specific programs of study, and a student's appeal of an individual course assignment grade.

The academic grievance procedure is based on the premise that informal resolution initiated by the student is the preferred outcome. If such resolution cannot be attained or if the student feels that an initial informal meeting with the faculty is not possible due to the nature of the concern, then the procedure will begin at Step 1 of the appeal procedure with the appropriate Department Chair/Program Director.

### ***Academic Grievance Procedure***

A student seeking to appeal an academic matter related to a program of study begins the process at Step 1 of the appeal procedure.

In the case of a grievance related to a course (including an appeal of an individual course assignment grade), the student must contact the faculty of record who made the decision and request a face-to-face meeting to discuss the concern. The student will initiate the contact in person, by telephone, or through the College email system within five business days of 1) the date on which the alleged issue occurred, or 2) the date the student was notified of the issue by the faculty.

The faculty must arrange a meeting with the student to be held within five business days of the receipt of the student's request. The faculty will listen to the entirety of the student's concern and consider if a change of decision is warranted.

Within five business days of reaching a decision, the faculty will communicate the decision to the student, in writing, and provide a copy to the faculty's Department Chair/Program Director.

If there is no resolution of the grievance with the faculty, the student may initiate the appeal procedure at Step 1.

### ***Appeal Procedure***

#### **Step 1 – Appeal to the Department Chair/Program Director**

If the concern was not resolved by the faculty of record and the student seeks to pursue the matter further, the student must appeal the matter to the Department Chair/Program Director of the department in which the course is taught.

The student will complete the Student Grievance Appeal Form available on the RCC website in Etrieve Central. Either on the form, or in a letter attached to the form, the student will describe:

from the Office of Student Development, attaching a letter that clearly addresses:

- the student's specific concerns and reason for the appeal,
- the date on which the student met with the faculty to seek resolution of the issue,
- the result of the discussion with the faculty, and
- the outcome that the student seeks.

The student must submit the Student Grievance Appeal Form within five business days of the date on which the student learned of the faculty's decision. The form will be processed by the Vice President for Student Development and submitted to the appropriate Department Chair/Program Director.

The Department Chair/Program Director will contact the student within five business days of receiving the student's form to schedule a meeting, to be held not later than five business days after contacting the student. At this meeting, the Department Chair/Program Director will discuss the appeal with the student.

The Department Chair/Program Director will communicate a decision to the student, in writing, through the Etrieve form, within five business days of the meeting. A copy of the communication will be provided to the faculty, the Dean, and the Vice President for Academic Affairs.



## Step 2 – Appeal to the Division Dean

If the concern was not resolved by the Department Chair/Program Director, and the student seeks to pursue the matter further, the student must appeal the matter to the Dean of the division. The student will complete the Student Grievance Appeal Form available on the RCC website in Etrieve Central. Either on the form, or in a letter attached to the form, the student will describe:

- the student’s specific concerns,
- the date on which the student met with the Department Chair/Program Director to seek resolution of the issue,
- the result of the discussions with the Department Chair/Program Director, and
- the outcome that the student seeks.

The student must submit the Student Grievance Appeal Form within five business days of the date on which the student learned of the Department Chair/Program Director’s decision. The form will be processed by the Vice President for Student Development and submitted to the respective Division Dean.

The Dean will contact the student within five business days of receiving the student’s form to schedule a meeting with the student, to be held no later than five business days after contacting the student. At this meeting, the Dean will discuss the appeal with the student.

The Dean will communicate a decision to the student, in writing, through the Etrieve form, within five business days of the date of the meeting. A copy of the communication will be provided to the faculty, the Department Chair/Program Director and the Vice President for Academic Affairs.

**Note:** For Steps 1 and 2: Should supervisors who would normally review a student’s grievance be involved in the process prior to the student filing the grievance, the Vice President for Academic Affairs and Vice President for Student Development will recommend a department chair/program director and/or dean from another division to review and respond to the grievance prior to the student’s decision to advance to Step 3.

## Step 3 – Appeal to the College Appeals Committee

If the concern is not resolved by the Dean of the division, and the student seeks to pursue the matter further, the student may appeal to the College Appeals Committee. The student will complete the Student Grievance Appeal Form available on the RCC website in Etrieve Central. Either on the form or in a letter attached to the form, the student will describe:

- the student’s specific concerns,
- the date on which the student met with the Department Chair/Program Director to seek resolution of the issue,
- the result of the discussions with the Department Chair/Program Director, and
- the outcome that the student seeks.

The student must submit the Student Grievance Appeal Form within five business days of the date on which the student learned of the Division Dean’s decision. The form will be processed by the Vice President for Student Development and submitted to the chairperson of the College Appeals Committee.

The Chairperson of the College Appeals Committee will contact the student not later than five business days after receiving the notice of the student’s intention to appeal to the Committee. The Chairperson will arrange a date for the student to meet with the Committee, usually within five business days of the date on which the Chairperson contacts the student.

The Appeals Committee will be comprised of seven members appointed annually by the President of the College, consisting of one division Dean, four faculty members, and two staff members. Any member of the Appeals Committee



who has a conflict of interest in the student's appeal, or who is unable to participate for any reason in a hearing, will be excused and a substitute appointed by the President.

On the designated date, the student will appear before the Committee to discuss the appeal. The Chairperson of the Committee will notify the student, in writing, of the Committee's decision, no later than five business days from the date when the student appeared before the Committee.

The decision of the Committee is final.

### ***Non-Academic Grievances***

A non-academic grievance is one that normally does not specifically pertain to academic issues. Examples of non-academic grievances include complaints by students that they have been treated unfairly in violation of students' rights that are listed in the RCC Catalog and Student Handbook; discrimination on the basis of age, sex, race, ethnicity, religious belief, national origin, disability, or other conditions or preferences; claims of sexual harassment by another student or College employee; or claims that a sanction or decision imposed as a result of a disciplinary infraction is unreasonable, unfair, excessive, or not in keeping with the sanctions prescribed in the Code of Conduct.

Similar to the procedure for academic grievances, the procedure for non-academic grievances is based on the premise that informal resolution of a grievance initiated by the student is the preferred outcome. If such resolution cannot be attained in this way, or if the student feels that an initial informal meeting with the person against whom the grievance is filed is not possible due to the nature of the concern, then the student will follow the Grievance Procedure for Non-Academic Grievances.

A student seeking to appeal a dismissal from a program for a non-academic reason begins the process at Step 1 of the appeal procedure for non-academic grievances.

A student seeking to appeal a sanction or similar decision related to a disciplinary matter begins the process at Step 2 of the appeal procedure for non-academic grievances.

If the grievance pertains to a claim of sexual harassment, the student may first contact the Vice President for Student Development, rather than the offending person, to begin the Grievance Procedure.

### ***Non-Academic Grievance Procedure***

#### **Step 1 – Appeal to the Vice President for Student Development**

In the case of a non-academic grievance toward another student or College employee, if the matter cannot be resolved informally as initiated by the student, the student may first appeal to the Vice President for Student Development. The student will complete the Student Grievance Appeal Form available on the RCC website, in Etrieve Central. Either on the form, or in a letter attached to the form, the student will describe:

- the student's specific concerns and date on which the incident prompting the grievance occurred,
- the date on which the student sought to resolve the issue (if the student did not meet with the offending student or College employee, the student must explain the circumstances in the letter), and
- the outcome that the student seeks.

The Student must submit the Student Grievance Appeal Form within five business days of the date on which the incident occurred.

The Vice President for Student Development will arrange a meeting with the student to be held within five business days of the receipt of the student's grievance appeal form. The Vice President will listen to the entirety of the student's concern and determine the course of action to be taken in resolving the matter. In seeking a satisfactory resolution of the grievance,

the Vice President for Student Development may include in this meeting the individual against whom the grievance was filed.

## ***Appeal Procedure***

### **Step 2 – Appeal to the College Appeals Committee**

*A: For a Grievance Not Resolved in Step 1 by the Vice President for Student Development, or*

*B: For an Appeal of a Sanction or Decision Related to a Disciplinary Matter, OR Dismissal from a Program of Study for Non-Academic Reasons:*

For either A or B above: The student begins the appeal process with step 2.

The student must the Student Grievance Appeal Form available on the RCC website in Etrieve Center. Either on the form or in a letter attached to the form, the student will describe:

- the student's specific concerns and date on which the incident prompting the grievance occurred,
- the date on which the student met with the Vice President for Student Development and the results of that meeting, and
- the outcome that the student seeks.

The student must submit the Student Grievance Appeal Form within five business days of the date on which the student learned of the Vice President's decision or the dismissal from a program for a non-academic reason. The form will be processed by the Vice President for Student Development and submitted to the chairperson of the College Appeals Committee.

The Chairperson of the College Appeals Committee will contact the student no later than five business days after receiving the notice of the student's written appeal to the Committee. The Chairperson will arrange a date for the student to meet with the Committee, usually within five business days of the date on which the Chairperson contacts the student.

The Appeals Committee will be comprised of seven members appointed annually by the President of the College, consisting of one division Dean, four faculty members, and two staff members. Any member of the Appeals Committee who has a conflict of interest in the student's appeal or is unable to participate for any reason in a hearing will be excused and a substitute appointed by the President.

On the designated date, the student will appear before the Committee to discuss the appeal. The Chairperson of the Committee will notify the student, in writing, through the Etrieve form, of the Committee's decision, no later than five business days from the date when the student appeared before the Committee. A copy of the Committee's decision will also be provided to the Vice President for Student Development.

### **Step 3 –Appeal to the President of the College**

The student may appeal the decision of the Appeals Committee to the President of the College. The student will complete the Student Grievance Appeal Form available on the RCC website in Etrieve Central. Either on the form, or in a letter attached to the form, the student will describe:

- the student's specific concerns related to the disciplinary sanction or decision or dismissal from a program for a non-academic reason,
- the student's disagreement with the Appeals Committee's decision, and
- the outcome that the student seeks.

The student must submit the Student Grievance Appeal Form within five business days of the date on which the student learned of the Appeals Committee's decision.

The President will endeavor to review the student's grievance letter and all information pertinent to this matter within five business days of receipt of the student's appeal form. The President will have access to the information related to all prior levels of review and appeal.

The President, at his or her discretion, may execute either of the following actions:

- *Hold a hearing with the student*, to which he/she may invite other persons who participated in the prior review process. If the President elects to hold a hearing, the President will contact the student and others to be involved in the hearing no later than three business days from the date of decision to hold the hearing. The hearing must be held within five business days of notification to the various parties.
- *Remand the case to the College Appeals Committee for review and/or re-hearing* if the President determined that procedural errors occurred at any level of previous review so as to affect the process of review; or if information deemed pertinent to the case was erroneously or incorrectly excluded from consideration; or if new information not available at prior levels of review is now available so as to merit consideration. If the case is remanded to the College Appeals Committee, the Committee shall schedule another review and hearing as quickly as possible after notification by the President, and shall render a decision based upon the factors leading to remand of the case to the Committee. An appeal of the Committee's decision in a second hearing or review may be appealed to the President following the procedure for appeal of an Appeals Committee decision.

After a complete review of the matter (with or without a hearing), the President may uphold or overturn the decision of the College Appeals Committee. The President will communicate a decision to the student, in writing, within five business days of the President's completion of review. A copy of the communication will be provided to the Vice-President for Student Development and chairperson of the College Appeals Committee.

The appeal process concludes at the President's level (unless the President remands the case to the Appeals Committee and the Committee renders a subsequent decision).

## **Employer Guarantee**

Upon graduation from any technical program of study, Rockingham Community College will guarantee a student fully ready and capable to begin work in an appropriate entry-level position. Should the graduate not demonstrate proficiency which might be expected of a graduate of the program, Rockingham Community College will work with the employer to identify and remediate the deficiency at no cost to the employer or employee. The cost will be limited to tuition, books, and fees, and the deficiency must be identified within six months of initial employment and be directly related to courses taken in the program.