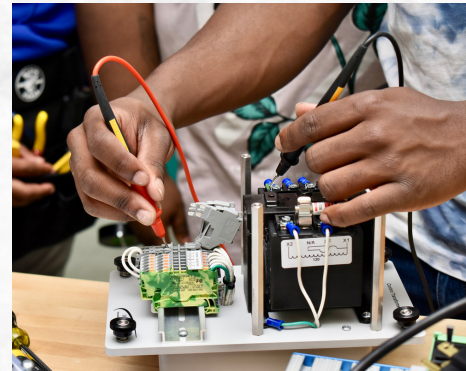


# DISCOVER R-CCC



## WHERE COMMUNITY AND CAREERS CONNECT

2023-2024 Student Handbook and Catalog



Roanoke-Chowan Community College is an affirmative action/equal opportunity institution. The College does not discriminate against students in admission to or access to the college's programs and activities based on race, color, gender, creed, age, disability, marital status, sexual orientation, veteran status, national or ethnic origin, or political affiliation. Nor does the College discriminate against faculty and staff or individuals interested in employment at the College as stipulated above. The College also is committed to maintaining an environment free from sexual harassment and retaliation.

Roanoke-Chowan Community College supports the protection available to members of its community under all applicable Federal laws, including Title III of the Americans with Disabilities Act, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246. Students having questions about these provisions should contact:

Associate Vice President, Student Services  
Roanoke-Chowan Community College  
Student Services Center - Room 111F  
109 Community College Road  
Ahoskie, NC 27910-9522  
252-862-1267

Employees or other non-students having questions concerning the above-mentioned provisions should contact:

Human Resources Director  
Roanoke-Chowan Community College  
Jernigan Building – Room 106  
109 Community College Road  
Ahoskie, NC 27910-9522  
252-862-1310



# General Catalog 2023-2024



Roanoke-Chowan Community College  
109 Community College Road  
Ahoskie, North Carolina 27910-9522  
Phone: 252-862-1200  
Fax: 252-862-1358  
[www.roanokechowan.edu](http://www.roanokechowan.edu)

Roanoke-Chowan Community College issues this catalog to provide students and other interested individuals with information about the College and its programs. Information provided is subject to change after catalog publication. The provisions of this catalog are not to be regarded as an irrevocable contract between students and the College.

The College reserves the right to change provisions, requirements, programs, courses, fees, etc. as and when deemed necessary. It is the student's responsibility to read and be familiar with policies and procedures that relate to their enrollment while attending the College.



## Table of Contents

President’s Message .....	5
Board of Trustees .....	6
Administrative Officers .....	7
The College .....	8
History of the College .....	9
Operating Hours .....	11
College Closings.....	11
Campus Security Act .....	11
Admission Requirements.....	13
Photograph Release Statement .....	20
Academic Regulations .....	21
Tuition, Fees, and other Expenses for Curriculum Students.....	33
Financial Aid .....	37
Academic and Support Services.....	43
Student Right, Responsibilities, and Appeals.....	53
Student Grievance Procedure/Due Process .....	58
Workforce Development Occupational Extension.....	75
Curriculum Programs.....	84
Career and College Promise .....	116
Curricular Course Description .....	123
Full-time Personnel .....	172
Academic Terms .....	176
Catalog Revisions – effective Fall 2023.....	179
APPENDIX A: Credit for Prior Learning .....	180

## President's Message

### Welcome to Roanoke-Chowan Community College!



On behalf of the trustees, faculty, and staff of our college, I am delighted you have joined our college community and invite you to R-C-C-C:

- **R**enew your spirit and embody our culture of learning with a positive attitude to achieve your goals,
- **C**reate new ideas that motivate and drive success,
- **C**ultivate new relationships among our college family and share in our sense of community,
- **C**ollaborate with your fellow students and our dedicated leaders, faculty, and staff who are here to assist you in your success!

This is an exciting time to be at Roanoke-Chowan Community College as we celebrate serving an increased number of students on our campus this year. As you take your place at R-CCC this year, please know how important

you are to us. You join a bright shining student body—growing larger each year—who will graduate, just as hundreds have before you, to enter successful careers in the world, and right here in the Roanoke-Chowan area. Since 1968, we have created a legacy of education that has impacted our regional economy.

I encourage you to take advantage of all the resources and opportunities that our college has to offer. Our student support services are bountiful including individual counseling, tutoring, mentoring programs, resources for family needs, financial assistance for tuition and fees, and many others. Please know that I am always available to assist you and my door is open to you.

I am excited about the bright future ahead and am so grateful to have each of you as a part of the bright future of Roanoke Chowan Community College.

***Roanoke-Chowan Community College — Where Community and Careers Connect***

Sincerely,

Murray J. Williams, Ed.D.

## Board of Trustees

Appointed by Governor of North Carolina

Geneva Riddick-Faulkner	June 30, 2025
Dr. Otis Smallwood	June 30, 2024
Albert Vann	June 30, 2023
Catherine Wilson	June 30, 2026

Appointed by Hertford County Board of Education

Jean Matthews	June 30, 2026
Dr. Mary Ruffin-Harrell	June 30, 2024
André Lassiter	June 30, 2025
Dr. Renee Tyler	June 30, 2023

Appointed by Hertford County Board of Commissioners

Ronald J. Gatling	June 30, 2026
Wendy Ruffin-Barnes	June 30, 2023
Betty Pugh	June 30, 2024
Jeri Pierce	June 30, 2025

Student Government Association President

TBA (2023-2024)

## Administrative Officers

Dr. Murray Williams (2021) .....	College President
	Doctor of Education in Leadership (2008), Liberty University
	Education Specialist (2007), Liberty University
	Master of Business Administration, Liberty University
	Master of Christian Education, Luther Rice University
	Bachelor of Business Administration in Computer Information Systems, Delta State
Ms. Stephanie Benson (2022) .....	Executive Vice President
	Workforce & Institutional Effectiveness and Executive Director of the Foundation
	Master of Education in Adult Education (2009), University of Georgia
	BBA in Management (2007), Brenau University
	A.A.T. (2000), Athens Technical College
Dr. Tanya Oliver (2016) .....	Interim Vice President, Instruction & Student Services
	B.A. in Speech Communication (1999), James Madison University
	M.S. in Education (2006), Old Dominion University
	Ed. D in Higher Education Leadership (2016), Nova Southeastern University



## The College

### **SACSCOC Accreditation**

Roanoke-Chowan Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Questions about the accreditation of Roanoke-Chowan Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

### **Program Approval**

The Associate Degree Nursing program is approved by the North Carolina Board of Nursing located at 4516 Lake Boone Trail, Raleigh, NC 27607, (919) 782-3211.

The Cosmetology program is approved by the North Carolina State Board of Cosmetic Art Examiners located at 1207 Front St #110, Raleigh, NC 27609 or (919) 733-4117.

The College is also approved by the NC State Approving Agency to assist students eligible for veteran benefits. Agency contact information is 120 Penmarc Dr., Suite 103, Raleigh, North Carolina 27603 or (919) 733-7535.

### **R-CCC Strategic Plan**

#### **Mission**

Roanoke-Chowan Community College, a member of the North Carolina Community College System and located in Hertford County, is a public, two-year institution of higher education offering associate degrees, diplomas, certificates, college and career readiness, and customized business and industry training in a variety of delivery modes promoting public service, transfer, and workforce development for a diverse student body, leading them to contribute to the vitality of an increasingly global community.

#### **Vision**

Roanoke-Chowan Community College will be a world-class educational institution positively changing the lives of those served.

#### **Values**

R-CCC employees value student success, high quality instruction and service, innovation, access, social awareness, fairness, respect, accountability, equity, and community development.

### **Institutional Goals:**

Committed to achieving its mission, Roanoke-Chowan Community College has developed a strategic action plan founded on its Institutional Goals. To achieve its mission, the College will:

IG#1 Students: Provide resources and services to meet the academic, economic, social, career, and leadership needs of a diverse student population.

IG#2 Educational Programs: Provide high quality and accessible learning using traditional and nontraditional educational settings, technology, and emerging programs that respond to a changing job market and industrial growth.

IG#3 Faculty: Provide excellence in student-centered teaching, incorporation of best practices in technology, student engagement, and active learning teaching strategies.

IG#4 Staff: Employ a staff that demonstrates commitment to the College's mission with an emphasis on

customer service and professional development.

IG#5 Finance: Administer efficient, productive, and responsible use of all available resources through a comprehensive planning and management system.

IG#6 Facilities: Plan, achieve, and maintain a systematic maintenance service that provides facilities for programs and future expansion.

IG#7 Safety and Security: Provide a safe physical environment in which the college community may pursue educational and workplace goals and activities.

IG#8 Institutional Advancement: Continuously improve the effectiveness of the College by engaging all college stakeholders in appropriate planning, research, marketing, and resource development.

IG#9 Community Development: Offer programs and services that meet economic, social, and personal development needs of the community.

IG#10 Technology: Provide an infrastructure capable of utilizing current technology that increases student achievement in academic and career goals, employee productivity, and community services.

IG#11 Workforce Development: Develop and implement programs and services that support economic growth and employment.

IG#12 Professional Development: Provide high quality and cutting-edge professional development opportunities for faculty and staff.

### **General Education Competencies**

Because of the successful completion of the general education component of an associate degree at Roanoke-Chowan Community College, students will be able to:

Communicate effectively in oral and written capacities.

Utilize appropriate technology skills.

Demonstrate knowledge of their roles and responsibilities in a diverse world.

Apply critical thinking skills, enabling them to think logically and solve problems.

Apply quantitative reasoning skills.

## **History of the College**

In 1967, an abandoned prison compound located near the Village of Union in Hertford County was purchased. Under the leadership of the State Rep. Roberts H. Jernigan, Jr., and with the support of Sen. J. J. "Monk" Harrington and Rep. Emmett Burden, a fund to establish a two-year, vocational and technical training institution was provided by the North Carolina General Assembly. Originally called Roanoke-Chowan Technical Institute, the institution's name changed to Roanoke-Chowan Technical College in 1981 and to Roanoke-Chowan Community College (R-CCC) in 1987.

After the signing of an agreement by the Hertford County and State Boards of Education, the Hertford County Boards of Commissioners and Education jointly appointed the first institutional governing board. Among those serving on the board were Rep. Jernigan, who served as chair until his death in March 1986,

Sen. Harrington; H. C. Freeland; Hunter Sharp, Jr.; George Gibbs.; John Robinson; J. L. Faulcon; and Garland Barnes. Serving as secretary was R. P. Martin.

JW. "Jack" Young, Jr. was elected as the first President. A former teacher, coach, and principal in the Hertford County School System, Young held the presidency until his retirement in September 1980. He was succeeded by seven other presidents.

Dr. Edward H. Wilson, Jr. led the institution from 1981 until 1983, followed by Dr. David W. Sink, Jr. from 1984-1987. In 1987, Dr. Harold E. Mitchell, who had served the school as a faculty member and later in an administrative capacity, took the reins as the school's fourth president. Mitchell served until 2000 and was followed by Dr. Mary C. Wyatt. Wyatt's tenure was between the years of 2001 to 2005. Dr. Ralph G. Soney served as the sixth president from 2005-2012. Dr. Michael Elam served as the seventh president from 2013 – 2016. Dr. Jimmy T. Tate served as the eighth president from 2016-17. Dr. Stanley J. Elliott served as the ninth president from 2017-19. Currently, Roanoke-Chowan Community College is under the leadership of its tenth President, Dr. Murray J. Williams.

Roanoke-Chowan Community College is currently situated on a 41-acre tract of land and has seven buildings that house instructional space and various administrative functions. The College currently has about 20 curricular programs in which students may seek degrees, diplomas, and short-term skills-based certificates. Most recently, the College has added an Associate of Fine Arts Degree in Visual Arts.

The College also has taken greater strides to provide transfer opportunities for students to pursue higher-level degrees. These efforts include the addition of the Hertford County Early College, which is located on the College's campus. Through the North Carolina Community College System, a formal transfer agreement has been established with the 16-member University of North Carolina System, as well as with a variety of private colleges.

In addition to conventional classroom instruction, the College has expanded its distance learning studies to include Internet-based courses. It has increased efforts with area school systems to provide more opportunities for high school students to take college courses, either on the R-CCC campus or at their respective high schools. Greater focus also has been placed on meeting the existing and future workforce needs of area business and industry through the Division of Continuing Education and Workforce Development.

The Continuing Education and Workforce Development Division also has continued to meet business needs by setting up basic or occupation-related classes within local industries as well as developing Focused Industrial Training (FIT) opportunities. Its Small Business component works on a one-to-one basis with individuals and small companies wanting to start and/or enhance a small business enterprise.

Roanoke-Chowan Community College has a strong tradition of building from the past and improving the present as it moves toward meeting the needs of tomorrow. Further, while the College is proud of its past, it realizes that its longevity is merely a stepping-stone to the future.

## **Operating Hours**

Normal operating hours are 8:00 a.m. to 10:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Friday. Patrolled by county law enforcement authorities, the College does not permit unauthorized personnel and/or vehicles on its property, nor does it assume responsibility for accidents, injuries, or damages that might be incurred.

## **College Closings**

The College will remain open as scheduled unless the following emergencies exist:

- Adverse or severe weather that would prevent students and employees from traveling or that would prevent normal operation of the College.
- Quarantines or epidemics declared by medical authorities for public health purposes.
- Critical power or utilities failure that would prevent normal operation of the College.
- Declared national or state emergencies or restrictions imposed by civil authorities.
- Other contingencies, such as fire.

Announcements concerning school closing for both employees and students will be made by 6:30 a.m. A message will be placed on the college telephone message system (252) 862-1200, on the college website at [www.roanokechowan.edu](http://www.roanokechowan.edu), and on the following television and radio stations:

WAVY TV Channel 10 – Virginia WITN TV Channel 7 – Washington, NC FM 98.3 Radio – Murfreesboro

AM 970 Radio and FM 99.3 Radio - Murfreesboro

Personnel and students are encouraged not to call media or automatically assume that the College will be closed if no announcement has been made. Other public and private school closings in Hertford and surrounding counties do not mean that the College is or will be closed.

## **Campus Security Act**

In 1990, The Campus Security Act was signed into law. The implications of the law affect all postsecondary institutions. More importantly it involves the entire campus community, not just the campus security department in responding to crime incidents that occur on campus.

In 1998, the Campus Security Act was amended and renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Act requires R-CCC to prepare and distribute to all current faculty, staff, and students an annual report that sets forth our policies on crime prevention issues and provides statistics on the number of specific, violent crimes (murder and non-negligent manslaughter and negligent manslaughter, forcible and non-forcible sexual offenses, robbery, aggravated assault, burglary, arson, motor vehicle thefts, and hate crimes) that have occurred on campus and also the number of arrests on campus for liquor law violations, drug use violations, and weapons possession.

Employees and students play a major role in the success of crime prevention programs by taking individual precautionary steps to avoid becoming a crime victim, as well as by working together as a campus community. Known or suspected violations of federal and state laws occurring on campus should be reported to Campus

Security. Criminal incidents occurring at off-campus, college-sponsored activities should be reported to the Campus Security and the law enforcement agency having jurisdiction. The annual report is available at the

campus security department located in the Student Services Center and can be found at <http://ope.ed.gov/security/>.

Campus security is comprised of authorized Hertford County deputy sheriffs and non-sworn employees without authority granted by NCGS 74-A. As required by the provisions of this act, the following is provided:

Offenses Reported	2020	2021	2022	2023
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses – Forcible 1	0	0	0	0
Sex offenses – non-Forcible	0	0	0	0
Rape	0	0	0	0
Robbery	0	0	0	0
Aggravated Assault	0	0	0	0
Burglary	0	0	0	0
Motor Vehicle Theft	0	0	0	0
Domestic Violence	0	0	0	0
Dating Violence	0	0	0	0
Dating Violence	0	0	0	0
Stalking	0	0	0	0
<b>Arrests initiated for the following:</b>				
Liquor Law Violations	0	0	0	0
Drug Abuse Violations	0	0	0	0
Weapons Possession	0	0	0	0

### Performance Measures

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

The performance measures goals and baselines are based on three years of historical data (if available) for each measure for all the NC community colleges. Baselines were set two standard deviations below the North Carolina Community College System average, and the goals were set one standard deviation above the system average. The 2021 performance summary for

R-CCC as compared to system averages and goals is:

Measure	System Excellence Level	R-CCC Performance 2022
Basic Skills Progress	1.348	0.543
Student Success Rate in College-Level English Course	1.147	1.305
Student Success Rate in College-Level Math Course	1.192	1.190
First-Year Student Progression	1.069	1.130
Curriculum Completion	1.094	1.031
Licensure Passing Rate Index	1.073	0.902
Transfer Rate	1.024	0.966

The 2022 Performance Measures for Student Success Report is available on the College website at

[https://www.nccommunitycolleges.edu/sites/default/files/analytics/2022\\_performance\\_measure\\_report.pdf](https://www.nccommunitycolleges.edu/sites/default/files/analytics/2022_performance_measure_report.pdf)

## Admission Requirements

Roanoke-Chowan Community College (R-CCC) operates under the open-door admissions policy established in North Carolina General Statute 115.D. All community colleges maintain an open-door admissions policy for all applicants who are high school graduates or are at least 18 years of age and who can benefit from the available curricular programs. High school students also may enroll under certain conditions.

Before admission to R-CCC is granted, applicants must meet the college's general requirements for admission and any specific requirements set by the program in which they are seeking entry.

A high school diploma or a high school diploma equivalency certificate is required for degree-granting programs and degree courses, as well as certain diploma and certificate programs. Non-high school graduates who are at least 18 years of age may be allowed to enter certain diploma and certificate programs or courses; however, they are ineligible for federal financial aid.

### When to Apply

The process for admission to curriculum programs at R-CCC should begin as early as possible—preferably four to six weeks before registration—to allow enough time to complete all steps in the process. Also, applying early allows time to meet with advisors, apply for financial aid, and have questions answered.

For additional information about admissions, call the Admissions Office at (252) 862-1200.

### General Admissions

Applications for admission are available in Student Services in the Student Services Center or online. To apply for entry into curricular programs, applicants must:

- Complete the application for admission and NC residency online at [www.cfnc.org](http://www.cfnc.org)
- Submit an official transcript of high school graduation with a diploma or a high school diploma equivalency certificate to Student Services. Transcripts should be sealed and forwarded to the Records and Registration Office directly from the institution attended or by the applicant. A supplementary transcript of the final semester's work should be submitted by the school after high school graduation. Applicants with a high school diploma equivalency certificate must submit a copy of the test scores in lieu of a transcript.

Submit official transcripts of all work completed at other postsecondary institutions to Student Services if transfer credit is desired. All official documents, such as transcripts from other colleges, become the property of R-CCC and cannot be returned or reissued. Faxed copies are not considered official transcripts. that will allow them to take gateway courses.

**Note:** Facsimile transcripts may be used to register for courses; however, official transcripts must be on file in Student Services before registering for subsequent terms.

- Take Placement Assessment, if required. "Reinforced Instruction for Student Excellence (RISE) is a statewide initiative to improve the completion rate of gateway level English and Mathematics courses. The placement criteria will utilize multiple guidelines in the past ten years including, but not limited to, SAT, ACT, General Education Development (GED), High School Equivalency Test (HiSET) and RISE placement tests. Students entering a North Carolina community college can also be placed by unweighted high school gpa regardless of the timeframe of high school graduation.



- Students with an unweighted high school GPA of 2.8 or higher can enroll in any gateway course without mandatory additional supports. Students with a GPA of 2.2 to 2.799 can enroll in gateway courses with a mandatory co-requisite course. Students with a GPA of less than 2.2 are required to enroll in a transition course in Curriculum, which is one semester in "length".

### **RISE Placement Test Information**

- The RISE Placement Test may take two to four hours to complete. Students may take the RISE Placement Test in sections over several days, if preferred.
- The RISE Placement Test is by appointment only. To schedule an appointment, contact the Testing Specialist at (252) 862-1200.
- Students must present a valid photo ID to take the RISE Placement test. Children are not allowed in the testing lab.
- Students requiring accommodations with a documented disability should contact the ADA Counselor at (252) 862-1267 prior to testing.
- Upon completion of the RISE Placement Test, students will receive a summary of their results and placement for the required gateway math and English courses needed for their chosen program of study

### **RISE Placement Retesting Policy**

Students are allowed to retake each tier only once. Students will not be allowed to retake the RISE test within a 10-year period. The results of the test will place students into gateway math and English with or without a co-requisite or into a transition course. Mastery of the transition course will allow students to achieve levels.

### **Home-School Admissions**

Home-schooled students must submit a copy of the home school's approved registration from the state in which they are registered in addition to meeting R-CCC's General Admissions requirements.

### **Provisional Admissions**

A student applying too late to complete pre-entrance requirements may be admitted as a provisional student. In such cases, all requirements must be completed within the first semester of attendance, including receipt of all official transcripts (high school and post-secondary) provided directly to the Office of Admissions.

Provisional students will NOT be able to register for the next semester until all admission requirements are met.

### **Readmission of Curriculum Students**

Students who were not enrolled at the College in a curriculum program within one or more years are considered former students and, therefore, must complete a new application for admission to update student information, including residency determination. Official transcripts, placement testing, and additional admission requirements may be requested if not required during period of initial enrollment.

Students who withdrew in good academic standing will be referred to their advisor for assistance with registration. Students who withdrew because of unsatisfactory academic progress or disciplinary reasons must reapply through Student Services. Readmission decisions will be made by the Associate Vice President, Student Services.

**Reverse Transfer**

Students who transfer from Roanoke-Chowan Community College to an accredited four-year institution prior to completing their associate degree, may transfer credit from the four-year institution back to R-CCC for review of degree completion.

To be eligible for reverse transfer consideration, a student must follow the same transfer credit requirements as outlined in the Transfer Admissions section of the catalog, including submitting official college transcripts. Official transcripts may be sent to the R-CCC Records and Registration Office by mail at 109 Community College Rd, Ahoskie NC 27910.

For more information on the reverse transfer program, please visit <http://www.northcarolina.edu/reversetransfer>

**Transfer Admissions**

The College reserves the right to accept or reject credits earned at other recognized and regionally accredited universities, colleges, and institutions. Credits are accepted in accordance with R-CCC program offerings, and no credit for a course with a grade lower than C may be transferred. In some cases, (e.g., computer technologies and the health care programs) this may be more stringent. For transfer credits of core nursing courses to the Associate Degree Nursing program, a minimum score of 80 is required on the core courses.

Roanoke-Chowan Community College may also grant credit where applicable for military service schools in accordance with the recommendations of the American Council of Education's "Guide to the Evaluation of Educational Experiences in the Armed Services" when consistent with the student's program requirements. Roanoke-Chowan Community College does allow credit for prior learning for certain programs, where students have extensive work experience in the field (i.e., Criminal Justice Technology and Emergency Medical Science). All courses in the North Carolina Community College System Combined Course Library (CCL) are transferable from other colleges.

Individuals seeking transfer credit must complete an application for admission and provide official transcripts from high school and all postsecondary institutions attended. A transcript evaluation is completed by the Registrar in cooperation with the appropriate Program Coordinator when necessary. NOTE: In some cases, a course description and/or course syllabus may be required to determine the transferability of a course. No general education courses in math and English may be taken until the transcript evaluation is completed. Also, the evaluation determines if placement testing is needed.

Transfer students must complete at least 25 percent of the required semester hours of resident credit at R-CCC to be eligible to receive a degree, diploma, or certificate.

**Admissions to the Associate Degree Nursing Program**

The Associate Degree Nursing program has specific guidelines for program readmission (Please see admissions requirements under the program description in this catalog).

**Special Credit Admissions**

Individuals who register for one or more credit courses without designating a specific curriculum are classified as special credit students and may be exempt from certain requirements for admission.

Special credit students who complete 15 semester hours of credit in each curriculum must declare a major and meet all college and program admission requirements. However, when a special credit student declares

a major, appropriate credit earned as a special credit student may be accepted toward meeting the requirements for graduation. Students not declaring a major will receive only audit credit for additional courses beyond the completion of the 15 semester hours.

Special credit students must have a high school diploma or a high school equivalency diploma to take degree-level courses, as well as courses in certain diploma and certificate programs. Unless declaring major, special credit students who have earned college degrees may submit official college transcripts in lieu of high school transcripts or high school equivalency scores. Note: Financial Aid students cannot be declared Special Credit; to receive aid, they must enroll in a program.

### **International Student Admissions**

International students with proper authorization through the immigration and naturalization services may be admitted upon meeting certain criteria.

R-CCC has been approved to issue I-20 forms and enroll F-1 visa international students in AA and AS programs of study. International students must be enrolled full-time. Full-time enrollment is a minimum of 12 semester credit hours for both fall and spring semesters.

In addition to R-CCC requirements, international students must (1) demonstrate a satisfactory achievement on the Test of English as a Foreign Language (TOEFL) with a score of at least Reading 17, Listening 17, Speaking 16, and Writing 16 on the Internet Based Test (IBT). For the Computer Based Test (CPT), the minimum score is 173 and 500 on the written test. Testing arrangements may be made by contacting the Educational Testing Service, [www.ets.org/toefl](http://www.ets.org/toefl); however, an international student whose country has English as the only official language is exempt from taking the TOEFL exam. International students who wish to enroll in R-CCC must do the following: (1) complete an admissions application; (2) submit official transcripts of high school and college records with certified English translations; 3) submit an official bank statement, notarized letter of support, or sponsor's bank statement (in US dollars) showing financial ability to cover costs for tuition, fees, books, and living expenses for one academic year; and 4) submit documentation of medical insurance to satisfy admission requirement for specific programs of study.

International students are classified as out-of-state students and, therefore, are charged out-of-state tuition. Estimated costs for a dependent student are \$13,936 and \$15,936 for an independent student per academic year. These estimated costs include out-of-state tuition rates, books, and living expenses. Length of stay, payment of taxes, or ownership of property does not qualify an international student for status of legal resident. The entire admissions process must be completed, and documentation received by the College according to the following deadlines:

Fall semester admission – July 15

Spring semester admission – November 1

Summer term admission – March 1

### **Deferred Action Childhood Arrival (DACA) Students**

Current NCCCS policy allows DACA applicants to enroll at Roanoke-Chowan Community College at the out-of-state tuition cost. However, acceptance to the college does not guarantee acceptance to a specific program.

### **Undocumented Immigrants**

The North Carolina Administrative Code provides that community colleges shall admit an undocumented immigrant only if he or she attended and graduated from a United States public high school, private high school, or home school that

operates in compliance with State or local law or have received a diploma from an Adult High School that is located in the United States and operates or operated in compliance with State or local law. Online high school diplomas and GED's are not acceptable for admission. Undocumented students are charged the out-of-state tuition rate and are not eligible for Financial Aid. Undocumented students are also not eligible for Allied Health or Nursing programs.

### **High School Admissions - - Career and College Promise**

Roanoke-Chowan Community College allows high school students to enroll in tuition-free, college classes through the North Carolina Career and College Promise Program (CCPP).

The program offers seamless opportunities for qualified North Carolina public, private and home-schooled students (grades 9 – 12) to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree, or State or industry-recognized credential as well as provide entry-level jobs skills.

**\*\*High school students participating in Career & College Promise may not delay high school graduation to continue participation in the CCP program.**

R-CCC offers the following three pathway options aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education.

### ***College Transfer Pathway***

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

For students wishing to take Career and College Promise classes under the College Transfer Pathways (Associate in Arts, Associate in Science, or the Associate in Nursing) the student must:

- Be a high school junior or senior **OR** Academically and Intellectually Gifted (AIG) 9<sup>th</sup> or 10<sup>th</sup> grader.
- Have an unweighted GPA of 2.8 on high school course; or
- Demonstrate college readiness in English, reading, and mathematics on an approved assessment or placement

### ***Freshman or Sophomore Academically and Intellectually Gifted***

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
  - Local **AIG** plan in English/reading and math; or
  - 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; 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.

***Career Technical Education Pathways (Juniors and Seniors)***

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

To be eligible for enrollment in Career Technical Education - Curriculum, a high school student must meet the following criteria:

- a. Be a high school junior and senior.
- b. Have an unweighted GPA of at least a 2.8 on high school courses OR have the recommendation of the high school principal or his/her designee (assessment scores should be considered); and
- c. Have received career pathway information outlining program requirements for completion of the certificate or diploma.

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.

***Career Technical Education Pathway (Freshmen and Sophomores)***

The Career Technical Education Pathway for freshmen and sophomores leads to an industrial or engineering certificate or diploma aligned with a high school Career Cluster.

To be eligible for enrollment, a high school student must be a high school freshman or sophomore.

Students in grades 9 and 10 may participate in a limited number of CCP Career and Technical Education pathways. To be eligible, a student in grades 9 or 10 must have:

- a. Recommendation of the High School Principal,
- b. "C" or Better in Math I,
- c. EOC score of 3, 4, or 5 for Math I, and
- d. EOG score of 3, 4, or 5 for 7<sup>th</sup> or 8<sup>th</sup> Grade ELA Assessment

OR

- a. Recommendation of the High School Principal
- b. Demonstrate Readiness on Approved Assessments in English, Reading, and Math

Freshmen and Sophomores who do have Explore and Math I and are attending public school in NC must meet the eligibility guidelines previously described. They are not allowed to use the Assessment Testing option.

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.

The following web pages provide information on Career and College Promise. Each web page targets a specific audience.

North Carolina Community College System Office's CCP web page:

[www.nccommunitycolleges.edu/academic-programs/career-college-promise](http://www.nccommunitycolleges.edu/academic-programs/career-college-promise)

North Carolina Department of Public Instruction's CCP web page:

<https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/career-and-college-promise>

Dual Credit Allowance Chart:

[https://files.nc.gov/dpi/documents/advancedlearning/cihs/ccp-dualcreditallowances-chart-ver6-february-2020\\_.pdf](https://files.nc.gov/dpi/documents/advancedlearning/cihs/ccp-dualcreditallowances-chart-ver6-february-2020_.pdf)

***Procedure for Enrollment:***

Students must submit the following:

1. Roanoke-Chowan Community College Application for Admission (only on first enrollment)
2. Eligibility Form
3. Transcript from High School (required at the end of each term)
4. Standardized Test Scores, if required

If a student is home-schooled, a copy of the North Carolina Home School Registration from the North Carolina Office of Non-Public Instruction is required and copy of birth certificate or driver's license or permit.

The Application Packet including an original application, official high school transcript, eligibility form, and other supporting documents for Career and College Promise students, should be sent for review and admission to the Admissions Office. Advising and selection of courses is conducted at the designated time each semester. Course prerequisites and all admission's procedures must be met for dual enrollment admission to occur.

Maintaining eligibility for continued enrollment in the Career and College Promise Program

A student must:

- Continue to make progress toward high school graduation,
- Maintain a 2.0 GPA in college coursework after completing two courses.
- 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.

***Cooperative Innovative Programs – Hertford County Early College High School***

The Cooperative Innovative High Schools Program Pathway will be a continued partnership between Hertford County Public Schools Early College High School and Roanoke-Chowan Community College. Admission requirements are based on the following criteria:

- High school students in grades 9 to 12 with access to a cooperative innovative high school approved by the State Board of Education.
- Special emphasis and preference given to first-generation college students.
- Additional eligibility requirements are set by the local board of education and the partner community college or university.

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 Associate Vice President of Student Services or the Vice President of Instruction and Student Services 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).

For additional information on the enrollment requirements, please visit the Hertford County Public Schools Early College High School website at <https://www.hertford.k12.nc.us/Domain/312>

### **Residency Classification for Tuition Purposes**

The NC Community College System (NCCCS) implemented a centralized "Residency Determination Service" in 2017. Therefore, the following information may be subject to change. The Enrollment Management staff at R-CCC is available to assist students who might have questions concerning in-state residency.

To qualify for in-state tuition, students must have maintained a primary domicile in North Carolina. A person who has established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months (365 days) immediately prior to his or her classification is considered a resident for tuition purposes.

Students who are classified as a nonresident for tuition purposes have the right to petition for a change in classification to that of a resident if they can claim that now, and for at least the 12-month period immediately preceding the date of such petition, they have been a legal resident of the State of North Carolina. If it is determined that, in fact, they have been a legal resident for the required 12-month period, the effective date of change in applicable tuition rates shall be the beginning of the next academic term following the date of application for tuition change.

Students who are currently classified as a resident for tuition purposes and this status should change have the obligation to petition for a change in classification to that of a nonresident. Failure to fulfill this obligation may result in appropriate disciplinary action including, but not necessarily limited to, cancellation of enrollment. If it is determined that, in fact, they have become a nonresident, the effective date of change in applicable tuition rates shall be the next semester following the date of change.

Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in "A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes." A copy of the manual is available for student review in the Admissions Office and the Learning Resources Center (LRC).

The College provides postsecondary opportunities for all residents of our region to increase educational opportunities and economic benefits by offering quality training in a cost-effective and cost-saving manner.

Thanks to a tuition waiver program for non-residents who are employed by a North Carolina business (GS 115D-39), any out-of-state student can qualify for in-state tuition rates if their employer agrees to pay the tuition charges.

## **Photograph Release Statement**

Roanoke-Chowan Community College reserves the right to make photographs, videos, and electronic images of students and others on the college's campus and to use those images for news, marketing/advertising and promotional purposes. All photographs are the exclusive property of Roanoke-Chowan Community College and may be edited by public information staff. Images may also be shared with the North Carolina Community College System Office and others. Objection to the use of an individual's image in the manner stated above must be made in writing to the Director of Institutional Effectiveness and Planning. Students or

employees who do not wish to have their images used by the College should state their desire to be excluded at the time images are being made, whether in photographs or videos or any other method. Exception: Images made during the College's public events, such as graduation.

## **Academic Regulations**

### **Academic Integrity**

In addition to good academic performance, students should exhibit honesty and integrity. Academic dishonesty is regarded by the College as a breach of academic ethics and deserves consequences. Academic dishonesty includes acts such as cheating, plagiarism, knowingly furnishing false information, forgery, alteration, or any use of identification or other projects with an intent to defraud. Faculty will act to address cases involving academic dishonesty as they deem appropriate. Repeated acts of academic dishonesty will be referred to the Associate Vice President of Student Services, who has the authority to administer more severe disciplinary actions according to the Student Code of Conduct. Please review your college catalog and handbook for more information on Student Rights and Responsibilities.

### **Registration Procedures**

As a member of the North Carolina Community College System, Roanoke-Chowan Community College operates on a 16-week fall and spring semester and a short-term 8-week summer session. A two-to-three-day registration period is held in August for fall semester classes, in January for spring semester classes, and in May for summer term classes. Prior to the start of each fall and spring semester, an early registration period is held. All students should register during the prescribed registration period for that semester.

Specific dates are stated in the 2020-21 Academic Calendar, posted on the college's website.

### **Registration Sessions**

Registration sessions are conducted each semester. Early registration is conducted each semester four to six weeks prior to the start of a new semester. In addition, students can register for classes two to three days prior to the start of each semester. Specific dates are stated in the 2020 – 21 Academic Calendar, posted in the front of the catalog. During the designated days, students are encouraged to meet with their assigned advisor to register for courses.

New students and those not enrolled at the College during the last two academic years should first meet with the admissions director to update their admissions status. Once cleared for admissions, new students may meet with an assigned advisor to develop a class schedule.

Students that participate in early registration will have their grades checked at the end of the semester to assure prerequisites have been met for all courses. After final grades are checked and if it is determined by the Registrar that a course prerequisite was not met, the course will be administratively dropped from the student's schedule before the new semester begins. Students will be properly notified of the change.

### **Schedule Changes (Drop/Add Period)**

Students may add courses during the designated add period (first three days of each semester), which sets a cutoff date for allowing students to enroll in courses. Students are not permitted to add courses beyond the scheduled add period unless permission is granted by the appropriate college dean.

Students are permitted to drop courses without academic penalty prior to the 60 percent point of the semester. A grade of "W" will be issued for courses dropped after the census date to the 60 percent point. Students who drop courses after the 60 percent point will receive a grade of "WP" or "WF". Grades are not

issued for courses dropped during the refund period and before the census date of the class.

Withdrawing from a class may affect a student's financial aid eligibility for future terms of enrollment. The Financial Aid Office is required to process a Return of Title IV Funds calculation when a student is dropped/withdrawn from all courses. Students are encouraged to consult with a financial aid officer prior to dropping or withdrawing from courses.

It is the responsibility of the student to complete the Drop/Add Form, secure all necessary signatures, and submit the completed form to the Registrar's Office for processing. Faculty may also drop a student when they have exceeded the number of allowed absences. (See Attendance Policy) Drop/Add forms are available in Student Services and online.

### **Schedule Purges**

Students must pay for all classes by the designated payment dates, or their schedules will be purged from the system. Please see the online Academic Calendar for registration payment dates.

### **Student Classification**

- a) Full-time: Students enrolling in 12 or more credit hours in each semester
- b) Part-time: Students enrolling in less than 12 credit hours in each semester
- c) Sophomores: Students who complete 30 or more credit hours with a passing grade
- d) Freshmen: Students who have completed less than 30 credit hours with a passing grade
- e) Special Credit: Students who register for one or more credit hours without designating a specific curriculum

### **Class Schedule**

Roanoke-Chowan Community College offers classes between the hours of 8:00 a.m. and 10:00 p.m. on Monday through Thursday and from 8:00 a.m. to 5:00 p.m. on Friday.

### **Course Load**

For fall and spring semesters, the maximum student course load is 19 credit hours and 9 credit hours for summer term. The appropriate Division Director or the Associate Dean of Instruction must approve overload hours before the registration form can be processed.

### **Course Syllabi**

All courses will have a syllabus, which is to be used by the instructor and students. All students will be given a syllabus for each course on the first day of classes, regardless of the mode of delivery. Instructors are required to provide students in the course with a syllabus that outlines the student learning outcomes, expectations of students, methods of assessments to be used, and information regarding course content.

Students are responsible for keeping the syllabus as a guide to the course. All instructors are asked to review the syllabus with students to emphasize essential information.

### **Attendance Requirements**

Regular class attendance and promptness is important to good scholarship. All students are expected to attend class on the first day scheduled for a course. Students who have not attended at least once by the 10% percent date (census date) of the class will be dropped by the instructor as never entered (NP). Regardless of the reasons for absences, instructors may drop students who accumulate absences totaling 15% of instructional course hours. Students dropped by an instructor prior to the last day to drop without academic penalty (60% point) will receive a grade of "W". Students dropped by an instructor after the 60%

point will receive a grade of "WP" or "WF".

Students adding courses after the first day of class must report to class on the next meeting date. Students entering a class after the first meeting date are not excused from any missed initial course requirements. Instructors having students experiencing attendance problems and other issues that impact progress should initiate an Early Alert through Aviso, which is submitted to the counselor. Absences from class do not relieve students of meeting all course requirements. Those who do not meet minimum attendance requirements will be given the grade of "WF," which will be computed in the students' grade- point averages as a failing grade.

The following scale shall be used to determine when a student has exceeded the absence limit of the class. Examples of 15% absentee limits included, but are not limited to:

Contact Hours	Meeting Hours/semester	Absentee Hours Limits
1	16	2 hours
2	32	5 hours
3	48	7 hours
4	64	10 hours
5	80	12 hours

For example: In a four contact-hour course, there are four meeting times for each week times the 16 weeks in the semester. The total class meetings will be  $16 \times 4 = 64$  hours per semester. Fifteen percent of 64 is 9.6. In this scenario, the student can miss no more than 10 hours of the total class meetings. See syllabus for the course for each class for specific attendance requirement. Syllabi are given to students by the instructor on the first day the class meets. Some courses/programs may have a more stringent attendance requirement.

Students who choose to participate in school-related activities must adhere to the attendance policy. The student is responsible for work missed due to school-related activities. In such cases, instructors will, wherever possible, work with the students involved to allow them to participate in the prearranged school activities, provided the student is in good academic standing for the course being missed (i.e., minimum "C" average).

### **School Absence for National Guard Service**

A student enrolled who is a National Guard service member placed onto State active duty status during an academic term, shall be given an excused absence for the period the student is on active duty.

- The college shall provide the student the opportunity to make up any test or other work missed during the excused absence.
- The college shall give the student the option, when feasible, to continue classes and coursework during the academic term through online participation for the period the student is placed on active duty.
- The college shall give the student the option of receiving a temporary grade of "incomplete (IN)" or "absent from the final exam (AB)" for any course that the student was unable to complete because of being placed on State active duty status; however, the student must complete the course requirements within the period specified by the college to avoid receiving a failing grade for the course.
- Colleges shall permit the student to drop, with no penalty, any course that the student was unable to

complete because of being placed on State active-duty status.

**Online Course Entry Dates and Attendance**

Online course (Internet Class) entry dates are determined by the first day a student submits a course assignment. If a student has difficulties logging on to Moodle, the course environment, he or she is required to contact the instructor immediately. Any student who does not submit a graded course assignment by the 10% census date of the class will be dropped from the class.

Online students do not attend seated classes on campus; however, they must still maintain regular attendance in their online course(s). Online instructors should have a clearly defined procedure to document student's attendance, typically following the 15% standard previously explained. Students who do not participate in an online course for a period equal to 15% of the total class days WILL be dropped for non-participation. In a 3-semester hour course that meets over a period of 16 weeks, 15% of total class time would equal 2 weeks (7 total hours of class time). For classes with more contact hours and classes meeting shorter periods of time, the 15% point would be calculated differently.

Students need to read their syllabus and be aware of the specific attendance procedure used by the instructor. Students should be familiar with this procedure and expectations of the course. Two rules of thumb to abide by are as follows: Students who do not show any activity—i.e., submitted assignments, participation in discussion forums, etc.—in a course for a two-week period, whether consecutively or in total, WILL be dropped from their online course. Students should keep in mind that, typically, late and missed assignments equal 1 hour of absence in an online course.

**Reinstatement Procedure for Attendance Drops**

Regardless of the reasons for the absences, instructors will drop students who accumulate absences totaling 15% of instructional course hours. Students who wish to be reinstated in a class due to an attendance drop must submit a Request for Reinstatement Form to the Associate Vice President of Student Services (or designee) within one week (5 working days) of the date of the attendance drop.

The Associate Vice President/designee will investigate the evidence provided by the student, instructor, and available records and will render a decision within one working day of the request.

Students who are absent a second time after reinstatement and/or who fail to abide by any stated stipulation will be dropped with no further reinstatement consideration and a grade of "F" will be given. At any time, reinstatement is denied, students may follow the student appeal process. Attendance in the class under consideration is not allowed during this process.

Distance Education students must adhere to the attendance/contact policy stated in course syllabi.

**Accommodating Absences Due to Religious Observances**

Students may be excused for a maximum of two days per academic year due to personal religious observances. Any individual exercising this privilege must inform his or her teacher(s) at least two weeks before the absence in writing.

Students missing class assignments due to an absence related to an observance must be given an opportunity to make-up all work missed during the time he/she was absent.

Faculty are asked to provide students opportunities that are appropriate to make-up missed assignments due to class time missed for religious observances.

Examples of opportunities that are appropriate include but are not limited to:

1. Allow for make-up assignment or exam equal to the missed activity;
2. Create a class procedure allowing all students to drop one assignment grade or exam;
3. Permit extra-credit work to substitute for missed work; and
4. Any other reasonable and appropriate opportunities as determined by the instructor.

The student must make-up the work within two weeks after the absence, or he/she will forfeit the opportunity to make-up the time.

### **Withdrawing from Classes**

Students who withdraw or drop all courses from the College before the 60% point of the term must complete the appropriate form and submit it to the Registrar's Office. Students receiving financial aid are held responsible for repayment of aid. Please refer to the Return of Title IV Funds Policy. A grade of "W" will be assigned.

All other withdraws after the 60% point will receive a grade of "WP" or "WF". In the event a student must withdraw beyond the 60 percent point because of extraordinary circumstances beyond the student's control, the student may petition the Vice President for Instruction and Student Services for a "W". Once a grade has been recorded, petitions will only be considered during the semester immediately after the grade was posted. The final decision will be submitted from the Vice President for Instruction and Student Services' Office. Students officially registered for courses may not withdraw merely by non-attendance. No drops for any reason will be approved two weeks prior to the end of the semester.

### **Auditing Courses**

Individuals who wish to audit courses must submit a completed admission's application to Student Services, follow regular registration procedures, pay required tuition and fees, and abide by all college regulations.

Only persons with a high school diploma or a high school equivalency diploma will be permitted to audit degree-level courses and courses offered in certain diploma and certificate programs. Courses may be audited only once, and no credit is given for audited courses.

Students who audit courses cannot change to credit, nor can students who enroll in a course for credit change to audit after the deadline for dropping a course without penalty. A student who audits a course may repeat the course for credit. A record of the audit will be entered on the student's transcript as AU, which will not be converted to a letter grade. The hours of an audited course will be counted as part of a student's course load and will be subject to overload restrictions. Students are expected to attend class regularly and participate in class activities.

### **Credit by Exam**

Students who wish to attempt to receive credit for a course by taking a proficiency exam must receive permission from the appropriate Program Coordinator. If permission is granted, the student registers and pays for the course. Then the student will need to plan with the course instructor to take the exam. The exam must be taken, and a grade submitted to the Registrar during the Add Period, and only one attempt to complete the exam successfully is allowed. A score of 80 or higher must be made on the exam to be exempt from taking the course. A copy of the exam must be attached to the "CE" (Credit by Exam) form and submitted to the Office of the Associate Dean of Instruction. Upon successful completion of the exam, a CE grade will be awarded. This grade has no effect on quality points or grade-point averages.



Regular registration procedures and tuition rates apply for all courses attempted by proficiency exam. Developmental courses are not eligible for Credit by Exam.

**Transfer Credit**

Curricular students are responsible for requesting official transcripts from all previously attended institutions (secondary and post-secondary).

Transcripts for all students enrolled in a curricular program will be evaluated automatically. Transcripts of course work completed at a college or university located outside of the United States must be accompanied by (1) a certified English translation and (2) course descriptions if transfer credit is needed.

Courses taken at a regionally accredited institution in which a minimum grade of "C" was earned, and a comparable course is offered at Roanoke-Chowan Community College may be accepted in transfer if appropriate to the student's program of study.

**Substituting Courses**

To substitute one course for another, students must contact the appropriate Program Coordinator. If approved, the Program Coordinator will submit a Notification of Approval for Course Substitution Form to the Vice President for Instruction and Student Services for final approval. Upon the Dean's approval, the form is forwarded to the Registrar's Office for record-keeping purposes and graduation credit.

**Course Statute of Limitations**

The College has a statute of limitations for awarding credit for some curricular courses, particularly courses in the areas of computer technology, health technology, and science. Because of rapidly changing technology, many courses offered are significantly different from previously offered courses. Therefore, technical computer-related courses older than **five years** will have to be repeated, or the student will have to demonstrate competency in that course prior to receiving a degree, diploma, or certificate in a curriculum.

This statute applies to courses transferred from another institution, courses from R-CCC that are being transferred from one curriculum to another, courses that a returning student has taken at R-CCC previously, and credit earned as quarter hours that is being cross-walked to semester hour credit.

Additionally, grades may not be changed after one semester of the initial reported grade.

**Credit for Prior Learning**

Roanoke-Chowan Community College (R-CCC) provides its students with an opportunity to acquire meaningful credentials and secure living-wage employment through education and training. The College awards credit to students for noncredit coursework completed at Roanoke-Chowan Community College when there is documentation that the noncredit coursework is equivalent to a designated credit experience.

Credit for noncredit coursework differs from credit for experiential learning. R-CCC does not award credit for experiential learning.

The College defines Credit for Prior Learning (CPL) as knowledge, skills, and competencies that students have gained outside of the traditional academic environment.

The following CPL methods are honored at the college.

- Challenge examinations
- Continuing education to curriculum credit

- Transfer course credit from US educational institutions
- Military education and training credit
- External exams (e.g., CLEP, AP)

#### High school to community college articulation agreement

Course credit is given when content mastered through an alternative educational experience is comparable to the student learning outcomes of an R-CCC course. In awarding CPL credits, R-CCC complies with all North Carolina Community College and SACSCOC policies and guidelines, specifically SBCCC Subchapter 800 and SACSCOC Standards 9.4, 9.7, 10.7, and 10.8.

Students may use CPL to fulfill degree, diploma, or certificate requirements, but they cannot be used for mandatory institutional requirements. The maximum CPL credit towards graduation is seventy-five percent of the program's credit hours from any combination of CPL. All prior learning assessed for credit must meet the minimum standard of "C" (70 or higher).

All prior learning assessed for credit must meet the minimum as outlined in Appendix A.

#### **Repeating Courses**

Students may not repeat courses for credit in which they have already received a grade of "C" or higher unless required by the academic department or those that have exceeded the statute of limitations. Courses transferred from other institutions may not be repeated for credit, but students may audit the courses. If such courses are repeated, the original grade will be the grade of record; the "AU" (Audit) will be entered on the permanent record. Any course repeated will be recorded on the academic transcript. Only the best grade will be calculated in the cumulative grade-point average and the total semester hours of credit toward graduation.

Students may repeat a course for credit in which they received a grade of "D" or "F" under the condition that in each case credit hours will be considered hours attempted and used in computing the quality point average.

Financial aid recipients and veterans will not receive assistance or benefits for repeating courses in which they have received a "D" grade unless required by the academic department.

#### **Changes to Programs of Study**

Students who decide to change programs of study must schedule a conference with their faculty advisor. Upon agreement that the change is warranted, the student will be advised to meet with the Director of Enrollment Services in Student Services where he/she will be given the name of his/her new advisor and advised to submit a Curriculum/Program Change Form to the Registrar. A Curriculum/Program Change Form must be submitted to and approved by the Director of Enrollment Services and processed by either the Registrar or Administrative Assistant or Director of Enrollment Services to deem the change official.

#### **Changes to Student Personal Information**

To maintain accurate and up-to-date student records, students must submit a Student Status Change Form to Student Services when changes in name, address, and telephone number occur. For name changes, a certified copy of a court order, marriage certificate, dissolution decree, or other official documentation reflecting the new name must be attached to the change form.

### **Grading Information**

### Grade-Point Averages (GPAs)

For determining GPAs, final grades have the following values or points: A=4; B=3; C=2; D=1; F=0. Other grades are not included in the GPA. The cumulative GPA is computed by multiplying the points for each course by the semester hours for that course, then dividing by the total number of semester hours. A GPA of 2.0 for work taken at R-CCC is required for graduation. Some departments may have additional graduation requirements.

Please note: Students taking DRE and DMA courses will earn a grade of P (for Pass) or R (for Repeat). Since these courses are pre-curriculum level courses, meaning that they help prepare students for success in curriculum level coursework, credit hours or quality points are not earned for grade-point average calculations, nor are they considered as part of any program's total hours required for graduation. The grade earned for this course, however, is recorded on the student's permanent college transcript, which future colleges or employers may request.

### Satisfactory Academic Progress

Each curricular student is expected to make satisfactory academic progress (SAP) toward obtaining a degree or diploma. At the end of each semester, a student's GPA for that period and his/her cumulative GPA are examined. The minimum cumulative GPA for remaining in good standing is shown in the following scale.

Attempted Credit Hrs.	GPA Diploma	GPA Degree
-----------------------	-------------	------------

1-15	1.50	1.50
16-27	1.65	1.65
28-39	1.80	1.80
40-53	2.00	1.95
54 & above	2.00	2.00

### Academic Warning

Students who fail to maintain the minimum academic requirements will be placed on academic warning for the next semester and notified in writing of their status by the Registrar. Students on academic warning must consult with their advisor before registering again and can register for no more than 10 semester hours during the warning semester or term. Approval to enroll in more than 10 semester hours is allowed based upon extenuating circumstances and at the recommendation from the advisor. Students who registered early for more than 10 semester hours for the next semester will need to make the necessary schedule adjustments to meet the requirements during the academic warning period.

Students who fail to reestablish the required average during the warning semester will be placed on academic probation the next semester.

### Academic Probation

Students who fail to reestablish the required average after the warning semester will be placed on academic probation and notified in writing of their status by the Registrar. Students on academic probation can register for no more than six semester hours until the minimum academic requirements are achieved.

Approval to enroll in more than 6 semester hours is allowed based upon extenuating circumstances and at the recommendation from the advisor. Students on academic probation are making unsatisfactory progress

and, therefore, are not eligible for financial aid or VA benefits.

Student status is calculated each semester for all full- and part-time students, excluding Special Credit students.

### **President's List**

At the end of each semester, full-time curriculum students (12 credit hours or more) in a major maintaining a semester GPA of 4.00 will be recognized on the President's List. All coursework must be numbered 100 level or higher. A student with an "I - Incomplete" grade is not eligible for the President's List in the semester the "Incomplete" is received.

### **Dean's List**

At the end of each semester, full-time curriculum students (12 credit hours or more) in a major maintaining a semester GPA between 3.25 and 3.99 with no grades less than a "B" will be recognized on the Dean's List. All coursework must be numbered 100 level or higher. A student with an "I - Incomplete" grade is not eligible for the Dean's List in the semester the "Incomplete" is received.

### **Grading System**

A final grade is awarded at the end of each course for which a student is registered. Instructors determine final grades by using the following system:

A	Excellent	90-100
B	Good	80- 89
C	Average	70-79
D	Poor	60-69
F	Failure in performance or failure to remove an "I" grade	

The following chart provide a list of the grades that students can receive and a description of each.

**\*I** Incomplete. Students may receive an "I" at the discretion of the instructor when 80% of the course has been completed and the final work required has not been completed because of extenuating circumstances. An "I" must be removed by the last day of classes of the next semester, or it will automatically become an F (see R-CCC Academic Calendar). Students cannot re-enroll in courses in which an "I" grade is the grade of record. If the student fails to remove the "I" during the required time, the student must re-enroll in the course IF CREDIT FOR THE COURSE IS REQUIRED.

**\*AU** Audit. This grade is assigned to students who audit a course or who repeat a course in which a grade of C or higher has been earned.

**\*W** Withdrawal. A "W" is received when a student officially withdraws from a course by the 60 percent point of the course. A "W" is assigned for administrative withdrawals resulting from disciplinary action (i.e., suspension, etc.).

**\*WP** Withdrawal Passing. Student is passing course with an average of at least 60% at the time of drop.

**\*WF** Withdrawal Failing. Student is failing course with an average of less than 60% at the time of drop.

**\*CE** Credit by Examination. Student shows proficiency by examination. This grade is awarded for credit hours only.

\*CL College Level Examination Program (CLEP). This grade is awarded to students who have taken and met the credit-granting score standard for CLEP.

\*AP Advanced Placement. This grade is awarded to students who take the College Entrance Board's Advanced Placement Examination and who meet the credit-granting score standard for AP.

\*MT Military Training. This grade is awarded to veteran students who may receive college credits through DANTES, a testing program service by the Educational Testing Service.

\*BL Basic Law Enforcement Training. This grade is awarded to students who have completed Basic Law Enforcement Training. The training must be for curriculum credit and not continuing education credit.

\*P Grades. A student in developmental, supplemental, or transitional courses will receive either of the below passing grades based upon the course. They are not considered a part of the program's total hours required for graduation. However, the grade is recorded on the student's permanent college transcript.

\*P Passing

\*P1 - Pass Tier 1 of the course

\*P2 - Pass Tier 2 of the course

\*P3 - Pass Tier 3 of the course (for Math only)

\*R Repeat. A grade of R (repeat) will be issued for unsuccessful completion supplemental or transitional courses. They are not considered a part of the program's total hours required for graduation. However, the grade is recorded on the student's permanent college transcript.

\*\*An "In Progress" or Re-enroll grade is given in transitions courses when progress has been made but required objectives for the course have not been met. It is given in lieu of a D or F grade and has a neutral effect on the student's GPA. "IP" and "R" grades remain on the transcript.

\*\*\*The "P1", "P2", "P3", "IP" and "R" grades are used in transitions math, transitions English and reading courses. "P" indicates an 80% mastery of the course content. When the student's mastery of course content is less than 80%, the student receives an "R" grade. "R" and "IP" grades have a neutral effect on the student's GPA. Students receiving an "R" grade in a prerequisite course must reenroll in that course and may not proceed to the sequential course until achieving 80% mastery of course content.

\*Note: These grades do not affect a student's GPA or quality points.

### **Grade Appeal**

A student has the right to appeal a final course grade when he/she believes that his/her performance in a course has been incorrectly or inappropriately evaluated by the instructor. Any such appeal should be initiated within the first two weeks of the next semester after the grade was issued.

1. The student must go to the instructor where the alleged problem originated. An attempt will be made to resolve the matter equitably and informally at this level. The conference must take place within 10 working days of the incident which generated the complaint. The student and instructor are encouraged to seek resolution informally before filing an academic grievance.
2. If the complaint is not resolved at the informal conference with the instructor, the student should

meet with the faculty member's direct supervisor within 10 working days after meeting with the faculty person with who the grievance is filed. As part of the effort to resolve the issue, the supervisor will consult with the accused and the faculty member.

3. If the complaint is not resolved at the informal conference with the direct supervisor, the student may file a written grievance. The written grievance must be presented to the Associate Dean of Instruction within 10 working days after satisfying Step 2. The Associate Dean of Instruction will refer the written grievance to the Student Conduct and Appeals Committee.
4. The Student Conduct and Appeals Committee will convene within 10 working days upon notification of the grievance. Following hearing procedures, the committee will decide by majority vote the solution of the grievance and forward a recommendation and findings to the Associate Dean of Instruction. The Associate Dean of Instruction shall respond in writing to the student within ten (10) working days.

The ruling of the Student Conduct and Appeals Committee is typically final. If the student is still not satisfied, the Associate Dean of Instruction shall refer the student to the College President. The President shall hold a hearing, using as many witnesses as necessary to hear all sides of the complaint. Following the hearing, the President shall issue a ruling or decision concerning the problem. The ruling of the President will be final.

### **Make-Up Work**

Instructors may establish procedures for make-up work.

### **Grade Changes**

Any change of grade, except course repeats and incomplete grades, must be made by the instructor and approved by the Vice President of Instruction and Student Services. If changes are necessary and the instructor is no longer available, the decision to change a grade rest with the Vice President of Instruction and Student Services. A grade will only be changed if an error was made in computing or recording it. This must be done within the first three weeks of the start of the next semester.

### **Catalog of Record**

Students in continuous attendance (summer term excluded) may graduate under the provisions of the catalog in effect on their date of entry into their current curriculum. Changes may be made in catalog requirements between the time students enter a curriculum and the time they are ready to finish. Students graduate under the catalog in effect at the time they originally enrolled. However, if the necessary courses are not available, students will graduate under the catalog in effect at the time of their anticipated graduation. The catalog of record for a student who does a change of program is the catalog in effect at the time the change of program becomes effective.

### **Graduation**

Upon the recommendation of the faculty and the approval of the Board of Trustees, appropriate degrees, diplomas, or certificates will be awarded to students successfully completing the requirements of the curriculum in which they are enrolled.

To graduate, students must:

1. Successfully complete all courses and credit hours required by their program as contained in this catalog. Transfer students must complete at least 25 percent of the required semester hours of credit at R-CCC to be eligible to receive a degree, diploma, or certificate.
2. Earned a minimum GPA of 2.0 ("C" average) for work in the required courses of the curriculum



- for which they are applying for graduation.
3. Apply for graduation. Prior to registering for their final semester at the College, curricular students must complete an Application for Graduation form, which is available in the Registrar's Office; secure their advisor's signature as verification of graduation candidacy; and return the form to the Registrar for certification and verification of GPA, credit hours, and required courses.
  4. Clear all financial obligations to the College. Students having an outstanding debt to the College, including charges, fees, fines, defaulted payments, or student aid overpayments, will not be allowed to graduate or receive their graduation award until all debts are cleared.

Students are responsible for knowing and meeting graduation requirements. Although a faculty advisor is assigned to each student to advise in planning class schedules each semester, the final responsibility for meeting all graduation requirements rests with students.

Awards are issued only once a year at the May graduation ceremony. Students completing graduation requirements for degrees, diplomas, and certificates at points throughout the academic year must wait until the graduation ceremony following their completion to receive their award. Students receiving more than 1 award will receive recognition of all degrees, diplomas, and/or certificates earned on the printed graduation program; however, only the highest degree will be announced during the ceremony.

By March 1 of each year, prospective graduates will receive notification regarding all pertinent information relative to commencement. All prospective graduates are required to pay a \$50.00 graduation fee. Those who do not wish to participate in the commencement ceremony are still required to pay the graduation fee. The graduation fee includes the printing of the actual award, diploma jacket and other expenses associated with the graduation exercises. The graduation attire and other accessories are made available for purchase through an outside vendor.

### **Honor Graduates**

There are two levels of distinctions--High Honors and Honors. To be considered a High Honor graduate, the student must have an overall program GPA of 4.00 upon completion of any degree or diploma program. To be considered an Honor graduate, the student must have an overall program GPA of 3.75 to 3.99 upon completion of any degree or diploma program.

Students must complete 25 percent of their course work at R-CCC. The graduating student nominated for the State's Leadership Award will give welcoming remarks during the graduation ceremony.

### **Attendance after Graduation**

Student wishing to re-enroll after graduation must complete a change of program form to establish a new program of study.

### **Transfer to Other Institutions**

Courses successfully completed at R-CCC with a grade of C or better may be transferred to any other college in the North Carolina Community College System. The transfer credit, however, does not guarantee admission into a specific program within an institution.

To facilitate transferability to the University of North Carolina System, the Comprehensive Articulation Agreement (CAA) was developed between the UNC System and the North Carolina Community College System for transfer between the two systems. Many private colleges and universities also have adopted the CAA. Students who complete the Associate in Arts or Associate in Science degrees may be able to transfer with junior status.

The CAA does not address admission to an institution nor to a specific major within an institution. For detailed information, contact the College Transfer Division Director.

**Verification of Enrollment**

Student may request verification of their enrollment at the College through the Registrar's Office. Verification requests for the current semester will not be processed until after the census date for the semester.

**Family Educational Rights & Privacy Act of 1974 (FERPA)**

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

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

Although that act specifically refers to the access rights of parents, it provides that "whenever a student has attained 18 years of age or is attending an institution of postsecondary education, the permission or consent required of, and the rights accorded to the parents of the students shall thereafter only be required of and accorded to the student."

The only individuals or agencies authorized to see a student's record, other than the student, without the student's written consent, are school officials with "legitimate" educational interests, officials of other schools in which the student "intends to enroll," and certain government representatives. Students interested in reviewing their files must see the Registrar or Information Processing Specialist.

The College may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, if a student does not wish for the College to disclose directory information about himself/herself, the student should notify the Registrar in writing at the start of any semester while enrolled at the college.

An amendment to the Family Educational Rights and Privacy Act of 1974 and the Campus Sex Crimes Prevention Act (P.L. 106-386) requires all institutions of higher education to advise their campus community of where information concerning registered sex offenders in North Carolina can be obtained. In accordance with this amendment, the following Web address contains registered sex offender's information for NC: <http://sbi.jus.state.nc.us/DOJHAHT/SOR/Default.htm>

**Student-Right-To-Know**

In accordance with the US Department of Education's Student Right-To-Know and Campus Security Act of 1999, the College makes available to prospective and enrolled students the completion or graduation rate of students in their program. Individuals interested in reviewing the completion or graduation rate information must request this information from the Registrar.

**Tuition, Fees, and other Expenses for Curriculum Students**

Tuition is set by the State Board of Community Colleges at rates approved by the North Carolina General Assembly and is subject to change without notice. Student fees are set by the College Board of Trustees and are subject to change as well. "R-CCC charges no student fees solely associated with Distance Learning courses."

Textbooks, fees, and supplies are additional expenses that vary according to the program of study. The payment of all tuition and fees is required at the time of registration. Any student who does not pay tuition and fees will have his/her schedule purged from all classes. Students may not attend class until tuition is paid in full.

Students receiving financial aid, sponsorship assistance, and/or participating in e-Cashier must confirm that the College has enough payment documentation required to be officially registered for class.

**\*\*Note:** The following information applies to students enrolled in curriculum programs. For information on Continuing Education fees, see the appropriate section of this catalog.

### **Tuition and Fees – Curriculum Students**

<b>Tuition/Fee</b>	<b>Amount</b>	<b>Comments</b>
Tuition – NC Residents	\$76.00	Per Credit Hour \$1,216.00 max
Tuition – Non-NC Residents	\$268.00	Per Credit Hour \$4,288.00 max
Student Activity Fee	\$35.00	Per Semester
College Access, Parking, & Security	\$20.00	Per Semester
Student Accident Insurance	\$2.00	Per Semester
Liability Insurance	\$13.00	Per Academic Year Certain courses
Technology Fee	\$3.00	Per Credit Hour
Technology Fee	\$1.00	Per Credit Hour in Summer Semester
Course Specific Fee	Varies Per Course	Certain Courses
Transcript Fee	\$5.00 per official copy	Unofficial – free
Student ID Fee	\$5.00 each additional	1 <sup>st</sup> ID is Free

### **Tuition Rates**

At the publication of this catalog and effective July 1, 2023, tuition is \$76.00 per credit hour, not to exceed \$1,216.00, for legal residents of North Carolina. Tuition for out-of-state residents is \$268.00 per credit hour, not to exceed \$4,288.00. *(This amount is subject to change by the State Board of Community Colleges without notice.)*

### **Student Activity Fee**

Student activity fees must be paid by day and evening students when registering for curriculum classes. The collected fees are used by the Student Government Association to help support students' programs, athletic events, contests, and other activities. Fees are \$35.00 each semester.

### **College Access, Parking, and Security**

Student parking fees are charged to support the college's parking facilities and campus security. The fee is \$20.00 per student per semester.

**Student Insurance**

All curriculum students are required to purchase accident insurance. The \$2.00 fee is due at the time of registration. Coverage is provided while on campus, while traveling to and from campus, and during approved off-campus events.

Students must submit claims for injury covered under the accident insurance provisions immediately, but in no instance later than 30 days, to benefit from coverage. All accidents must be reported to the Chief of Security's Office, Student Services Building, Room 108A, within 24 hours of the date of the accident. The premium for accident insurance is subject to change annually. For additional information concerning coverage, contact the Business Office at 252-862-1214.

**Liability Insurance**

Students enrolled in certain health science and vocational programs are required to purchase professional liability insurance coverage. The cost of the liability insurance is currently \$13.00 per year. It is the student's responsibility to ensure that he/she is covered prior to attending these classes.

**Technology Fee**

A technology fee must be paid by day and evening students when registering for curriculum courses. The collected fees are used by the College to maintain and update computer hardware and software utilized by students. The Technology Fee is \$3.00 per credit hour in the fall and spring semesters with a maximum per semester of \$48.00. The rate is \$1.00 per credit hour in the summer with a maximum per semester of \$16.00.

**Course Specific Fees**

A course specific fee must be paid by students registering for specific courses of instruction. These fees are collected and used by the College to purchase items required for the course that are in addition to the normal supplies and materials that the College would provide.

**Transcript Fees**

Upon written request by a student, a transcript for curricular courses taken at R-CCC will be issued to the appropriate institution, agency, or individual. Official copies of transcripts are \$5.00 each; unofficial copies are available at no cost. Transcript requests are made through the Business Office, located in the Jernigan Building, Room 102.

Transcripts, official or unofficial, cannot be processed or released until all the student's financial obligations to the College have been satisfied. (See the Academic Regulations section for more information.)

Please note: Delays in processing may occur during busy times, such as registration, graduation, etc. Transcripts are not released when the student has any indebtedness to the College.

**Student ID Card Fees**

Student ID cards are covered in the student activity fee for curriculum students; a replacement card is \$5.00.

See the Student Rights, Responsibilities, and Appeals section for more information.)

**Textbooks & Supplies**

The cost of books and supplies depends upon the program in which enrolled. Full-time students can, however, expect to pay at least \$600 per semester.

**Tuition Refund Policy**

Refunds are not automatic. All drop/add forms must be submitted to Student Services before any refund will be considered.

A 100% refund shall be made if the student officially drops prior to the first day of classes of the academic semester or term as noted in the college calendar. Also, a student is eligible for a 100% refund if the class in which the student is officially registered is canceled due to insufficient enrollment.

A 75% refund shall be made if the student officially drops from the class(es) prior to the official 10% point of the semester. Student fees are NOT refundable.

Federal regulations, if different from above, will overrule this policy. To be eligible for a tuition refund, the student must:

1. Officially register and pay tuition and fees and
2. Process and submit a Drop/Add Registration Change Notice form to the Registrar's Office no later than the 10% point of the term as defined above.

For additional information regarding refunds, contact the Business Office staff at 252-862-1214 or Student Services staff at 252-862-1200.

**Bookstore Refund Policy**

The College Bookstore is managed and operated by Follett Bookstores. Therefore, the College does not set the policies or rules. The bookstore refund policy is subject to change without notice. Additional information is provided on the bookstore <https://www.bkstr.com/R-CCCstore/home>

**Title IV Federal Refund Policy**

Title IV Federal Programs include, but are not limited to, Pell Grant and Supplemental Education Opportunity Grant (SEOG). Title IV Federal Financial Aid students who withdraw or stop attending the College will have their financial aid recalculated according to the Higher Education Amendments of 1998, 34 CFR part 668.22. Some grant recipients may owe a repayment to both the College and the Federal government because of this recalculation. Students will be notified if repayment is due.

**Withdrawal from Course(s)**

Students who receive financial aid from any of the Title IV Federal Programs (as listed above) may be responsible for repaying a portion of their aid if they withdraw, drop, or stop attending classes during the refund period.

Withdrawal from classes may also affect eligibility for financial aid for the following semester or academic year. Students will be notified if monies are due the College.

**Past Due Accounts/Outstanding Debts**

Any student who fails to resolve any outstanding debt to the College will not be permitted to register for classes, receive academic or financial aid transcripts, receive a diploma or certificate, and/or participate in graduation. In addition, past due accounts 90 days or older will be turned over to the NC Department of Revenue's Debt Setoff program.

**Payment Plans/Options**

The College provides students with the following payment options to cover tuition, fees, books, and supplies to those who qualify:

- ***Financial Aid and Scholarships***

Refer to the Financial Aid section of this catalog or contact the Financial Aid Office for information.

- ***Third Party/Sponsorship Agreements***

A student's tuition, fees, and/or books may be covered through an agreement with an employer, Veteran's Affairs, and other agencies and/or companies. The sponsorship agreement must state the amount of tuition, fees, books, and/or supplies covered and received by the Business Office before classes begin for the academic semester. Sponsored students must complete a Third-Party Billing Agreement each semester, at the Business Office, to ensure that charges are properly deducted from their sponsorship. All questions or concerns can be directed to the Business Office located in the Jernigan Building, Room 102 (252-862- 1229).

- ***Student Payment Plan***

For \$25 per semester, students may set up an interest-free monthly payment plan to cover the cost of their tuition and fees. This plan is sponsored by Nelnet Business Solutions (Nelnet Payment Plan). Books may not be included in this payment plan and must be purchased by other means. Payment drafts that are not allowed due to insufficient funds or account numbers that do not exist will be charged a nonrefundable fee of \$30 for each occurrence by Nelnet. Additional information is provided about Nelnet Payment Plan at [www.MyCollegePaymentPlan.com/roanoke](http://www.MyCollegePaymentPlan.com/roanoke) or by contacting the Business Office Cashier at 252-862-1214. Availability of Nelnet Payment Plan is determined by Roanoke-Chowan Community College. Please be aware that the College may elect not to have e-Cashier available during specific times and dates during registration. It is the student's responsibility to confirm with the Business Office that his/her account has been set up properly and will cover all tuition and fees for the semester to ensure that his/her schedule does not get purged from the system. It is also the student's responsibility to notify the Business Office of any changes made to his/her schedule or financial aid that has been awarded after the payment plan was set up to ensure that their payment plan is adjusted accordingly. Students will be responsible to pay any discount fees that are associated with their Nelnet Business Solutions (e-Cashier) account.

**\*\*NOTE:** Financial aid is not considered earned until the Financial Aid office verifies attendance and requests for awards to be applied to student accounts. Students with financial aid should understand that aid will not be applied to their account until the disbursement date published on the college calendar; therefore, any payments they have contracted with Nelnet Business Solution to draft from their account will continue and be posted on schedule.

Once financial aid is applied to their account, then the balance that Nelnet reflects will be adjusted. Financial aid recipients should not assume their balance will automatically be adjusted if they add or drop a class or if they receive financial aid. They should review their agreement balance online through their Nelnet Payment Plan Account or call the Roanoke-Chowan Community College Business Office at 252-862-1214 to confirm the change. Once e-Cashier has been turned off for a semester, a student cannot make changes; however, in some cases the Business Office can adjust the account if given permission in writing by the student.

## **Financial Aid**

The primary purpose of R-CCC's financial aid program is to ensure that qualified students are not denied an opportunity to pursue a college education because of economic disadvantages. Our student-focused staff are empowered to help students and their families seek, obtain, and make the best use of all financial resources available. Grants, scholarships, and a federal work-study program are available to help eligible students



cover the cost of tuition, fees, books, and other related expenses.

Students interested in applying for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). The form must be submitted in one of the following ways:

Students may complete the online application at <https://studentaid.gov/h/apply-for-aid/fafsa>.

Students may contact the Federal Student Aid Information Center toll-free at 1-800-433-3243.

Students wishing to receive financial aid must reapply each year; renewal is not automatic. They should complete the application as soon as possible starting October 1. To be considered for financial aid, applicants must be enrolled in an eligible curriculum leading to a degree, diploma, or certain certificates; students must have a high school diploma or GED in which the transcript has been received by R-CCC's Admissions Office, students must be meeting and maintaining satisfactory academic progress, and a student must not owe a repayment on a grant or be in default on an educational loan, in addition to any other criteria set by the US Department of Education.

### ***Priority Dates***

To provide adequate time for processing and awarding financial aid prior to the start of classes, priority dates are identified for each semester.

Fall Semester – July 15

Spring Semester – November 1

Students submitting their financial aid application after the established priority dates must be prepared to pay for their tuition, fees, and books. It takes eight to twelve weeks to process the application.

If a student's financial aid eligibility has not been determined before the start of the semester, the student will need to be prepared to pay for tuition, fees, and books out of pocket or will need to set up a tuition payment plan. Emergency assistance is available, but limited to a first-come, first-served basis. Once eligibility has been determined, the student will be reimbursed for financial aid he or she is eligible for minus any funds due to the College.

### **Financial Aid Programs**

Listed below are brief descriptions of federal, state, and institutional financial aid programs available to R-CCC students. Individuals who would like more specific information regarding any of these programs should contact the Financial Aid Office.

- Federal Pell Grant is the largest student aid program. All undergraduate students who have not received their first baccalaureate degree are applying for a Federal Pell Grant when they complete the FAFSA. To qualify for a Pell Grant, students must have exceptional financial need as determined by federal methodology and be enrolled for at least one credit (not audit or hours classified as "permit") hour. It is awarded by the US Department of Education using a standard formula.
- Federal Supplemental Educational Opportunity Grant (FSEOG) is designed for students exhibiting exceptional financial need. Funding is limited, so grants are awarded to a limited number of students.
- Federal Work-Study Program (FWS) provides part-time employment opportunities to eligible students to earn money to help pay college expenses. Students participating in this program are employed in

the library, administrative and faculty offices, and various other departments. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) and a work-study application available in the Financial Aid Office. Students must be enrolled in at least six (6) credit hours per semester in a curriculum program and must meet the satisfactory academic progress requirements of the institution.

- North Carolina Community College Grant (NCCCG) is available to North Carolina residents who demonstrate financial need and are enrolled at North Carolina community colleges. Students must complete the FAFSA by the published deadline and list a NC community college as one of the top three choices of institutions. Students must be enrolled in at least six (6) credit hours per semester in a curriculum program and must meet the satisfactory academic progress requirements of the institution. The North Carolina State Education Assistance Authority in conjunction with College Foundation of North Carolina administers this program.
- North Carolina Education Lottery Scholarship (NCELS) was created by the 2005 General Assembly to provide financial assistance to needy North Carolina students attending eligible colleges and universities located within the state of North Carolina. Students must be a North Carolina resident for tuition purposes, must be enrolled in at least six (6) credit hours per semester in a curriculum program, and must meet satisfactory academic progress requirements of the institution. It is offered by the North Carolina State Education Assistance Authority through College Foundation of North Carolina.
- Child Care Assistance Program Grant (NCCHD) is available to parents who have children up to age 5 to help aid in paying their day care cost while they are in school. Students must be a North Carolina resident for tuition purposes, must be enrolled in at least six (6) credit hours per semester in a curriculum program, and must meet satisfactory academic progress requirements of the institution. Funding is limited, so students are encouraged to apply early.
- Forgivable Education Loans for Service (FELS) was established by the North Carolina General Assembly in 2011, the Forgivable Education Loans for Service provides financial assistance to qualified students enrolled in an approved education program and committed to working in critical employment shortage professions in North Carolina. Students must be a legal North Carolina resident for tuition purposes and must have a cumulative GPA of 2.80 at the time of application. Students must also register with the Selective Service System, if required; must not be in default, or does not owe a refund, under any federal or State loan or grant program; maintain satisfactory academic progress requirements of the institution; and be willing to work in NC in a designated critical employment shortage profession.
- Targeted Assistance scholarships are awarded to students enrolled in credit or non-credit programs having an enrollment less than the program capacity, but for which there is a high demand in the local area.  
Less than Half-Time provides financial assistance to students enrolled less than half-time who meet other specific criteria.
- Golden LEAF Scholarship is available to assist Hertford, Northampton, Gates, Halifax, and Bertie County residents negatively impacted by the decline in the tobacco industry pending availability of funds.

Roanoke-Chowan Community College Foundation Scholarships are made available through the R-CCC Foundation, various individuals, businesses, and civic and service organizations. Awards are determined annually and are subject to the availability of funds. The scholarship application deadline may vary each year. The Financial Aid Office and the college's website provide scholarship information, application forms,

and deadlines.

North Carolina Community College Scholarships are available to students based on different factors such as academic performance, county of residence, program of study, enrollment status. Students should contact the financial aid office for more information and individual scholarship applications.

North Carolina Community College Loan Program and R-CCC Emergency Loan Program was designed to provide short-term loans to students who need assistance with the cost of tuition/fees. Loans must be repaid prior to the end of the semester/term in which the loan was received. Students failing to make repayments in a timely manner will receive written notice from the College. Unpaid accounts will be referred for collections.

Scholarships are provided each year through the Roanoke-Chowan Community College Foundation, Inc., and by the generosity of local industries, businesses, professional organizations, civic clubs, and individuals. The scholarship program consists of two types of awards: merit-based scholarships and need-based scholarships. While most of scholarships are need-based, others are awarded based upon specific criteria stipulated by the donor. Awards usually provide tuition assistance and require the recipient to maintain a minimum GPA. Scholarships are awarded for one academic year beginning with the fall semester, with preference given to second-year students. Students must reapply each year by completing the FAFSA (Free Application for Student Financial Aid). The Financial Aid Office and the college's website provide scholarship information, application forms, and deadlines.

WIOA (Workforce Innovation and Opportunity Act) are a federally funded program that help cover the cost of tuition, fees, books, and/or supplies for students enrolling in certain programs and who, according to the Employment Security Commission/NC Works Guidelines, are economically disadvantaged. Detailed information can be obtained from the local Employment Security Commission Office.

### Eligibility Requirements

Financial aid is awarded primarily based on need. In addition, financial assistance depends on the availability of funds. To be considered for financial aid, applicants must meet the following criteria:

- Be enrolled or accepted for enrollment in an eligible program at Roanoke-Chowan Community College.
- Be a citizen or an eligible non-citizen of the United States with a valid Social Security Number.
- Be an undergraduate student who has not previously received a bachelor's degree.
- Demonstrate financial need.
- Have a high school diploma or GED certificate.
- Be making satisfactory academic progress requirements of the institution.
- Not be in default, or does not owe a refund, under any federal or State loan or grant program.
- Meet any applicable program or degree-specific criteria.
- Must have resolved any drug conviction issue; and
- Any male required to register with Selective Service at any time must have done so to receive aid.

### Debts

Students having an outstanding debt to R-CCC will not be allowed to register, graduate, receive a diploma or certificate, or receive or have an academic transcript forwarded until all debts have been cleared.

Students in default of federal student loans or repayment of grants at any college cannot be awarded federal financial aid until repaid or satisfactory repayment arrangements have been made.

#### Satisfactory Academic Progress for Financial Aid

The Higher Education Act of 1965, as amended by Congress in 1980, mandates that higher education institutions establish minimum standards of satisfactory academic progress for students receiving financial aid. R-CCC makes these standards applicable to all Title IV aid. These standards are evaluated at the beginning of each academic year or period of re-enrollment, after each semester for diploma programs, and at the end of each semester in which a student was on academic warning. To receive Title IV financial aid funds, students must meet the following criteria:

Successful completion of a minimum percentage of attempted coursework. Students must pass 67% of the courses for which they register including developmental courses.

Maximum time frame in which a student must complete his/her program of study is 150% of the published length of the program (as required by federal regulations). All courses attempted are included in this calculation. This includes transfer hours, courses taken in a different program of study, and courses taken in which no financial aid was received.

Grade-Point Average (GPA) must be at least 2.0 (cumulative) to be eligible for or to continue to receive financial aid.

Students may attempt up to 30 credit hours of developmental coursework. Students needing to enroll in developmental courses beyond 30 credit hours will not receive any financial assistance.

#### Financial Aid Warning and Probation

Students who fall below the minimum cumulative grade-point average requirement and/or do not complete the required number of credit hours during any semester will be placed on financial aid warning for the next semester. Students will be allowed one semester of warning. Students who are on financial aid warning and who fail to meet the minimum requirements after the semester of warning will be placed on financial aid probation. Students on probation are not eligible for financial aid. Students may appeal probation by completing an Appeal for Financial Aid Application in the Financial Aid Office.

#### Return of Title IV Funds Policy

The U.S. Department of Education requires each Financial Aid Office to calculate a Return of Title IV Funds for any student who withdraws completely or who does not otherwise complete the term of enrollment in which the student received federal financial aid. If a student receiving financial aid withdraws from the College after beginning attendance, the amount of federal financial aid assistance earned by the student must be determined. The student's last day of attendance at the College is used to determine the percentage of Title IV earned. If the amount disbursed to the student is greater than the amount earned, the unearned funds must be returned. Generally, when a student owes a Return of Title IV, the school, and the student both have a responsibility to return funds. The student will receive a letter from the Financial Aid Office stating the amounts he/she owes to both the US Department of Education and the amount he/she would then owe the College. Payments can be accepted for the US Department of Education for 45 days at the College. After that time, it would be referred through the National Student Loan Data System as an overpayment. If the amount due to the College has not been paid within 90 days, it will be reported to the

North Carolina's Department of Revenue for collections.

#### Financial Aid Reinstatement

When financial aid is terminated, it may be reinstated through the appeals process or by personally paying education costs and meeting satisfactory progress requirements. Upon meeting the satisfactory progress, aid will be reinstated the subsequent semester. Retroactive payments of financial aid are prohibited for semesters in which unsatisfactory progress was made.

#### Appeal of Financial Aid Termination

Students given notice of financial aid termination are entitled to procedural due process and may appeal the decision. Students may appeal their termination of eligibility for financial aid only for "extraordinary circumstances." Satisfactory academic progress appeal request forms are available in the Financial Aid Office. All forms must be completed and accompanied by appropriate documentation. All satisfactory academic appeal requests will be reviewed by the SAP Appeal Committee.

In all cases, termination of financial aid will remain in effect throughout the appeal process.

#### Financial Aid Standards

Roanoke-Chowan Community College's Forgiveness Policy does not apply for financial aid purposes.

Financial aid (Title IV) will be limited to 30 credit hours of developmental courses.

No Title IV aid will be awarded for AU (audit) grades or CE (credit by proficiency exam) or NE (never attended). AU grades will not be calculated in measuring satisfactory academic progress.

Payments are based on the number of credit hours for which the student is enrolled as of the census date of the term and for which attendance can be verified at the time of payment.

Students must register for every course they plan to take during early registration and/or the regular registration period at the beginning of each semester regardless of when the course begins.

Students, who charge books and/or supplies and do not attend classes, must repay those charges.

Students may only use courses that count towards their degree to determine enrollment status.

Cosmetology and Barbering Programs must be calculated using clock hour conversions. This is a formula provided by the US Department of Education, and it could result in a change to your award amount.

Financial assistance is awarded for an academic year (fall, spring, and summer). Students should plan their finances accordingly.

For federal financial aid purposes, full-time students are defined as those students who are enrolled in courses required for their major for 12 or more credit hours each semester; three-quarter time students are those enrolled for 9 to 11 credit hours each semester; half-time students are those enrolled for 6 to 8 credit hours each semester; and less than half-time students are those enrolled for 1 to 5 credit hours.

It is the student's responsibility to ensure that the Admissions Office has the correct mailing address. This is the address the financial aid refund check would be mailed to.

## Service Members Opportunity Colleges

The College is designated as an institutional member of Service Members Opportunity Colleges (SOC), a group of more than 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As an SOC member, R-CCC recognizes the unique nature of the military lifestyle. The College is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

## Veterans Assistance

The Veterans Administration (VA) sponsors the following educational assistance programs for qualifying veterans and other eligible persons: Chapter 30, 31, 32, 33, 35, and 1606. College programs are approved by the NC State Approval Agency for educating and training veterans, dependents of deceased or disabled veterans, and members of the Selected Reserve under Title 38 of the US Code.

Incoming veterans must meet with the college's VA Certifying Official to apply for VA benefits. Students receiving benefits must maintain satisfactory attendance and satisfactory academic progress. Students must be enrolled in an eligible curriculum leading to a degree or diploma, have a high school diploma or a high school equivalency diploma in which the transcript has been received by R-CCC's admissions office, meet and maintain satisfactory academic progress, in addition to any other criteria set by the US Department of Veterans Affairs. Any course within the designated curriculum undertaken by students and carried after the formal drop/add period is included when determining student status. Benefits will not be received for courses previously passed or for taking courses not approved as part of the curriculum.

If placed on academic warning, students will have the next semester to raise their GPA up to the requirement. If a student does not meet the minimum cumulative GPA at the end of the warning semester, the certification to the VA will be terminated and benefits will stop. Students who fail to maintain the required GPA will be placed on academic probation. Students on probation are not eligible for VA benefits. The minimum cumulative GPA as outlined under the guidelines for academic satisfactory progress must be maintained. However, once the GPA returns to good standing, benefits can restart.

Please notify the VA Certifying Official to restart benefits. Specific details regarding other VA requirements can be obtained from the college's VA Certifying Official. Visit the Student Services office.

# Academic and Support Services

## Academic Advising

To assist students in their academic programs, the College has established an advising plan where every student is assigned a faculty advisor by the Office of Student Services. Each semester, the advisor helps plan the student's course schedule, keeps a record of progress, and is available for additional counseling.

Advisors, as well as counselors, make every effort to provide guidance to students. However, the final responsibility for meeting all academic requirements rests with the student.

The faculty advisor system is designed to contribute to the students' educational progress. Students who have declared curricula are assigned a faculty advisor. Students may know their advisors not as instructors, but also as one from whom they may receive assistance in program planning, scheduling, and registration. The objective of the faculty advisors are as follows:

1. To have a conference with each new advisee as soon as possible to get acquainted.



2. To be alert to student problems to assist the student in both academic and personal matters. (Problems which the advisor feels unqualified to handle should be referred to the Behavioral Assessment Team)
3. To assist the individual student in planning an academic schedule to meet course prerequisites and curriculum requirements. To assist the student in completing the program tracking sheet.
4. To maintain an academic progress file on each advisee. (This file should include grade reports, a graduation information sheet, and a program tracking sheet.)
5. To post office hours, showing when available for consultation with students.
6. To serve, upon request of the student, as the student's representative in conferences where decisions affecting status are made.

### **Career Services (NC Works)**

NC Works Career Center provides students and the public with user-friendly services and information regarding employment and training on the main campus. The Center offers job placement, résumé writing, interview preparation, and a variety of career-related assessments and workshops and counseling to help clients clarify and develop career goals. Local agency representatives staffing the NC Works Career Center includes NC Employment Security Commission, Mid-East Commission, Vocational Rehab Services, CADA, WIA and Dislocated Workers, National Center for Aging, Youth at Work, and Department of Social Services. For more information, visit the NC Works Career Center located in Room 119 of the Jernigan Building or call 252-862-1257.

### **Accessibility Services**

The College fully supports the Americans with Disabilities Act (ADA) and is committed to providing reasonable accommodations for disabled students to achieve and maintain their maximum learning potential.

Students with a special need should contact Student Services. Students who self-identify their disability and request accommodations must provide documentation from a qualified professional that supports the request for accommodations. Also, students requesting accommodations from the College must have a disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). While self-identification and providing documentation can be initiated at any time, the student must allow reasonable time for accommodations to be implemented by the College. Designated parking spaces for the disabled are located conveniently near each building.

For further information, contact the Associate Vice President of Student Services at (252) 862-1267.

### **Distance Learning**

To make higher education more accessible to all, the College offers distance learning courses that provide students with the opportunity to earn college credit in nontraditional methods. These courses are taught by college faculty and may include Internet-based courses, hybrid, and courses offered via videoconferencing. These courses are listed in the curriculum course schedule published each term and include College Transfer general education courses such as art, English, history, literature, math, music, psychology, and sociology as well as studies in business, information technology, criminal justice, education, medical and office systems, and other fields.

The North Carolina Community College System has provided definitions and codes for various types of distance learning classes:

- Traditional – College curriculum or continuing education course in which 100% of the instruction is

delivered face-to-face with the instructor and student not separated by distance. This is true even when some instructional activities are conducted using web-based technology.

- Online/Internet – College curriculum or continuing education course in which 100% of the instruction is delivered through the Internet/online. Courses may have proctored testing, but instruction is delivered online.
- Hybrid – 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 delivery methods may include, but are not limited to: Internet, LMS, licensed instructional video, CD, TV, DVD, instructional software, or other media.
- Blended – College curriculum or continuing education course in which less than or equal to 50% of instruction is delivered when the student and the instructor are separated by distance. Instructional delivery methods may include, but are not limited to: Internet, LMS, licensed instructional video, CD, TV, DVD, instructional software, or other media.

Videoconferencing is included in all instructional delivery method codes as an option.

Distance learning students register and pay tuition and fees in the same manner as traditional students, but they do not have to come to campus as often. Students who are new to R-CCC's Moodle online learning environment must complete an online orientation before beginning coursework. It is strongly recommended that all students taking online classes complete the online orientation to stay up-to-date on new Moodle features.

Online and hybrid courses are also offered through Continuing Education for individuals wanting to learn specific skills. These courses offer professional development opportunities for educators, professionals, and individuals interested in enhancing their skills. All learners taking Internet or hybrid courses must have access to a computer with Internet accessibility, be computer literate, have access to MS Office, and have at least 5-10 hours per course each week for completing course assignments. Students can also use the computers in the Learning Resources Center.

The College's online learning management system is Moodle. The Moodle online environment for curriculum students can be accessed through the College's website or directly through its URL at <https://roanokechowan.mrooms.net/>. Continuing education students can access the Moodle online environment through the College's website or directly through its URL at <https://roanokechowance.mrooms.net/>.

All courses at R-CCC, including traditional, online, and hybrid classes, use the Moodle environment. Online classes use Moodle as their primary instructional environment. Class discussions, tests, and other activities are completed online. Hybrid classes use both Moodle and on-campus sessions for instruction. In traditional classes, Moodle is used to share resources to enhance on-campus instruction, and instructors must use the Moodle grade book and provide access to the course syllabus.

The College's communication system is Google Mail (Gmail). All students and faculty have Gmail accounts as well as access to other Google resources.

Once new students have registered for classes, they are expected to complete the online Student Orientation to Moodle course. On-campus orientation sessions are also available each semester if they prefer a face-to-face session. Students should check the front page of Moodle at <https://roanokechowan.mrooms.net/> and their Gmail accounts for dates and times of on-campus orientations.

Students interested in previewing R-CCC's Moodle environment should contact the Distance Learning Office for assistance.

**Associate in Arts Degree Online**

Roanoke-Chowan Community College's two-year Associate in Arts College Transfer Degree, consisting of the first two years of a four-year college degree, is available 100% online.

Those who complete the AA degree at the community college are eligible to transfer to one of the 16 University of North Carolina colleges as well as many private colleges, such as Chowan University and Barton College. Those who meet the requirements are guaranteed entry into one of the 16 UNC colleges. Entry into a specific college is not guaranteed.

See the North Carolina Comprehensive Articulation Agreement at their website, <https://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa> for the specific requirements and options.

**Student Readiness for the Online Program**

The AA online program is designed for students who are prepared for college-level work. Those who require remedial classes in math, English, or reading may need to take on-campus transition classes before entering the online program.

Students should contact their academic advisor or the College's Distance Learning Office for more information.

**Institutional Services & Live Projects**

Under certain circumstances, curricular students or classes may be utilized to provide services or live projects for the College and outside public agencies. Arrangements and agreements for such must be made between the Program Coordinator, the Associate Dean of Instruction, the Vice President of Finance & Administrative Services, and the President. The activities involved in providing services must be a part of the regular training of students, and this information must be contained in the agreement to provide services.

Any live project conducted in the Continuing Education and Workforce Development Division must be relevant to the training and approved by the division's dean and the Vice President of Finance & Administrative Services prior to beginning the live project.

**Learning Resources Center**

The Learning Resources Center (LRC) provides library, audiovisual, and computer-assisted instruction services to support and enrich the college's instructional programs. The LRC is open to community residents, students, and employees.

During the spring and fall, LRC hours are 8:00 a.m. - 7:30 p.m. Monday through Thursday and 8:00 a.m. – 5 p.m. on Friday. LRC hours vary during the summer semesters.

**Library Services**

All library users must have a library card to check out materials from the LRC. Community residents may request an initial patron card free of charge at the Circulation Desk. A validated student ID card serves as a library card for R-CCC students. Distance learning students may request a library card by going to the <http://libguides.roanokechowan.edu/DistanceLearning> and filling out the Distance Learning Library Card Request form.

R-CCC was the first in the NC Community College System to use an automated library catalog. The union catalog makes it possible for users to see and request materials via interlibrary loan from other NC community college libraries. Interlibrary loan services are also available by user request through WorldCat. Online access to the NC Community College catalog may be gained through the library's webpage at <https://www.roanokechowan.edu/library-homepage>.

The LRC also offers a coin-operated photocopying machine, a fax machine, printing services, community and group study rooms, DVDs, CDs, and audio books. Internet access is available for registered library patrons, and wireless Internet access is available to all library users.

The library maintains a comprehensive reference collection and general collection. The LRC houses more than 25,000 items, maintains a print periodical collection, and subscribes to several online databases for student use.

The LRC provides access to high quality resources such as periodicals, national and local newspapers, professional journals, research articles, e-books, audio books, and online videos through the databases NC LIVE and SIRS. All databases can be used by registered students.

### ***Audiovisuals***

Audiovisual equipment and materials are available for in-house and community group use. Some items are restricted for in-library use or instructor use only.

### ***Computer-Assisted Instruction Lab***

The Computer-Assisted Instruction Lab (CAI Lab) provides access to computers and maintains software to support R-CCC's curricular programs.

The lab's computers may be used to access online courses, prepare reports, term papers, or other school-related materials. Users must abide by the College's and LRC's Computer Acceptable Use Agreement and all policies posted in the lab.

More Questions?

Students seeking more information about the LRC and the services it provides should contact the LRC by phone at (252) 862-1209, by email at [lrc@roanokechowan.edu](mailto:lrc@roanokechowan.edu), or by chat at [www.libguides.roanokechowan.edu](http://www.libguides.roanokechowan.edu)

### ***New Student Orientation***

Orientation for new students is conducted during the summer prior to the start of the new academic year. A series of "One Stop" registrations are conducted from May through July. During the "One Stop" sessions, new students attend an orientation session, complete placement testing, register for classes, and if needed, meet with the financial aid staff.

In addition, the College offers two one-credit hour courses, ACA 111 College Student Success for non-transfer students and ACA 122 College Transfer Success course for students looking to transfer. All new curricular students should take the appropriate ACA course the first semester they register. The course is designed to help students function effectively within the college's environment to meet their educational objectives (see "Course Descriptions" for more details).

Note: Only certain programs accept this one-credit hour as part of the number of credit hours completed for graduation, but it is always counted as part of a student's course load.

**Patron Services**

Certain curricula provide services to patrons or clients as part of students' educational program. The priority of rendering services is as follows: (1) students, (2) employees, (3) families of students and employees, and (4) persons with no connection to the College.

Patrons served by these curricula need to be aware that the College cannot guarantee workmanship and will accept no responsibility for damages incurred. Patrons or clients will be asked to sign a waiver to that effect. They also must provide costs for parts, materials, and necessary supplies involved in providing services.

**Shops and Facilities**

Program Coordinator are responsible for supervising and scheduling activities for their respective lab/shop facilities, which must be closed and secured when not in use by students or personnel. Anyone wishing to use any lab/shop beyond regularly scheduled time may do so only with special permission from the appropriate Program Coordinator.

No work of a commercial (for profit) nature may be done in any lab/shop facility. Work performed in a lab/shop must be related to course objectives. Fees for parts, supplies, or services may be charged only in accordance with college procedure.

**Student Activities**

A student activities program is developed and sponsored annually by the SGA and the Student Activities Coordinator. Such activities may include intramurals; club memberships; sporting events; and educational, cultural, and social events. Any other type of curricular department social functions must be appropriately approved. Students are expected to conduct themselves with honor and exhibit high standards of responsible citizenship during all college functions whether on- or off-campus. For more information, contact the Director of Admissions and Advising at (252) 862-1248.

**Student Government Association**

The purpose of this organization is to promote in each student a personal sense of pride and responsibility in the College and to accept his or her democratic responsibilities as an American citizen. The Student Government Association (SGA) acts as an intermediary between the student body and the administration of the College, serving as a student forum representing the student's views to the college's faculty and administration. It also cooperates with the administration in the coordination and the supervision of student activities. All students who pay activity fees are members of the Student Government Association.

Roanoke-Chowan Community College encourages students to participate in the institution's decision-making process. They are encouraged to participate in the SGA through which the SGA president serves as a non-voting member of the Board of Trustees. In addition, there are several institutional committees where student input is needed, and volunteers are sought. Students interested in serving should contact the advisor to the SGA, who is the Student Activities Coordinator. The student body elects SGA officers annually.

Officers serve from election until the end of the next spring semester. For more information, contact the Student Activities Coordinator at (252) 862-1248.

**Student Clubs and Organizations**

There are several chartered campus clubs. These groups sponsor many events for the entire campus, as well as those planned for their own members. Students are encouraged to take an active role in clubs on campus and to establish other clubs and organizations that fulfill the objectives of Roanoke-Chowan Community

College. For more information, contact the Student Activities Coordinator at (252) 862-1248.

### **Scholar of Global Distinction**

Roanoke-Chowan Community's College Scholars of Global Distinction program is designed to help all students become global citizens who are prepared for academic and professional endeavors in the interconnected and interdependent world we live in today. Students develop global competencies and skills needed for work environments that increasingly focus on global issues. Students who complete the program will earn the Scholar of Global Distinction identification on their transcripts and be identified at graduation by wearing special regalia. For more information, contact Ms. Kimberly Harrell at (252) 862-1288.

### **TRIO Student Support Services**

The TRIO Student Support Services (SSS) program is a federally funded program that offers a variety of academic and support services for eligible students. SSS provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward successful completion of their educational programs. The goals of SSS are to increase the college retention and graduation rates of its participants and facilitate the transfer of these participants to four-year colleges and universities. All services are FREE to program participants.

Services include the following:

Tutoring: Individual and group tutoring for students requesting assistance with assignments in:

- Math
- English
- Computers
- Biology
- Psychology
- Business
- Personal, academic, financial, and career counseling and referrals
- Assistance with educational planning

Computer assistance in supervised labs:

Nine (9) Computers that are available and designed for individual student use and offers a wide variety of services, including hands-on technical assistance.

In addition to providing computer access, SSS offers small group tutoring sessions, completing online coursework, study sessions, seminars, and workshops.

Study skills and personal development/enrichment workshops and seminars

Financial literacy education and training:

Provides participants assistance with budgeting, financial planning for personal and educational goals, and assistance with locating education-related resources.

College transfer assistance

Cultural enrichment activities

Sponsors cultural enrichment activities and workshops for all participants each semester. Cultural enrichment



activities may include attending plays, concerts, and visiting museums. Also, a variety of workshops to help strengthen students' academic, professional, and personal competencies are offered.

To participate in the program, students must meet certain eligibility requirements and complete an application form. Forms may be obtained from the TRIO Student Support Services Office located in Suite 113, on the first floor of the Student Center. For more information, call (252) 862-1303. Hours of Operation are Monday through Friday from 8:00 a.m. –5:00 p.m.

### **Women's Resource Center**

The Women's Resource Center educates and empowers women for success by enhancing their academic performance and personal development. Services offered include information, advocacy, and support. Staff provide information by educating the R-CCC community about health issues, informing women about academic opportunities available, and by furnishing information about safety concerns of women. They also offer assistance to campus groups in developing programs to improve appreciation for and provide a greater understanding of women, and they serve as advocates for more campus services that respond to the needs of women. In addition, staff assist students in locating and utilizing campus and community resources and offers counseling services. In order to offer these services, staff work closely with various divisions on campus and seek input from other staff, students, and faculty. The Women's Resource Center posts events on the R-CCC website and TVs and distributes fliers across campus. For more information, contact Daphne Drew at (252) 862-1201 or email at ddrew@roanokechowan.edu.

### **Work-Based Learning**

Work-Based Learning is an educational program that combines classroom instruction with practical work experience that is related to a program of study. The program helps students develop employability competencies – competencies that the College has identified as critical to success in the workplace. The program grants semester credit hours that apply toward the graduation requirements of specific curricular programs. These programs are state-approved and include but are not limited to: Information Technology; Medical Office Administration; Office Administration; Criminal Justice Technology; Air Conditioning, Heating, and Refrigeration Technology; and Welding Technology.

### **Computer Network Acceptable Use Policy**

The primary purpose of the Roanoke-Chowan Community College computer network is educational. The college's mission is to enhance economic development and the quality of life in our community through an environment of academic excellence, dedicated to educating a diverse population for success in the workplace and in higher education. All users must understand this purpose.

The users of R-CCC's network (all R-CCC's computer resources and computer network) must rely on the honesty, integrity, and respect for the rights of others and on a conscious effort to be of service to others and the community. The following information assists the users in making such assessments. The Information Technology Department has the responsibility to filter and limit Internet and/or network resources.

Examples of Acceptable Use Encouraged by Roanoke-Chowan Community College include the following:

- Obtaining and spreading knowledge
- Gathering research material and data
- Analyzing data
- Providing data and research in support of public service

- Preparing course materials
- Enhancing educational approaches and teaching methods
- Enhancing course work
- Developing surveys and administering targeted demographic surveys

Users are responsible for taking all reasonable precautions, including safeguarding, and changing passwords, to protect all user accounts and prevent use by unauthorized individuals. Users are responsible for their actions and activities on R-CCC's network, including responsibility for becoming informed of and complying with license and copyright provisions of the software they use. Unacceptable use of the network will result in suspension or revocation of those privileges.

Examples of Unacceptable Use Prohibited by Roanoke-Chowan Community College include the following:

- Using college resources to access the Internet for any illegal activities
- Attempting to gain or gaining unauthorized access (including casual browsing of college resources to discover security vulnerabilities) to college computing resources, user access, and/or college information from the Internet or use the Internet as a tool to go beyond their authorized access
- Accessing Internet sites and services that will disrupt or diminish the level of Internet service to the College, including Web radio, all gaming (including Web sites), Web-based video, and large file downloads
- Accessing the Internet using college resources for purposes other than educational and professional activities
- Using college Internet resources for personal, commercial, or business transactions meant to foster personal gain
- Installing and/or using suspicious software and/or media (including USB, CD, DVD, external HDD/SSD, etc.) in any form that can introduce computer viruses, worms, Trojans, etc. to the network
- Vandalizing the data of another user
- Posting anonymous messages
- Creating or displaying threatening, obscene, racist, sexist, or harassing (persistently annoying of another user) material, including broadcasting unsolicited messages or sending unwanted mail;
- Using the network in support of groups outside the College when such use is not in keeping with the mission of the College
- Using personal web pages not primarily focused on the mission of the College.

### ***Network Procedures***

**Manners**—Appropriate network manners include being polite, using appropriate language, and not revealing personal information of students or colleagues. Remember: Electronic mail (e-mail) is not guaranteed to be private. In addition, system operators log network use (WWW, e-mail, etc.). However, all communication and information accessible on the networks can be assumed to be private (following the dictates of common politeness and common sense.)

**Authorization**—Students, faculty, and staff must have appropriate authorization to use the network.

**Priority of Access**—Students, faculty, and staff have the right to access the equipment. Thus, users shall not play games or use computer resources for non-academic purposes when other users require the system for academic purposes.

**Conflicts**—In the case of conflicts among users of computing resources and the network, resolution will

follow the R-CCC Network Administration Hierarchy.

**Prohibited Actions**—Students, faculty, and staff shall not tamper/alter computer equipment without permission from R-CCC's IT Department. Student and community members are prohibited from accessing classrooms with computer equipment without an R-CCC employee or lab monitor present. This protects the student and/or community member from any liability claims for damaged equipment and/or misused resources.

**Disclaimer**—Information obtained through R-CCC's network is at the user's own risk. R-CCC is not responsible for the accuracy or quality of information obtained. Users need to consider the source of any information obtained, and, as this is a global network, accept responsibility for accessing inappropriate material as described under Unacceptable Uses.

### **Enforcement**

Violation of the Computer Use Policy may result in suspension and/or termination of an individual's network privileges, disciplinary action by appropriate College personnel, referral to law enforcement authorities for criminal prosecution, and/or other legal action, including action to recover civil damages and penalties.

### **Intellectual Property Policy**

The College encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of the College or to enhance the teaching/learning environment. Faculty, staff, and students, utilizing college time, property, and/or materials, may create work that is subject to the college's intellectual property protection and which the College will have exclusive rights to and ownership of and which faculty, staff, and students will make available for use to the College without the expectation of further compensation.

The College has adopted the following policy concerning intellectual property rights as it pertains to employees and students:

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:

- A. Ownership resides with the employee or student if all criteria are met:
  - 1) The work is the result of individual initiative, not requested or required by the College.
  - 2) The work is not the product of a specific contract or assignment made because of employment or enrollment with the College.
  - 3) The work is not prepared within the scope of the employee's employment or the student's course/program requirements.
  - 4) The work is not prepared using college equipment, supplies, or other resources.
  - 5) The work is not prepared during the employee's work time or as part of the student's class or lab time.
- B. Ownership resides with the College if any of the criteria are not met and/or if the following criteria apply:
  - 1) The work is prepared within the scope of the employee's job duties or student's course/program requirements.

- 2) The work is the product of a specific contract or assignment made during the employee's employment or student's enrollment with the College.
- 3) The development of the work involved facilities, time, and/or other resources of the College including, but not limited to, release time, grant funds, college personnel, salary supplement, leave with pay, equipment, or other materials or financial assistance.
  - a. Intellectual property created in whole or in part with college resources is subject to ownership by the College, and the College retains the right to financial reward and claim for distribution governed by terms and conditions of an Ownership Agreement between the creator(s) and the College.
  - b. Intellectual property created without the use of college resources but for fulfilling college functions or its mission may be subject to joint ownership by the College and the creator. The creator(s) may retain the rights to use the intellectual property, to financial reward and claim for distribution if the parties so provide in an Ownership Agreement between the creator(s) and the College.
  - c. The use of college resources for personal gain or political promotion constitutes inappropriate use of college resources and subject to reprimand.

## **Student Right, Responsibilities, and Appeals**

### **General Purpose**

Roanoke-Chowan Community College strives to create an academic community conducive to the development of each student by fostering an educational process committed to excellence and equity. College students are citizens of the local, state, and national governments and of the academic community and are, therefore, always expected to conduct themselves as law-abiding members of each community. Admission to the College carries with it special privileges and imparts special responsibilities apart from those rights and duties enjoyed by nonstudents. Students are expected to behave in a manner that is conducive to the mission of the College. In recognition of the special relationship that exists between the College and the academic community, Roanoke-Chowan Community College Board of Trustees has authorized the President to take such action that may be necessary to maintain campus safety and preserve the integrity of the College.

### **Student Code of Conduct Policy**

This Code of Student Conduct is applicable to every student enrolled at the College, and may at times, apply to persons off campus when using college facilities or participating in R-CCC programs or activities, including off-campus trips and clinical sites. The term "student" includes all persons registered for or enrolled in one or more courses at R-CCC, either for credit or non-credit. Students may be accountable to both civil authorities and to the College for acts that constitute violations of law and this Code. Disciplinary action at the College will be independent and proceed during the process of criminal proceedings and will not be subject to challenge because criminal charges involving the same incident have been dismissed or reduced. R-CCC has the discretion to proceed with disciplinary action under this Code in addition to any criminal or civil judicial proceedings.

### **Statement of Expectation**

Each student of Roanoke-Chowan Community College is expected to conduct him or herself in accordance with college policy to preserve R-CCC's safe and supportive learning environment. Roanoke-Chowan Community College has the right to take necessary and appropriate action to support and protect the health,

safety, and well-being of the college community. R-CCC students are expected to abide by local, state, and federal laws as well as college policies.

### **Faculty Rights and Authority**

The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in prohibited behaviors that result in disruption of a class or college-sponsored activity may be directed by the faculty member to leave the class or activity for the remainder of the period. Actions of dismissal should be reported to the Vice President of Instruction and Student Services. Longer suspensions from a class or activity, or dismissal on disciplinary grounds, require action by the Vice President of Instruction and Student Services or designee.

### **Student Rights and Protections**

All students are guaranteed the following rights:

- freedom to pursue their educational goals
- freedom to inquire, assemble, and express their opinions
- due process as provided in the fourteenth amendment of the US Constitution
- un-prejudicial evaluation of academic performance (all students are entitled to an explanation of the basis for grades)
- the expectation of personal safety and protection of property while on campus continuity of the educational process.

Students accused of disciplinary violations are entitled to the following procedural protections:

- To be informed of the specific charges against them
- To be allowed to request an informal resolution of the case
- To be allowed reasonable time to prepare a defense
- To hear and respond to all evidence upon which a charge is based
- To call and question relevant witnesses
- To be assured of confidentiality in accordance with the terms of the Family Education Rights and Privacy Act of 1974
- To be allowed to request that any person conducting a disciplinary conference or serving as a discipline committee member or chair be disqualified on the grounds of personal bias
- To be provided with a copy of these rights prior to any conference or disciplinary hearing
- To be considered innocent of the charges until proven guilty by a preponderance of the evidence

### **Conduct Required**

Each student shall conduct himself/herself in a manner consistent with the college's mission as an educational institution. Any student who fails to conduct himself/herself in such a manner violates this Code and a disciplinary penalty may be imposed.

### **Prohibited Student Conduct**

Specific examples of conduct that are violations of the Code for which students are subject to disciplinary sanctions include, but are not limited to the following, and include any attempt to commit the following:

- A. Academic dishonesty including cheating, taking or acquiring possession of any academic material (test information, research papers, notes, etc.) from a member of the college staff or student body without permission; receiving or giving help during tests; submitting papers or reports prepared or written by others as one's own; i.e., plagiarism

- B. Theft, misuse, or damage to college property, the property of a member of the college community or the property of a visitor on college premises or at college functions; unauthorized entry upon the property of the College or into a college facility or a portion that has been restricted in use and placed off limits; unauthorized presence in a college facility after closing hours
- C. Possession, or distribution, of alcoholic beverages or being in a state of intoxication on the college campus or at college-sponsored or college-supervised events off campus or in college-owned vehicles. Possession, use, or distribution of any illegal drugs except as expressly permitted by law on the college campus or at college-sponsored or college-supervised events off campus or in college-owned vehicles. Any influence that may be attributed to the use of alcohol or other illegal substances shall not in any way limit the responsibility of the individual for the consequences of his/her actions
- D. Lewd or indecent conduct, public physical action, openly vulgar or profane language, or distribution of pornographic material
- E. Mental or physical abuse of any person on college premises, at college-sponsored activities, or at college-supervised functions, including verbal or physical actions that threaten or endanger the health or safety of any persons or which promote hatred or prejudice
- F. Any act, comment, or behavior that is sexually suggestive or harassing in nature and that, in any way, interferes with student and/or employee performance or creates an intimidating, hostile, or offensive environment
- G. Intentional obstruction or disruption of teaching, research, administration, disciplinary proceedings, or at other college activities including public service functions, and other duly authorized activities on college premises
- H. Occupation or seizure in any manner of college property, a college facility, or any portion thereof, for a use inconsistent with prescribed, customary, or authorized use
- I. Participating in or conducting an assembly, demonstration, or gathering in a manner that threatens or causes injury to persons or property, which interferes with free access to ingress or egress of college facilities, which is harmful, obstructive, or disruptive to the educational process or institutional functions of the College
- J. Possession or use of a firearm, incendiary device, explosive or unauthorized use of any instrument designed to inflict serious bodily injury to any person. Possession of a firearm on campus is classified as a felony
- K. Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment
- L. Gambling
- M. Smoking
- N. Littering, which includes disposing of paper, bottles, cans, or any other form of litter on campus grounds or in any building
- O. Violation of college regulations regarding the operation and parking of motor vehicles
- P. Forgery, alteration, or misuse of college documents, records, or instruments of identification with intent to deceive
- Q. Failure to comply with instructions of college officials who are acting in performance of their duties
- R. Violation of the terms of disciplinary probation or any college regulation during the period of suspension
- S. Fiscal irresponsibility such as failure to pay college-levied fines and foundation loans or the passing of worthless checks to college officials
- T. Violation of a local, state, or federal criminal law on college premises
- U. Furnishing false or incomplete information to the College



- V. Beepers and/or cell phones must be turned off or placed on vibrate during classes. This restriction does not apply to emergency personnel, but emergency personnel should notify their instructor in advance
- W. Using college computers or networking resources to engage in any behavior that violates any federal, state, or local laws or college regulations including downloading copyrighted material or any unauthorized software
- X. Engaging in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, damaging files, or making unauthorized modifications to college data
  - a. Any conduct that materially and adversely affects the educational process

When violations of the Student Code of Conduct occur, the College will take appropriate disciplinary action. The College has adopted procedures to allow due process, as required by law.

Students who question the fairness of disciplinary action taken against them are entitled to due process by submitting a written notice of appeal. Information on the Student Code of Conduct Policy and due process may be obtained from the Associate Vice President for Student Services.

### **Authority for Student Discipline**

Ultimate authority for student discipline is vested in the Board of Trustees and President of Roanoke-Chowan Community College. Discipline authority has been delegated to the Associate Vice President for Student Services.

Any member of the college community may refer a student, student group, or organization suspected of violating this Code to the Associate Vice President for Student Services. All case referrals must be submitted in writing. Those referring cases are normally expected to serve as the complainant and to present relevant evidence in hearings.

The Associate Vice President for Student Services will conduct a preliminary review to determine whether the alleged misconduct might result in expulsion or suspension from the College. A student who is alleged to have violated one or more of the standards of conduct may admit the violation and accept disciplinary action as prescribed by the Associate Vice President for Student Services or may request a hearing before the Student Conduct and Appeals Committee.

### **Temporary Disciplinary Action**

If the Associate Vice President for Student Services or President has reasonable cause to believe that a student's continued enrollment poses a danger to the health or safety of the student, other persons, or college property or is an ongoing threat of disrupting the academic process, the Associate Vice President for Student Services may impose a disciplinary penalty, pending a hearing. The Associate Vice President for Student Services may suspend a student from the College for an interim period pending disciplinary or criminal proceedings or medical evaluation.

The interim suspension shall become immediately effective without prior notice whenever there is evidence that the continued presence of the student at the College poses a substantial and immediate threat to him/herself or to others, or to the stability and continuance of normal college functions. Upon the decision to impose disciplinary action, the Associate Vice President for Student Services shall notify the student by an expeditious but reasonable means.

## Disciplinary Penalties

The following penalties comprise the range of official college actions, which may be taken when a student engages in prohibited conduct. These penalties are not exclusive and may be imposed together with other penalties.

- a. Warning: A verbal or written notice to the student that a violation of a published college policy has occurred and that the continuation of such conduct or action could result in further disciplinary action. This becomes a matter of record in the Dean's office.
- b. Restricted privileges: Denial or restriction of one or more privileges granted to students. These may be, but are not limited to, the use of an automobile, access to specific areas of the campus, dining privileges, visitation privileges, or participation in athletics, intramurals, or other extracurricular activities. Restricted privileges result in the loss of good standing and becomes a matter of record. This restricted condition will be in effect for no less than two semesters. Any violation during this condition may result in immediate suspension.
- c. Disciplinary Probation: An indication that the student is not in good standing and that his/her continued enrollment is conditioned upon adherence to published college policies.
- d. Loss of Academic Credit or Grade: Imposed because of academic dishonesty.
- e. Withholding an official transcript, or degree, or right to register: Imposed when financial obligations are not met.
- f. Restitution: Paying for damaging, misusing, destroying, or losing property belonging the College, college personnel, or students.
- g. Prohibition against readmission.
- h. Suspension: Separation from the College for a definite term, during which the student shall not be permitted to attend courses or participate in any college activity.
- i. Expulsion: Termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in the order of expulsion. Expulsion is not a permanent separation, but neither is a definite time set when return is expected.
- j. Group Probation: This is given to a college club or other organized group for a specified period.
- k. Group Restriction: Removing college recognition during the semester in which the offense occurred or for a longer period (usually not more than one other semester).
- l. Group Charter Revocation: Removal of college recognition for a group, club, society, or other organization for a minimum of two years.

## Academic Impact

A student suspended may be allowed to complete his/her academic work without extension of time. Since the student is prohibited from entering the campus without permission, coordination shall be through the Vice President for Instruction and Student Services. An expelled student has no right to complete academic work.

## Student Appeal Policy/Rights of Due Process

Students who question the fairness of disciplinary action taken against them are entitled to due process by submitting a written notice of appeal. Any disciplinary determination resulting in suspension or expulsion from the College may be appealed to the President or designee.

The notice of appeal must be sent to the Office of the President within 10 working days after receipt of disciplinary action. The appeal must be in writing, sent to the Office of the President by certified mail, return receipt requested.

The appeal may be heard by the Student Conduct and Appeals Committee. The committee shall conduct closed proceedings that guarantee procedural fairness. The committee may recommend that the student be exonerated or disciplined. If discipline is recommended, the committee may advocate an official written reprimand, probation, or one of the following penalties:

- A. Suspension from the College for a specified time, not to exceed two semesters, or until a condition is met.
- B. Dismissal from the college for an unspecified period.
- C. Permanent expulsion from the college.

The committee shall present its findings and recommendations to the President of the college within five working days of conclusion of the hearing. The President, after a full and complete review, will notify the student of the results of the hearing. The President's decision shall be final.

## **Student Grievance Procedure/Due Process**

### ***Purpose***

The purpose of the student grievance procedure is to provide a system to channel student complaints against faculty or staff (support and administrative) concerning the following:

- A. Alleged discrimination based on age, sex, race, disability or other conditions, preferences, or behavior, excluding sexual harassment complaints.
- B. Sexual harassment complaints should be directed to the Associate Vice President for Student Services. Copies of the procedure may be obtained from this office.
- C. Student Code of Conduct.

### ***Procedure***

- Step 1. The student must go to the instructor or staff member where the alleged problem originated. An attempt will be made to resolve the matter equitably and informally at this level. The conference must take place within 10 working days of the incident which generated the complaint. The student and instructor are encouraged to seek resolution informally before filing an academic grievance.
- Step 2. If the complaint is not resolved at the informal conference with the instructor or staff member, the student should meet with the faculty or staff member's direct supervisor within 10 working days after meeting with the faculty/staff person with who the grievance is filed. As part of the effort to resolve the issue, the supervisor will consult with the accused and the faculty/staff member.
- Step 3. If the complaint is not resolved at the informal conference with the direct supervisor, the student may file a written grievance. The written grievance must be presented to the AVP of Student Services within 10 working days after satisfying Step 2. The AVP of Student Services will refer the written grievance to the Student Conduct and Appeals Committee.
- Step 4. The Student Conduct and Appeals Committee will notify the committee and convene within 10 working days upon notification of the grievance. Following hearing procedures, the committee will decide by majority vote the solution of the grievance and forward a recommendation and findings to the AVP of Student Services. The AVP of Student Services shall respond in writing to the student within ten (10) working days.

The ruling of the Student Conduct and Appeals Committee is typically final. If the student is still not satisfied, the AVP of Student Services shall refer the student to the College President. The President shall hold a hearing, using as many witnesses as necessary to hear all sides of the complaint.

Following the hearing, the President shall issue a ruling or decision concerning the problem. The ruling of the President will be final.

**Safety Regulations**

Roanoke-Chowan Community College encourages all students and employees to report emergencies and/or criminal actions to the college's Campus Security Office located in Office 108A in the Student Services Center. Should an emergency incident or crime occur on campus, victims and witnesses are strongly encouraged to immediately contact the College Campus Security Office at (252) 862-1219 (telephone), or (252) 862-1200 (campus operator).

**Fire & Tornado Drills**

During fire drills and actual fire emergencies, fire alarms will be signaled by a constant high-pitched sound and flashing lights. Procedures to be followed are:

1. Close classroom windows and doors
2. Evacuate buildings in a quiet, orderly fashion (single file-no pushing or running) using the nearest fire exit from any room
3. Move at least 200 feet from buildings and remain with class or group

A tornado warning will be announced on the public-address system or by other means for buildings not connected to the system. Procedures to be followed are:

1. Open as many windows in exterior walls as practical
2. Move to interior classrooms, hallways, offices, or vaults
3. Sit on floor with backs to corridor walls or glass areas. If available, use coats and jackets to cover head, arms, and legs to reduce the possibility of injury from flying glass and other debris.
4. Remain in the interior space until college administration advises the warning has ended

**First Aid and AED's**

First aid kits are adequate for the treatment of minor injuries and may be found in the following locations:

1. Jernigan Building -- Jernigan 124 (Biology Labs)
2. Student Services Center -- Student Services
3. Young Building -- Welding Classroom
4. Freeland Building -- Cosmetology & Nursing Departments
5. Freeman Building -- Barbering Classroom, Early College

AED's are in the following locations:

1. Jernigan Building -- near Jernigan 113
2. Student Services Center -- 1st Floor, near Student Services
3. Davis Center -- Hallway
4. Industrial Systems Building -- Hallway

**Food/Drink in Classrooms**

Eating and drinking are permitted only in designated areas. Opened containers of food or drinks are not permitted in classrooms, labs, auditorium, gym, or the Learning Resources Center. Special permission for parties, club meetings, etc., must be cleared on an individual basis by the unit dean and/or appropriate administrator.

**Lost and Found**

Lost and found items should be registered with the Roanoke-Chowan Community College Campus Security Office located in the Student Services Center.

**Student ID Cards**

All students registering for curricular courses must have an ID card and must always wear it while on campus. The card is issued when students first register and then validated in subsequent semesters. The cost of the initial card is covered in the student activity fee; a replacement card is \$5. The ID card serves as a library card for R-CCC students and must be presented when checking out materials from the Learning Resources Center. The card also must be presented for admission to certain college-sponsored events, or when requested.

Students enrolled in non-credit classes, such as ABE and ASE, also are required to have and wear an ID card. A \$5 fee is required unless the student activity fee has been paid.

**College/Workplace Anti-Violence Policy**

Safety and security of all students, staff, faculty, and customers is a primary concern of Roanoke-Chowan Community College. Therefore, acts of violence made by or against any of the will not be tolerated. Students, staff, faculty, and customers committing acts or threats of violence will be subject to disciplinary action that may result in dismissal/suspension from the College and/or having privileges suspended.

Roanoke-Chowan Community College has a zero tolerance for violence and, therefore, prohibits the following behaviors:

- any act or threat of violence made by an employee, student, or customer against another
- any act or threat of violence, including, but not limited to, intimidation, harassment, or coercion
- any act or threat of violence which endangers the safety of employees, customers, vendors, contractors, or the public
- any act or threat of violence made directly or indirectly by words, gestures, or symbols
- use or possession of weapons on the college campus

**Sexual Harassment**

Under Title IX of the Education Amendments of 1972, no education program or activity receiving federal financial assistance may exclude, deny benefits to, or discriminate against any person based on sex (20 U.S.C. sec. 1681.a). The purpose of the statute is to prevent "discriminatory practice" in education and "to provide... effective protection against those practices."

Sexual harassment is a form of discrimination that may violate state and federal laws. Roanoke-Chowan Community College is committed to providing an environment for all students that is free from offensive or degrading conduct or remarks. In 1980, the Equal Employment Opportunity Commission adapted guidelines to help define sexual harassment in the academic setting. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made an expressed or implied term or condition of employment or status in a class, program, or activity.
2. Submission to or rejection of such conduct by an individual is used to make employment or educational decisions (such as hiring, promotion, or grading in a course).
3. Such conduct has the effect of interfering with an individual's work or educational performance or

creates an intimidating, hostile, or offensive environment for working or learning.

If a student feels that he or she is being sexually harassed by another person, he or she should the Title IX Coordinator, immediately. Sexually harassing behavior can be intimidating, exploitive, or coercive and diminishes the goals of the College to provide a healthy living, learning, and working environment. Students found guilty of sexually harassing another person will be subject to disciplinary action up to and including dismissal from the college.

When a report is made, the Title IX Compliance Coordinator will conduct an Initial Assessment. The assessment will determine whether the alleged conduct would present a potential violation of the Policy and whether further action is warranted based on the alleged conduct.

The first step of the Initial Assessment will usually be a preliminary meeting between the Reporting Party and the Coordinator or designee. In some circumstances, when appropriate, an investigator will meet with the Reporting Party and gather information necessary to assist the Coordinator. The Coordinator will first:

- Address any immediate concerns about the physical safety and emotional well-being of the parties;
- Provide the Reporting Party with information about:

On and off campus resources,

The available range of Interim Measures, and

The procedural options, including Voluntary Resolution and Investigation;

- Notify the Reporting Party of the availability of medical services to address any physical and mental health concerns and to preserve evidence;
- If the alleged conduct is criminal in nature, notify the Reporting Party of the option to make a report to law enforcement and to be assisted in doing so, as well as the option to decline to report to law enforcement;
- Discuss the Reporting Party's expressed preference for manner of resolution and any barriers to proceeding;
- Explain the College's policy prohibiting Retaliation; and
- Explain the role of the Support Person, Attorney and Non-Attorney Advocate.

The Coordinator or investigator will also gather facts that will enable them, in consultation with other offices as appropriate, to:

- Assess the nature and circumstances of the allegation;
- Conduct an assessment for potential pattern evidence or other similar conduct;
- Assess the reported conduct for the need to issue a timely warning under federal law; and
- Enter non-identifying information about the report into the College's daily crime log if the conduct is potentially criminal in nature.

In the event the Responding Party is notified of the allegations during the Initial Assessment, the Coordinator, or designee, will provide the Responding Party with information about on and off campus resources, the available range of Interim Measures, an explanation of the procedural options, including Voluntary Resolution and Investigation; and the Policy's prohibition on Retaliation.



Where a Reporting Party requests that their name or other identifiable information not be shared with the Responding Party or that no formal action be taken, the Title IX Compliance Coordinator will balance this request against the following factors in reaching a determination regarding whether the request can be honored:

- whether the alleged conduct would present a potential violation of the Policy;
- the nature and scope of the alleged conduct, including whether the reported misconduct involves allegations of additional violence and/or the use of a weapon;
- the respective ages and roles of the Reporting and Responding Parties;
- the power dynamics of the involved parties;
- considerations of fundamental fairness and due process with respect to the Responding Party should the course of action include disciplinary action against the Responding Party;
- the risk posed to any individual or to the campus community by not proceeding, including the risk of additional violence;
- the risk of retaliation against the Reporting Party, witnesses, or other related individuals;
- whether there have been other reports of such misconduct by the Responding Party;
- whether the report reveals a pattern of such misconduct at a given location, by a particular group or individual, or through a particular means or method;
- the Reporting Party's wish to pursue disciplinary action;
- whether the College possesses other means to obtain relevant evidence; and
- the College's obligation to provide a safe, non-discriminatory, and non-retaliatory environment.

Where possible based on the facts and circumstances, the Title IX Compliance Coordinator will seek action consistent with the Reporting Party's expressed preference for manner of resolution; however, in some circumstances, after considering the factors above, the College may determine that it must move forward to investigate reports in which there appears to be a threat to an individual or to the College as a whole. The College's ability to fully investigate and respond to a report may be limited or impossible if the Reporting Party requests that their name not be disclosed to the Responding Party or declines to participate in an Investigation.

At the conclusion of the Initial Assessment, the Title IX Compliance Coordinator will determine the appropriate resolution route. Resolution may include:

- 1) the initiation of an Investigation that may lead to Adjudication and disciplinary action,
- 2) Voluntary Resolution, or
- 3) no further action.

Regardless of the manner of resolution, a Responding Party may choose to accept responsibility at any stage in the process.

The Title IX Coordinator has sole authority to conduct investigations and oversee resolutions for reports of Prohibited Conduct under the Policy. Any administrator, supervisor, or other individual who is a designated Responsible Employee who receives a report, either directly or indirectly, of alleged Prohibited Conduct under the Policy, must notify the Compliance Office immediately. An administrator, supervisor, or other individual must not attempt to resolve the report or address the matter without consultation with and assessment by the Title IX Compliance Coordinator. If the report includes allegations that could potentially

violate other College policies, the Title IX Coordinator will coordinate with appropriate units to maximize efficiency, minimize disruption, and impart a prompt and appropriate resolution by the College.

## **Voluntary Resolution**

When a Reporting Party does not want to move forward with a formal Investigation, Voluntary Resolution may be an option. Voluntary Resolution does not involve an Investigation or disciplinary action against a Responding Party and is not appropriate for all forms of conduct under the Policy.

The College retains the discretion to determine when Voluntary Resolution is appropriate. If a party requests Voluntary Resolution, the Title IX Compliance Coordinator will consider the same factors they consider in determining whether they can keep the Reporting Party's name from the Responding Party, as outlined above.

## **Informal Resolution**

There are two types of information resolutions:

- 1) resolutions that focus on supporting the Reporting Party with no participation or involvement by the Responding Party, and
- 2) resolutions that involve a facilitated agreement with the Responding Party.

In resolutions that focus on supporting the Reporting Party and do not affect the Responding Party, it may be possible for a Reporting Party to maintain anonymity. Such resolutions may include:

- establishing Interim Measures that may become permanent, such as changes to work or class schedules or locations;
- conducting targeted or broad-based educational programming or training for relevant groups; and
- providing increased monitoring, supervision, or security at locations or activities where the alleged misconduct occurred.

In resolutions that involve a facilitated agreement with the Responding Party, both parties must agree to participate in an Informal Resolution. Such resolutions may include:

- facilitating a meeting with the Responding Party with the Reporting Party present (only when deemed appropriate);
- facilitating a private discussion with the Responding Party about the allegations and discussing solutions for eliminating the alleged behavior and remedying its effects;
- mutually agreed upon parameters of interaction between the parties, including agreements for no contact, and/or time or place restrictions to limit interaction; and
- any other remedy that can be tailored to the involved individuals to promote an inclusive and non-discriminatory environment.

The College will not compel either party to participate in any particular form of Informal Resolution. Participation in Voluntary Resolution is voluntary, and either party may end this manner of resolution and pursue an Investigation and Adjudication at any time, including when pursuit of Voluntary Resolution is unsuccessful at resolving the report. Similarly, either party may request to end an Investigation and pursue Voluntary Resolution at any time. In addition, either party may request Interim Measures regardless of whether any particular course of action is sought.

As stated above, Voluntary Resolution does not result in discipline and is not a disciplinary action. The Compliance Officer will maintain records of all reports and conduct addressed through Voluntary Resolution to fairly and consistently assess pattern or systemic behavior.

The time frame for completion of Voluntary Resolution may vary depending on the complexity of the matter, but the College will seek to complete the process within thirty (30) business days of the Compliance Office's determination that Voluntary Resolution is appropriate.

### **Investigation**

Following the Initial Assessment, and in consultation with the Reporting Party, the College will initiate a prompt, thorough, and impartial Investigation of conduct that is a potential violation of the Policy and is not being addressed through Voluntary Resolution. The Title IX Compliance Coordinator will oversee the Investigation. The Investigation is designed to provide a fair and reliable gathering of the facts by a trained and impartial investigator.

All individuals, including the Reporting Party, the Responding Party, and any third-party witnesses, will be treated with appropriate sensitivity and respect throughout the Investigation. The Investigation will safeguard the privacy of the individuals involved in a manner consistent with federal law and College policy.

### **Investigators**

The Title IX Compliance Coordinator will assign investigator(s) who have training and experience investigating allegations of Prohibited Conduct. The investigator will gather information regarding the alleged conduct. The investigator will then determine if the information gathered establishes that the alleged conduct occurred by a preponderance of the evidence and, if so, whether the conduct constitutes a violation of the Policy.

A preponderance of the evidence means that it is more likely than not that the conduct occurred.

### **Notice**

The Title IX Coordinator will send the Reporting Party and the Responding Party a written Notice of Investigation, which constitutes the formal charge. This Notice will generally be issued within five (5) business days of receipt of confirmation from the Reporting Party of the intent to proceed with an Investigation and/or sufficient information for the College to determine that the report raises a potential issue under Policy.

The Notice of Investigation will contain a summary of the allegations or conduct at issue, the range of potential violations under the Policy, the range of potential sanctions, and information about the Policy's prohibition on Retaliation. Where appropriate, the Notice of Investigation will also contain notification that expulsion is a potential sanction and that expulsion precludes matriculation at the College. Upon receipt of the Notice of Investigation, or at any stage in the process, the Responding Party may choose to accept responsibility for the Policy violation.

To the extent permissible and consistent with FERPA and other state and federal law, the parties will receive equitable written, concurrent notice of the completion and/or outcome of all stages of the resolution process, including but not limited to the Investigation, adjudication, and appeal

phases.

## **Time Frame**

Consistent with the goal to provide an inclusive and safe educational and work environment, the Title IX Compliance Coordinator will seek to resolve all reports within one academic semester, depending on when the report is received and will use best efforts to complete an Investigation within sixty (60) business days from the issuance of the Notice of Investigation to the Reporting Party and Responding Party. Business days do not include weekends or College holidays. The time frame for completion of the Investigation, adjudication, or any designated time frames for required actions under the Policy, may be extended for good cause as necessary to ensure the integrity and completeness of the Investigation, to comply with a request by external law enforcement; to accommodate the availability of witnesses; to accommodate legitimate and reasonable delays by the parties; to account for College breaks or vacations; or for other legitimate reasons, including the complexity of the Investigation, as evidenced by, for example, the number of witnesses and the volume of information provided by the parties. Should the Investigation begin at a time when the sixty (60) day period will extend into official College holidays or academic breaks, the investigator will attempt to proceed as scheduled, but if the Investigation cannot proceed due to absences of the parties or material witnesses, the investigation may be stayed until the individuals are available. Any extension of the timeframes, and the reason for the extension, will be shared with the parties in writing.

## **Resources**

Throughout the process, any participant may have a Support Person and one other person, an Attorney or Non-Attorney Advocate, present at any meeting related to resolution of a report under the Policy. Attorneys are at the expense of the Reporting and/or Responding Party.

## **Intersection with Law**

When the College is made aware that there is a concurrent criminal investigation, the Compliance Officer will coordinate with law enforcement to prevent any College processes from interfering with the integrity or the timing of the law enforcement investigation. At the request of law enforcement, the College may agree to defer the fact-finding portion of its Investigation until after the initial stages of a criminal investigation. The Title IX Compliance Coordinator will nevertheless communicate with the parties regarding resources and accommodations, procedural options, anticipated timing, and the implementation of any necessary Interim Measures for the safety and wellbeing of all affected individuals. The investigator(s) will promptly resume fact-gathering as soon as law enforcement has released the case for review following the initial criminal investigation.

## **Evidence Collection**

Evidence Collection During the Investigation, the Reporting Party and Responding Party will have an equal opportunity to be heard, to submit information, and to identify witnesses who may have relevant information. The investigator(s) will seek to speak separately with the Reporting Party, the Responding Party, and any other individuals who have information relevant to the determination of responsibility for a Policy violation. As part of the Investigation, the investigator(s) may gather or receive information that is relevant to the determination of an appropriate sanction or remedy, including information about the impact of the alleged incident on parties. The investigator(s) will also gather any available physical or documentary evidence that is relevant to the determination of responsibility under the Policy, including prior statements by

the parties or witnesses, any communications between the parties, email messages, social media materials, text messages, and other records as appropriate and available.

All community members, including students, faculty, and other College employees, are expected to cooperate with the Compliance Officer in the Investigation, as well as the Adjudication, of any report to assure fairness and procedural due process. The Compliance Officer will request the appearance of persons from the College community who can provide relevant evidence. Both a Reporting Party and a Responding Party may decline to participate in proceedings under the Policy. In this circumstance, the Title IX Compliance Coordinator will determine whether the Investigation and Hearing will proceed without the Reporting Party.

### **Relevance and Special Considerations**

The investigator(s) has the discretion to determine the relevance of any evidence to the finding of responsibility and may exclude information in preparing the investigation report if the information is irrelevant, immaterial, or more prejudicial than informative. The investigator(s) may also exclude statements of personal opinion by witnesses and statements as to general reputation for any character trait, including honesty. The investigator(s) will not exclude direct observations or reasonable inferences drawn from the facts.

### **Character Evidence**

Character evidence is information that does not directly relate to the facts at issue, but instead, reflects upon the reputation, personality, qualities, or habits of an individual. In general, information regarding the character of the Reporting Party, the Responding Party, or any witness is not relevant to the determination of whether there is a Policy violation.

### **Prior Sexual History and/or Pattern Evidence**

A party's character or reputation with respect to other sexual activity is not relevant and will not be considered as evidence. Similarly, a party's prior or subsequent sexual activity is typically not relevant and will only be considered as evidence under limited circumstances.

#### **Pattern Evidence**

Evidence of an occurrence or occurrences of sexual or other relevant behavior so distinctive and so closely resembling either party's version of the alleged encounter as to tend to prove a material fact, including whether consent was sought or given, may be admissible. Where there is evidence of a pattern of similar conduct, either before or after the conduct in question and regardless of whether there has been a prior finding of a Policy violation by the Responding Party, this information may be deemed relevant to the determination of a Policy violation or assignment of a sanction. The determination of relevance will be based on an assessment of whether the previous or subsequent incident was substantially similar to the conduct cited in the report or indicates a pattern of behavior and substantial conformity with that pattern. Where there is a prior finding of a Policy violation by the Responding Party for a similar act of Prohibited Conduct, there is a presumption of relevance, and the finding may be considered in making a determination as to responsibility and assignment of a sanction.

## **Prior Sexual History between the Parties**

Where there was a prior or ongoing relationship between the Reporting Party and the Responding Party and the Responding Party asserts that Consent was sought and given, the prior sexual history between the parties may be relevant to assess the manner and nature of communications between the parties. As noted in other sections of the procedure, however, the mere fact of a current or previous dating or sexual relationship, by itself, is not sufficient to constitute Consent.

### **Prior Sexual History with Other Parties**

A party's sexual history with an individual other than the Reporting Party or Responding Party may be relevant under very limited circumstances to prove intent, motive, absence of mistake, or to explain an injury or physical finding.

## **Investigative Finding**

The investigator(s) will make an Investigative Finding, by a preponderance of the evidence, regarding whether the Responding Party violated the Policy and will recommend a sanction and/or remedy based on the Investigative Finding. In reaching these determinations, the investigator(s) will consult with the the Title IX Coordinator, and any other designated administrator who has information relevant to the Investigation.

The investigator(s) will determine a recommended sanction and remedy when applicable. Both the Reporting Party and Responding Party will be notified of the Investigative Finding and the recommended sanction(s) and/or remedy(ies) in writing at the same time.

## **Outcome Conference**

Upon issuance of the Investigative Finding, and where appropriate, a recommended sanction and/or remedy, each party will have the opportunity to meet, separately, with the Coordinator or designee for an outcome conference. The Coordinator or designee will review the Investigative Finding and, as applicable and permitted by relevant privacy laws, the recommended sanction and/or remedies with the Reporting Party and Responding Party. During the Outcome Conference, the parties will each have an opportunity to review the full Investigation Report.

Where there has been an Investigative Finding that a Policy violation has occurred, both the Reporting Party and Responding Party may:

1. Accept both the Investigative Finding and recommended sanction;
  2. Accept the Investigative Finding, but request a Hearing on the recommended sanction;
- or,
3. Request a Hearing on the Investigative Finding and recommended sanction.

If either party requests a Hearing, the matter will be referred to the Vice President of Instruction and Student Services to determine whether a Policy violation was committed and/or to determine an appropriate sanction.



Where there has been an Investigative Finding that there is insufficient evidence to conclude that the Responding Party violated the Policy, both the Reporting Party and Responding Party may:

1. Accept the Investigative Finding (on one or all of the alleged violations); or
2. Request Administrative Review of the Investigative Finding (on one or all of the alleged 1) violations).

The Reporting Party and Responding Party must communicate their chosen course of action to the Report and Response Coordinator or designee in writing (e.g., email, letter) within five (5) business days of notification of the Investigative Finding.

### **Grievance Hearings**

At least ten (10) business days after the issuance of an investigation report, the College must hold a live hearing in front of the Vice President of Instruction and Student Services to determine responsibility of a respondent. The VP may not be the Title IX Coordinator or the investigator(s).

A "live hearing" means either in person or virtually. The following hearing rules apply:

- A. All parties must be able to see and hear the questioning of parties and witnesses.
- B. Any party may request a virtual hearing. If requested, the College will provide a virtual hearing.
- C. All parties have an equal opportunity to present witnesses, including fact and expert witnesses.
- D. The parties' advisors are permitted to cross-examine the parties and any witnesses.
- E. The parties are prohibited from directly conducting cross examination. Cross examination must be conducted by a party's advisor.

The VP determines whether questions asked during cross examination are relevant to the determination of responsibility. If the VP disallows a question, they will explain the basis for their decision at the hearing. Parties and advisors may not challenge a VP's relevancy determinations during the hearing.

Evidence or questions that inquire about the complainant's sexual predisposition or prior sexual history are prohibited (i.e., rape-shield protections) unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The VP may not consider statements of individuals who do not submit to cross-examination in reaching a determination of responsibility.

- F. Records with a legally recognized privilege, such as medical treatment records, may not be used unless the individual or entity who holds the privilege waives the privilege. Any waiver must be written and made in advance of a hearing.
- G. If a party does not have an advisor, the College will provide an advisor at no cost to the party. The advisor may, or may not, be an attorney.
- H. Other standard rules of evidence do not apply in grievance hearings under these procedures.

The hearing will be recorded, and the College will provide either an audio recording, audiovisual recording, or transcript of the hearing to all parties.

The VP evaluates all relevant evidence and reaches a determination regarding responsibility. The VP issues their final written determination to all parties within ten (10) business days of the hearing. The final written determination includes a summary of the allegations; a description of the procedural steps taken by the College to investigate and reach a determination of responsibility; findings of fact supporting the determination; conclusions regarding the application of College policies to the facts; a statement of and rationale for the result as to each allegation, including a determination of responsibility; any disciplinary sanctions the College recommends or imposes; whether remedies designed to restore or preserve equal access to an education program or activity will be provided to the complainant; and the College's appeal procedures.

- I. The following sanctions may be imposed for those who have violated these procedures:
  - a. Verbal or Written Warning
  - b. Probation
  - c. Administrative withdrawal from a course without refund
  - d. Required Counseling
  - e. No Contact Directive
  - f. Suspension
  - g. Recommendation of Expulsion
  - h. Other consequences deemed appropriate

If the VP is required to make a recommendation for student expulsion or employee suspension, demotion or dismissal, such recommendation will be made to the appropriate College official after the time for appeal has expired. If the VP recommends the respondent be expelled, suspended, demoted, or dismissed, during the time in which either party has to appeal, the respondent shall remain on suspension unless otherwise determined by the VP.

## **Appeals**

After the VP submits their determination of responsibility to the complainant and respondent, all parties are given an equal opportunity to appeal the determination. Appeals may be based only on these grounds:

- A. Procedural irregularity that affected the outcome;
- B. New evidence that was not reasonably available at the time of the hearing that could affect the outcome; and/or
- C. The Title IX Coordinator, investigator, or VP had a bias or conflict of interest that affected the outcome.

Parties must submit any appeal to the President of the College within ten (10) business days of receiving the VP's written determination of responsibility. The College notifies all parties when an appeal is filed and provides all parties a copy of the appeal and a chance to submit a written statement supporting or challenging the outcome. Parties must submit written statements supporting or challenging the outcome to the President of the College within five (5) business days of receiving a copy of an appeal. The Student Appeal Process is outlined in R-CCC Administrative Procedure 09-0802. The President's written decision is final.

### **Electronic Sexual Assault Guidelines**

The primary purpose of the Roanoke-Chowan Community College computer network is educational, and all users must understand this purpose. Users must rely on the honesty, integrity, and respect for the rights of

others. The College does not attempt to define all acceptable or unacceptable uses of the network. Some examples of unacceptable use include: using the network for any illegal activity, using the network for financial gain, invading the privacy of others and posting anonymous messages, and creating and displaying threatening, obscene, racist, sexist, or harassing material, including broadcasting unsolicited messages or sending unwanted mail. Unacceptable use of the network by students will result in suspension and/or loss of privileges. In addition, violation of state or federal statutes could make the users subject to criminal prosecution.

### **Substance Abuse and Communicable Disease Policy**

Roanoke-Chowan Community College recognizes its responsibility to provide a wholesome environment of health education awareness for students, faculty, and staff; a climate which discourages alcohol and substance abuse and the spread of communicable diseases, and the implementation of measures that foster good school/community relations in the pursuit of maximized learning experiences for all its students.

Roanoke-Chowan Community College will conduct educational programs as needed to inform students, staff, and faculty about substance abuse and communicable diseases, including warning signs and preventive measures. The educational program may include, but not be limited to, written publications, audio and video presentations, guest speakers, seminars, workshops, health fairs, and other similar publications and activities. The College will also appoint a task force, as needed, composed of representatives from all segments of the institution, to advise and assist in implementing policies, programs, and procedures in support of these endeavors.

Substance abuse assistance will focus on actions, such as

- providing existing human resources for early intervention for individuals with a chemical problem,
- offering educational drug abuse prevention programs,
- referring persons needing assistance to existing community agencies while preserving the dignity of the individual and the confidentiality of their student record, and
- referring students exhibiting erratic and/or disruptive behavior to the Associate Vice President for Student Services where students will be subject to disciplinary action.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol is prohibited while in the workplace, on college premises, or as a part of any college-sponsored activity. The possession and/or use of any drug as defined under the North Carolina Controlled Substance Act, G. S. 89 90 through G.S. 90 94 in or on any part of the Roanoke-Chowan Community College campus will not be tolerated. For any infraction which is a violation of Federal or N.C. Law, students will be turned over to local authorities.

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 NC General Statutes. Historically, these drugs have a high potential for abuse and include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" not prescribed by a licensed physician. The term "alcoholic beverage" includes beer, wine, whiskey, and any other beverages listed in Chapter 18B of the NC General Statutes.

Students convicted of violating any federal, state, or local crime drug statute or alcoholic beverage control statute while in the workplace, on college premises, or as a part of any college-sponsored activity must inform the College in writing within three days of the conviction. 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 state or

federal court. As a precondition for continued enrollment at the College, students also may be required to successfully finish a drug abuse/alcoholic rehabilitation program sponsored by an approved private or governmental institution.

Policies regarding communicable diseases are as follows:

- Persons infected with a communicable disease will not be excluded from enrollment or employment or restricted in their access to college services or facilities unless medically based judgments in individual cases establish that exclusion or restriction is necessary to the health and safety of the individual or to the health and safety of other members of the college community.
- Any student, college employee (either full time or part time), and any employee of contractors or contracted services who knows or has reasonable basis for believing that he or she is infected with a communicable disease has the responsibility of reporting this fact on a confidential basis to the appropriate supervisor.

### **Student Health Services**

The College has no facilities or personnel for medical treatment other than for minor first aid. At least one first aid kit is in each campus building and maintained by the Safety and Security Office. All injuries and accidents should be reported to Student Services, even if the accident is perceived to be minor. In the event professional medical services are required, the Business Office should be notified. Emergency medical services are available at the Roanoke-Chowan Hospital emergency room. In the event of an outbreak of a contagious disease, students may be required to provide proof that they have current immunization as recommended by the local health department.

### **Student Housing**

The College does not provide student housing. Students who wish to live away from home must make their own housing arrangements. Assistance in locating living arrangements in the community may be provided by Student Services; however, R-CCC assumes no responsibility in any financial arrangement between the student and the landlord.

### **Student Lounge**

The Student Lounge provides a convenient place for relaxation, conversation, and a break between classes. To help maintain overall campus cleanliness, food and drink should be kept within the student lounge or taken outside. Food and drink are not permitted in classrooms/laboratories, the auditorium, and the Multipurpose Room unless permission is granted by a college official or personnel.

All individuals wishing to use the Student Lounge are required to adhere to the College's Student Codes of Conduct, etiquette, and decorum. Individuals that cause disruption in the lounge will be asked to leave the area by Campus Security and will result in the loss of Student Lounge privileges. Incidents and violations of the Student Code of Conduct deemed sufficiently serious will be referred to the Associate Vice President for Student Services for further action, as warranted.

### **Telephone Services/Emergency Messages**

The college's telephone system is for business purposes. Students needing to make calls are to use the pay phones located in various buildings. Students are encouraged to advise family and friends not to call them at the College unless there is an emergency.

Emergency calls will be directed to Student Services. The name of the caller, the nature of the emergency, and a return number will be taken, and every effort will be made to contact the student.

If a person on campus requests the location of a student concerning an emergency, the person will normally be referred to the Associate Vice President for Student Services to determine the nature of the emergency. If it is apparent that an emergency exists, a short message will be delivered to the student stating the name of the person and where the person will be waiting.

**Traffic and Parking**

Each student, employee, and visitor must comply with parking regulations and posted signs. The College reserves the right to withdraw motor vehicle privileges at any time from any person who does not comply with rules and regulations.

**Vehicle Registration**

Every vehicle regularly driven on campus by students and employees must be registered in Student Services. When a parking permit is issued to an individual, that person is responsible and accountable for that permit and for all parking violations of the vehicle so registered, regardless of who is operating the vehicle. Parking permits are not transferable. If the permit is lost or stolen, individuals should notify Student Services.

***Display of Permit***

Parking permits should be displayed as soon as obtained and placed in the bottom left corner of the rear glass of automobiles and in the most prominent place on motorcycles and motor scooters. Permits must be clearly visible from the rear, and they will not be honored unless displayed correctly. The identification number must be legible always.

***Parking Areas***

Parking is on a first-come, first-served basis unless otherwise posted. Signs indicate areas for students, employees, visitors, and special reserved areas. The following are designated as No Parking Areas:

1. a sidewalk
2. a pedestrian crosswalk
3. in or in front of a public driveway
4. lawns or grassed areas
5. areas prohibited by official signs
6. streets or driving lanes where parking spaces are not marked
7. on or over lines that mark parking spaces or lanes
8. reserved areas not designated as an authorized parking space for the person driving the vehicle

**Handicapped Parking**

A limited number of spaces have been reserved for handicapped individuals, and others will be reserved as needed. Authorization for parking in these areas may be given for having an official state-issued handicapped license plate or hanging tag or having a statement signed by a physician stating type and duration of handicap. All persons qualifying for a reserved handicapped parking space must be registered as such in Student Services, and the vehicle in which they are being transported must display a state-issued handicapped license plate or hanging tag Institutional

**Vehicle Parking**

Parking spaces will be reserved and marked by signs for R-CCC vehicles. Other vehicles are not to park in these spaces at any time.

***Abandoned Vehicles:***

Notice of impending towing, including date, will be posted on a vehicle left unattended on campus for five

consecutive days. On the eighth day following posting of the notice, the vehicle will be towed in accordance with Article 7A, Section 20-219.11 of the NC General Statutes.

**Speed Limit**

A speed limit of 10 miles per hour will be observed for all vehicles while on campus.

**Violations/Penalties**

The Business Office or its designee will issue traffic tickets. Fines are \$3 per violation for failure to register vehicle; \$10 per violation for improper parking; \$250 per violation for parking in a handicapped zone.

All fines are due and must be paid in the Business Office within five days after the date of issuance, excluding weekends or college holidays. The original copy of the violation must be presented along with payment. If the ticket copy is lost, the ticket can be paid if the individual presents the vehicle license number and parking permit number.

Students who fail to pay fines will not be allowed to register or secure a transcript of records until the obligation has been cleared. Willful disregard of traffic violations or of unpaid fines may subject students to disciplinary action.

**Appeals**

Persons feeling that their vehicle has been unjustly ticketed may appeal by submitting a written appeal to Vice President of Finance & Administrative Services within five days, excluding weekends or college holidays, following issuance of a ticket. After five days, the right to appeal is denied.

College employees and students not agreeing with the Vice President of Finance & Administrative Services' decision may file a grievance in accordance with college procedures. Visitors may submit a written grievance directly to the College President.

Implementation of the appeal procedure will not eliminate the responsibility to pay fines. A refund will be made if the appeal verifies the ticket was unjustly issued.

**Visitors and Children on Campus**

Visitors are always welcome on the Roanoke-Chowan Community College campus. Visitors should report to the receptionist desk located in the Student Services Center so that information and directions can be given to make the visit a beneficial one. The College does not encourage non-official visits. Individuals who are loitering or who have not registered at the receptionist desk will be asked to leave the campus. Under no circumstances will visitors be allowed in classrooms, laboratories, or off-campus sites without approval by the appropriate dean.

Children and any other persons not registered for a class are not allowed in laboratories or classrooms at any site unless authorized by the appropriate dean. Minor children must not be left unattended in any area of the College. For the safety and welfare of minor children, the College encourages students to refrain from bringing minor children to campus unless conducting business. At community school sites (i.e., clinical, co-op, internship), only persons attending college or school activities are permitted on the premises. Students who violate these regulations at any of Roanoke-Chowan Community College's class locations will be subject to having their enrollment terminated.



## **Continuing Education & Workforce Development**

The Continuing Education and Workforce Development Division offers a wide variety of programs and courses, both on and off campus, designed to meet the needs and interests of area adults, business and industry, and community service organizations. The Division promotes and supports industry training as well as builds and prepares a skilled and competitive workforce by offering College and Career Readiness programs, occupational training, customized industry training, small business assistance, and personal/community interest courses. The Continuing Education and Workforce Development Division is dedicated to meeting the diverse needs of the community through strategic partnerships and community involvement while fostering a commitment to lifelong learning. Programs and services are flexible, convenient, and affordable.

### ***Schedule of Courses***

Each semester the Continuing Education and Workforce Development Division publishes a schedule of courses and posts it on the College's website. Class offerings depend upon demonstration of sufficient interest and availability of required facilities and qualified instructors.

Classes schedules vary and are offered mornings, afternoons, evenings, or weekends according to the needs of the participants. The College reserves the right to change, add, delete, or withdraw courses or program offerings from the schedule at any time. The Division encourages interested citizens to contact the Division Directors concerning particular areas of interest or the Registrar at (252) 862-1307.

### **Enrollment and Attendance**

Enrollment in courses, whether offered seated or online, is accepted during the first 10 percent of total class hours. Students are required to attend at least 80 percent of all class meetings to complete the course satisfactorily.

### **Continuing Education Credits (CEU'S)**

Roanoke-Chowan Community College will award Continuing Education Units (CEUs) for specific non-credit classes, courses, workshops, seminars, and other programs. CEUs will be awarded for non-credit courses satisfactorily completed based on one CEU for each ten hours of instruction. Fractions of CEUs also will be awarded. Thus, a 24-hour course will earn 2.4 CEUs. CEUs will not be awarded to students who fail to complete a course satisfactorily.

### **Registration and Fees**

To register for classes, students must be at least 18 years of age. Under special provisions, individuals between the age of 16 and 18 may be allowed to enter Adult Basic Education (ABE) and Adult Secondary Education (ASE) studies. High school students 16 years or older may participate in fire, rescue, and non-certification EMS courses pursuant to college policy. A minimum number of participants may be required before a class can be offered or continued.

Fees are based on the total number of course hours. All fee waivers are pending the approval of the North Carolina General Assembly.

Number of Hours	Registration Fee
1-24	\$70
25-50	\$125

51+

\$180

Specific classes may require additional fees including technology and/or lab fees.

Self-supporting classes have a pro-rated cost per individual or group and are not waiver eligible.

The registration fee may be waived for students enrolling in specific classes for fire service, rescue, and law enforcement personnel.

A registration fee is not charged for Adult Basic Education program, the Adult Secondary Education or for English as a Second Language program. There is a fee for taking an official high school equivalency exam.

A nominal fee for accident insurance is charged to all individuals taking a vocational course such as Heating, Air Conditioning, & Refrigeration. Students are responsible for purchasing necessary supplies, materials, or textbooks.

Some courses have special admission requirements. Also, for some courses, the number of students who may enroll is limited. The program coordinator should be contacted for additional information

**Other Costs**

For a class in which a textbook is to be used, the student is responsible for acquiring a personal copy of the textbook. If a student wishes to construct a project in class which will become personal property when completed, the student is to supply all materials. Other fees, such as technology fee, liability insurance, or cost of printed materials, may be required for some courses.

**Refunds**

A 100 percent refund of registration fees will be made to students who officially withdraw from class before the first-class meeting and who submit a written refund request. However, a 75 percent refund of the registration fee for occupational courses will be made to students who officially withdraw from classes on the first day of classes or before the class reaches the 10 percent point. No refunds are made for self-supporting classes once they have begun. If classes are canceled or filled, a full refund will be made.

**Transcripts**

Course transcripts are free and may be obtained from the Continuing Education and Workforce Development Division. To ensure confidentiality and to comply with federal regulations, your signed authorization is required to issue transcripts. For more information, call 252-862-1307.

## **Workforce Development Occupational Extension**

Occupational Extension (OE) courses help prepare students for jobs or upgrade their current job skills. Classes may also be customized to meet the workforce development needs of local employers, supervisors, and staff. Occupational Extension offerings includes an array of Allied Health and Public Safety training. In addition, courses such as Advanced Manufacturing, Workplace Spanish, Effective Teacher Training, Notary Public, Electrical Contractors License Renewal Preparation, Barbering, Commercial Driver's License (CDL), welding, and Auto Safety Inspection.

**Allied Health**

A variety of health occupation courses are offered through Continuing Education division. The courses are Nurse Aide I, Nurse Aide II, Phlebotomy, Medication Aide, EKG Technician, Pharmacy Technician, Dietary Management, and Medical Billing and Coding, Medical Assisting, and Community Health Worker. Upon

successful completion of many of these courses, the individual will be eligible to take either a national certification or state-level certification test.

To enroll, individuals must have a high school diploma or a high school equivalency diploma and have scored satisfactorily on the TABE Reading Test. An up to date immunization record is required for courses with a clinical component. For more information regarding Health Occupations, call 252-862.1307

### **Business and Industry**

Through the Customized Training Program, training may be provided at little or no cost to meet special manpower needs when new industry is ready to go into production or an existing industry is seeking to expand its workforce. Through Customized Industry Training, technical training may be offered at little or no cost to upgrade an employer's existing workforce when employees must learn new skills because of new technology, such as OSHA 10, Train-the-Trainer, Technical Training Kepner-Tregoe's Analytic Trouble Shooting Training, and Six Sigma Black and Green Belt Training. A supervisory development training program is also available to supervisors at various levels of management to prepare for advancement. Courses are designed to offer practical applications to meet current needs of business and industry as well as enhance personal growth and development. For more information, call 252-862-1234.

### **Ed2Go Online Courses**

Online courses (Ed 2 Go) are designed to help individuals acquire valuable new skills from the comfort of their home or office. Several types of courses are offered via this method: Internet courses, computer courses, personal enrichment courses, legal courses, small business courses, and large business/management courses.

### **Public Safety Training**

The Public Safety Department provides EMS training, Firefighter and Rescue training, Law Enforcement In-Service training, and safety courses. Courses offered vary in instructional length and admission requirements based on the type of course. A variety of safety courses are offered and include CPR, First Aid, and HazMat training held on and off campus.

Emergency Medical Services certification at any level may lead to employment at EMS agencies, fire and rescue services, hospitals, and industry. The Public Safety Department offers certification and non-certification courses in pre-hospital care, safety training, and community health. Emergency Medical Services courses prepare the participant for certification examination at the state. Monthly and special continuing education courses are offered at various locations in our service area.

Firefighter I and II, and Rescue Technician courses are offered throughout the year at local agencies and on campus. Certificate and non-certificate courses are offered. For specific admissions requirements, contact the Public Safety Department at 252-862-1266.

### **Small Business Center**

The Roanoke-Chowan Community College Small Business Center (SBC) is part of a statewide network designed to support the development and growth of small businesses. Millions of Americans choose to pursue the dream of being their own boss, and the free enterprise system is alive and well in Hertford and surrounding counties. But turning the dream of small business ownership into reality is no easy task. It often requires intensive planning and research, creative problem solving, strong determination to succeed, and the savvy to navigate countless regulatory agencies and resource options.

The Small Business Center can help! Experienced counselors and trainers can help take the confusion out of

what can seem like an endless list of rules, regulations, and red tape by assisting would be owners in starting their business, serving as a sounding board for their ideas, and assisting them as their business grows. The SBC offers a multi-faceted approach to facilitating business development by providing prospective and current small business owners with a central point of contact for information, education, and assistance. For more information, call 252-862-1279.

### **Human Resources Development (HRD)**

Human Resources Development (HRD) Program is state funded through the N.C. Community College System. The program is a pre-vocational and pre-employment skills training program designed to educate and prepare individuals for success in the workplace. HRD is mainly intended for those persons who are unemployed, underemployed, dislocated workers; or employed, but seeking skills upgrading or retraining. HRD classes offer interviewing skills, resume/application preparation, interview skills, technology awareness and etc. In addition, the program assists with self-assessment and values clarification, goal setting and action plan, employability skills/occupational extension courses, information technology/applications for job search, self-esteem/keeping a job personal finances, changing economy and so much more. For more information, call 252-862-1235.

### **WorkKeys® Assessment**

WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical to job success. WorkKeys assessments measure abilities in communication, problem-solving, and interpersonal skills. These skills are valuable for any occupation-skilled or professional-and at any level of education. WorkKeys is a registered trademark of ACT. The Career Readiness Certificate is based on the 3 most required WorkKeys skills of Applied Math, reading for Information, and Locating Information. These skills are required by 90% of jobs. For more information, call 252-862-1235.

### **WorkReady Curriculum**

WorkReady Curriculum is an on-line assessment tool used to evaluate a student's foundational skills in reading, applied mathematics, locating information, applied technology, writing, listening, observation, and teamwork. The curriculum allows individuals to take a pretest prior to taking the Workkeys Assessment.

WorkReady Curriculum also assists students in exploring different career paths based on their interests and current skill level. WorkReady Curriculum has been shown to be beneficial for students preparing to take a high school equivalency exam and other college placement tests. WorkReady Curriculum helps prepare students to take the WorkKeys Assessments to earn their Career Readiness Certificate.

### **Career Readiness Certificate (CRC)**

The Career Readiness Certificate (CRC) certifies core employability skills required across multiple industries and occupations. The CRC is a portable credential that promotes career development and skill attainment for the individual and confirms to employers that an individual possesses basic workplace skills in reading for information, applied math, and locating information – skills that most jobs require. In addition, the employer has confirmation that the individual is capable of learning job specific skills. For more information, call 252-862-1235.

### **College and Career Readiness Program**

Many educational and self-improvement opportunities are provided for adults through the various College and Career Readiness programs. These programs include Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), Basic Skills, Multiple Pathways to HSE (MPHSE),

Achieving College Entry (ACE), and Employability Skills Alignment Project (ESAP). For more information, call 252-862-1309.

### **High School Equivalency**

Students who successfully complete the requirements for Multiple Pathways to HSE (MPHSE), GED or HiSET are awarded a High School Equivalency Diploma. Classes are held on campus and throughout the service area. No fee is required to attend classes or for in-class use of books and supplies.

To enroll in classes, individuals must be at least 18 years of age and complete the College and Career Readiness Orientation held once a month on campus and held at off-campus class sites as needed. 16 and 17-year old also may enroll provided written permission is granted from the public/private school and their parent or legal guardian (notarized documentation from parents and public-school officials must first be obtained).

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

ABE is designed primarily for adults whose educational skills are below a ninth-grade level, ABE classes focus on helping adults function more effectively in today's technological world by improving their reading, writing, math, and basic skills. Students work with instructors to improve in areas that they, the instructor, and the placement tests deem to be areas of limited proficiency. Students without a high school diploma are encouraged to continue studies in the Adult Secondary Education (ASE) program.

### **Adult Secondary Education (ASE)**

ASE is offered as a means for adults with educational skills at the high school level to earn a High School Equivalency Diploma by passing a high school equivalency exam (GED or HiSET) or successfully completing the requirements for Multiple Pathways to HSE (MPHSE). The exam consists of four/five subject tests: social studies, science, language arts/reading/writing, and math. In preparation for the exam, students are guided through an individualized study process by instructors and given practice tests. Students should demonstrate proficiency on the practice tests before taking the exam. The high school equivalency exams are administered on campus several times each month during the day, afternoon, and evening. A testing fee is required.

Students are eligible to participate in the college's annual graduation exercises provided they have (1) completed and passed the high school equivalency exam by the designated deadline, (2) ordered their cap and gown and paid the required graduation fee by the designated deadline, and (3) returned all college materials and met all financial obligations of the College.

### **English as a Second Language (ESL)**

ESL instruction is offered for adults whose native language is not English and who are interested in improving their English speaking, reading, and writing skills. Classes focus on everyday life skills that enable the student to be a functioning member of society by learning the English language. These classes are available to adults age 18 and above or for younger students, aged 16 or 17, who have dropped out of high school (notarized documentation from parents and public-school officials must first be obtained).

### **Multiple Pathways to HSE (MPHSE)**

In November 2015, the North Carolina State Board of Community Colleges approved the Multiple Pathways to High School Equivalency (MPHSE) option as an alternative for earning a high school equivalency diploma. Rather than using a single high school equivalency assessment, colleges have the option to use a combination of currently valid pathway elements to document achievement on specifically determined

content standards.

**Achieving College Entry (ACE)**

This program is designed for students to smoothly transition into college courses. Students learn study and test strategies to successfully transition into college. Instruction is designed to correlate with placement exams.

**Ability to Benefit (ATB) Provision**

ATB provides a great opportunity for thousands of students to pursue post-secondary education and training and credentials needed for careers in high-demand occupations, both at community and technical colleges and baccalaureate institutions. A registered student concurrently enrolls in curriculum and College and Career Readiness.

**Employability Skills Alignment Project (ESAP)**

Using a curriculum designed through the Employability Skills Alignment Project, we offer employability skills training in Critical and Analytical Thinking, Problem Solving and Decision Making, Cultural Sensitivity, Interpersonal Skills, Communication, Reliability and Dependability, Teamwork, and Time and Resource Management.

**When/How to Register for the College and Career Readiness Program**

Roanoke-Chowan Community College's College and Career Readiness Program operates on a fall and spring semester and a short summer session. A four-day registration period is held once a month during morning, afternoon, and evening scheduled times. The College and Career Readiness Program registration is an open registration throughout the year. Each student who has completed orientation will register for the current semester and register for classes at the beginning of each following semester.

**New Student Orientation**

New students who wish to enroll in College and Career Readiness courses should do the following:

1. Schedule an appointment by contacting the College and Career Readiness Department or the College and Career Readiness Assessment/Retention Specialist at (252) 862-1309 or (252) 862-1258.
2. Sign up for the College and Career Readiness Orientation, which is offered once a month at 9:30 a.m., 1:30 p.m., or 5:30 p.m.
3. Attend the four sessions that introduce the College and Career Readiness Program, which covers the completion of registration forms; guidelines and policies review; completion of placement tests; and preparation for tests and class by setting goals and assessing personal learning style and level of motivation.
4. Select a class site to attend.
5. REQUIRED for On-Campus Classes: Report to the College and Career Readiness class site according to the scheduled appointment date and time to begin the first day of attendance.
6. Once their instructor submits their registration forms to the College and Career Readiness Office, the instructor will notify them to proceed to Student Services for a student ID card to be issued.

\*\*\* NOTE: If students are re-entering the program after an absence, they need to contact the College and Career Readiness Assessment and Instructional Specialist at (252) 862-1258 to determine if reassessment testing is needed prior to registering for class.



**Self-Supporting Courses**

Corporate and Continuing Education self-supporting classes are those classes that rely on registration fee payments from students enrolled in the class for support of the instructional salaries, supplies, and administrative overhead costs. Self-supporting courses may include such courses as: Cardio Line Dancing, Zumba, Pottery Studio, Self-Defense, Cake Decorating, and other personal interest related classes.

Since these classes are only taught when enough students register and pay for the class, no refunds will be granted after the class has begun. For more information, call 252-862-1307.

## Table of Contents

### Curriculum Programs of Study

Associate in Arts - (A10100).....	84
Associate in Arts in Teacher Preparation - (A1010T).....	85
Associate in General Education - (A10300) .....	86
Associate in GE: Pre-Nursing - (A1030N).....	87
Associate in Science - (A10400) .....	88
Associate in Science in Teacher Preparation - (A1040T) .....	89
Associate in Fine Arts in Visual Arts (A10600).....	90
Air Conditioning, Heating, & Refrigeration Technology - (A35100).....	95
Air Conditioning, Heating, & Refrigeration Technology Diploma - (D35100) .....	95
Heat Pump Certificate (C35100A) .....	96
A/C, Heating, & Refrig Tech - Basic (C35100D).....	96
Associate Degree Nursing (A45110).....	96
Business Administration - (A25120) .....	104
Business Administration Diploma – (D25120).....	105
Business Administration Accounting (C25120A).....	105
Cosmetology – (A55140) .....	105
Cosmetology Diploma (D55140) .....	106
Criminal Justice Technology - (A55180) .....	106
Criminal Justice Diploma (D55180) .....	107
Public Safety Certificate (C55180A).....	107
Early Childhood Education (A55220) .....	107
Early Childhood Education B-K Licensure Transfer Track (A55220BK).....	108
Early Childhood Education Career Entry Track (A55220CE) .....	108
Preschool Certificate (C55220P).....	109
Emergency Medical Science (A45340).....	109
Emergency Medical Science Bridging Option (A45340B) .....	109
Emergency Medical Science Certificate (C45340).....	110
Human Services Technology/Social Services (A4538D) .....	110
Human Services Technology Mental Health Certificate (C4538C) .....	111
Human Services Social Work .....	111
Information Technology: Support and Services (A25590T) .....	111

Information Technology: Web Administration - (A25590W) .....	112
Desktop Support Technician Certificate (C25590C) .....	112
Information Technology Certificate (C25590D) .....	113
Mechatronics Engineering Technology (A40350) .....	113
Medical Office Administration - (A25310) .....	113
Medical Office Administration Diploma (D25310) .....	114
Receptionist Certificate (C25310) .....	114
Office Administration - (A25370) .....	114
Office Administration Diploma - (D25370) .....	115
Welding Technology Diploma - (D50420) .....	115
Welding Pipe Certificate (C50420B) .....	116
Welding Plate Certificate (C50420C) .....	116
College Transfer Pathways .....	116
Associates in Arts – P1012C .....	116
Associate in Science – P1042C .....	117
Associate in General Education – Nursing – P1032C .....	118
Career and Technical Education Pathways .....	118
A/C, Heating, & Refrig Tech Heat Pump Certificate (C35100HA) .....	118
A/C, Heating, & Refrig Tech Heat & Cooling Certificate (C35100HB) .....	118
A/C, Heating, & Refrig Tech - Basic (C35100HD) .....	118
Business Administration – Basic (C25120HA) .....	119
Criminal Justice Technology Public Safety (C55180PS) .....	119
Early Childhood Education Preschool Certificate (C55220HP) .....	119
Human Services Technology (C45380H) .....	119
Human Services Technology w/Mental Health Certificate (C4538CH) .....	119
Industrial Systems Technology: Electrical Certificate (C50240HA) .....	119
Industrial Systems Technology Certificate – Basic (C50240HB) .....	120
Desktop Support Technician Certificate (C25590CP) .....	120
Information Technology Certificate (C25590DP) .....	120
Mechatronics Engineering Certificate (C40350HA) .....	120
Medical Office Administration Receptionist Certificate (C25310H) .....	120
Office Administration Certificate (C25370H) .....	120
Welding Technology Plate Certificate (C50420H) .....	121
Welding Technology Pipe Certificate (C50420HB) .....	121
Cosmetology Diploma (D55140H) .....	121

Criminal Justice Diploma (D55180H) .....	121
Early Childhood Education Diploma (D55220H) .....	121
Welding Technology Diploma - D50420H.....	122

## Curriculum Programs

### COLLEGE TRANSFER PROGRAMS

#### Associate in Arts - (A10100)

##### Curriculum Description

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

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

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

The AA program requires courses in English composition, humanities and fine arts, social and behavioral sciences, natural sciences, and mathematics and is designed for students who plan to pursue a liberal arts education. The A.S. program is for students who plan to pursue education in the fields of science, mathematics, or technology.

#### UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)  
General Education Courses English Composition (6 SHC)  
The following two English composition courses are required.

	Class	Lab	Clin	Cred
ENG 111 Writing and Inquiry	3	0	0	3
ENG 112 Writing/Research in the Disc	3	0	0	3
Subtotal				6

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

##### Communications

COM 231 Public Speaking	3	0	0	3
-------------------------	---	---	---	---

##### Humanities/Fine Arts

ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3

##### Literature

ENG 231 American Literature I	3	0	0	3
ENG 232 American Literature II	3	0	0	3

##### Music

MUS 110 Music Appreciation	3	0	0	3
MUS 112 Introduction to Jazz	3	0	0	3
PHI 240 Introduction to Ethics	3	0	0	3
Subtotal				9

##### Social/Behavioral Sciences (9 SHC)

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

##### Economics

ECO 251 Prin of Microeconomics	3	0	0	3
ECO 252 Prin of Macroeconomics	3	0	0	3

##### History

HIS 111 World Civilizations I	3	0	0	3
HIS 112 World Civilizations II	3	0	0	3
HIS 131 American History I	3	0	0	3
HIS 132 American History II	3	0	0	3

##### Psychology

PSY 150 General Psychology	3	0	0	3
----------------------------	---	---	---	---

##### Sociology

SOC 210 Introduction to Sociology	3	0	0	3
-----------------------------------	---	---	---	---

##### Mathematics (3-4 SHC)

Select one course from the following:

MAT 143 Quantitative Literacy	2	2	0	3
MAT 152 Statistical Methods I	3	2	0	4
MAT 171 Precalculus Algebra	3	2	0	4

##### Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

BIO 111 General Biology I	3	3	0	4
CHM 151 General Chemistry I	3	3	0	4
{PHY110 Conceptual Physics	3	0	0	3
and				
PHY 110A Conceptual Physics Lab	0	2	0	1}

#### ADDITIONAL GENERAL EDUCATION HOURS (13-14 SHC)

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

Total General Education Hours Required: 45

#### OTHER REQUIRED HOURS (15 SHC)

##### Required Courses

All AA students are required to take the following course. Course should preferably be taken the first semester, but no later than the second semester.

ACA 122 College Transfer Success	0	2	0	1
Subtotal				1

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

\*One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.

Total Semester Hours Credit (SHC) in Program: 60-61\*

### Associate in Arts in Teacher Preparation - (A1010T)

Curriculum Description

\*New for Fall 2023

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 a junior status. Courses may also transfer through bilateral agreements between institutions.

English Composition (6 SHC)

	Class	Lab	Clin	Cred
ENG 111 Writing and Inquiry	3	0	0	3
ENG 112 Writing/Research in the Disc	3	0	0	3
Subtotal				6

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

Communications				
COM 231 Public Speaking	3	0	0	3

Humanities/Fine Arts

ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3

Literature				
ENG 232 American Literature II	3	0	0	3

Music

MUS 110 Music Appreciation	3	0	0	3
MUS 112 Introduction to Jazz	3	0	0	3
PHI 240 Introduction to Ethics	3	0	0	3
Subtotal				9

Social/Behavioral Sciences (6 SHC)

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

Economics

ECO 251 Prin of Microeconomics	3	0	0	3
ECO 252 Prin of Macroeconomics	3	0	0	3

History

HIS 111 World Civilizations I	3	0	0	3
HIS 112 World Civilizations II	3	0	0	3
HIS 131 American History I	3	0	0	3
HIS 132 American History II	3	0	0	3

Psychology

PSY 150 General Psychology	3	0	0	3
----------------------------	---	---	---	---

Sociology

SOC 210 Introduction to Sociology	3	0	0	3
-----------------------------------	---	---	---	---

Mathematics (3-4 SHC)

Select one course from the following:

MAT 143 Quantitative Literacy	2	2	0	3
MAT 152 Statistical Methods I	3	2	0	4
MAT 171 Precalculus Algebra	3	2	0	4

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

BIO 111 General Biology I	3	3	0	4
CHM 151 General Chemistry I	3	3	0	4
{PHY110 Conceptual Physics	3	0	0	3
and				
PHY 110A Conceptual Physics Lab	0	2	0	1}

ADDITIONAL GENERAL EDUCATION HOURS (17-18 SHC)

Other Required General Education (3 SHC)

SOC 225 Social Diversity	3	0	0	3
--------------------------	---	---	---	---

An additional 14-15 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. 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.

Total General Education Hours Required: 45



## OTHER REQUIRED HOURS (15 SHC)

## Education (14 SHC)

ENG 184	Teaching and Learning for All*	1	3	0	2
EDU 216	Foundations of Education		3	0	0
EDU 279	Literacy Development and Instructions	3		3	
	0 4				
EDU 250	Teacher Licensure Prep		3	0	0
				3	

*\*Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.*

ACA 122	College Transfer Success		0	2	0
	Subtotal			1	

\*One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.

Total Semester Hours Credit (SHC) in Program: 60-61\*

**Associate in General Education - (A10300)**

## Curriculum Description

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth, and development.

Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided.

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

## General Education Courses

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

The associate in general education curriculum program shall include a minimum of 15 semester hours of credit from general education curriculum courses selected from the Combined Course Library, including six hours in communications, three hours in humanities/fine arts, three hours in social/behavioral sciences, and three

hours in natural sciences or mathematics. Courses must be at the 110 -199 or 210-299 level

## English

Select 6 SHC from the following:

		Class	Lab	Clinic
Credit				
ENG 111	Writing and Inquiry	3	0	0
			3	

Select one of the following:

ENG 112	Writing/Research in the Disc	3	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	3

## Communications/Humanities/Fine Arts

Select 6 SHC from the following:

Select courses from the following discipline areas: communications, music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion.

## Communications/Humanities:

COM 231	Public Speaking	3	0	0	3
ENG 232	American Literature II	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3
HUM 120	Cultural Studies	3	0	0	3
REL 211	Intro to Old Testament	3	0	0	3
REL 212	Intro to New Testament	3	0	0	3

## Fine Arts:

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 117	Non-Western Art History	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3

## Social/Behavioral Sciences

Select 3 SHC from the following:

ECO 251	Prin of Microeconomics	3	0	0	3
ECO 252	Prin of Macroeconomics	3	0	0	3
HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African-American History	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 241	Developmental Psych	3	0	0	3
PSY 265	Behavioral Modification*	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3

## Natural Sciences/Mathematics

Select 3 SHC from the following:

Select courses from the following discipline areas: astronomy, biology, chemistry, earth sciences, physics, general science, college algebra, trigonometry, calculus, computer science, and/or statistics.

## Sciences

BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
BIO 168	Anatomy and Physiology I	3	3	0	4
BIO 169	Anatomy and Physiology II	3	3	0	4
BIO 275	Microbiology	3	3	0	4
CHM 131	Intro to Chemistry	3	0	0	3
CHM 131A	Intro to Chemistry Lab	0	3	0	1
CHM 132	Organic & Biochemistry	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHY 110	Conceptual Physics	3	0	0	3

## Mathematics

MAT 110	Math Measurement*	2	2	0	3
MAT 143	Quantitative Literacy	2	2	0	3
MAT 152	Statistics Methods I	3	2	0	4
MAT 171	Precalculus Algebra	3	2	0	4
MAT 172	Precalculus Trigonometry	3	2	0	4
CIS 110	Intro to Computers	2	2	0	3
CIS 111	Basic PC Literacy*	1	2	0	2
CIS 115	Intro to Prog & Logic	2	2	0	3

## Required Courses

All AGE students are required to take the following course. Course should preferably be taken the first semester, but no later than the second semester.

ACA 122	College Transfer Success	0	2	0	1
	Subtotal				1

## Other Required Courses (49-50 SHC)

Other required hours include additional general education and professional courses.

A maximum of 7 SHC in health, physical education, college orientation, and/or study skills may be included. Selected topics or seminar courses may be included in a program of study up to a maximum of three-semester hours credit.

Total Semester Credit Hours in Program 64-65

**Associate in GE: Pre-Nursing - (A1030N)**

## Curriculum Description

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 (B.S.N) 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 in February 2015. 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.

		Credit	Class	Lab	Clinic
--	--	--------	-------	-----	--------

ENG 111	Writing and Inquiry	3	0	0	3
	Subtotal				3

## Select one course

{ENG 112	Writing/Research in the Disc	3	0	0	3
	Or				
ENG 114	Prof. Research & Reporting	3	0	0	3}
	Subtotal				3

## Humanities/Fine Arts

Select 9 SHC from the following. One course must be a literature.

## Fine Arts:

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 117	Non-Western Art History	3	0	0	3
COM 231	Public Speaking	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 112	Introduction to Jazz	3	0	0	3

## Humanities:

HUM 115	Critical Thinking	3	0	0	3
HUM 120	Cultural Studies	3	0	0	3
REL 110	World Religions	3	0	0	3
REL 211	Intro to Old Testament	3	0	0	3
REL 212	Intro to New Testament	3	0	0	3
	Subtotal				6

## Literature:

ENG 232	Major American Writers	3	0	0	3
	Subtotal				3

## Social/Behavioral Sciences

Select 15 SHC from the following:

## History:

HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
	Subtotal				3

**Psychology:**

PSY 150	General Psychology	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
Subtotal					9

**Sociology:**

SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 240	Social Psychology	3	0	0	3
Subtotal					3

**Natural Sciences**

Select 15-16 SHC from the following:

BIO 168	Anatomy & Physiology I	3	3	0	4
BIO 169	Anatomy & Physiology II	3	3	0	4
BIO 275	Microbiology	3	3	0	4
{CHM 131	Intro to Chemistry	3	0	0	3
CHM 131A	Intro to Chemistry Lab	0	3	0	1
Or					
CHM 151	General Chemistry I	3	3	0	4}
Subtotal					15 - 16

**Mathematics (7-8 SHC)**

The following courses are required.

{MAT 143	Quantitative Literacy	2	2	0	3
Or					
MAT 171	Precalculus Algebra	3	2	0	4}
MAT 152	Statistical Methods I	3	2	0	4
Subtotal					7-8

**Other Required Courses (7 – 8 hours)**

ACA 122	College Transfer Success	0	2	0	1
Subtotal					1

**Social Behavioral Science /Elective**

Take 6- 7 Credits

ECO 251	Prin of Microeconomics	3	0	0	3
ECO 252	Prin of Macroeconomics	3	0	0	3
CIS 110	Intro to Computers	2	2	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3

Total Semester Credit Hours in Program 60-61

**Associate in Science - (A10400)****Curriculum Description**

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

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 2.0 on a 4.0 scale to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

**English Composition (6 semester hours required)**

ENG 111	Writing and Inquiry	3	0	0	3
ENG 112	Writing/Res in the Disc	3	0	0	3
Subtotal					6

**Humanities/Fine Arts (6 semester hours required)**

(Two courses from two different discipline areas must be selected.)

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3

**Communications**

COM 231	Public Speaking	3	0	0	3
---------	-----------------	---	---	---	---

**Literature**

ENG 232	American Literature II	3	0	0	3
---------	------------------------	---	---	---	---

**Music**

MUS 110	Music Appreciation	3	0	0	3
MUS 112	Introduction to Jazz	3	0	0	3

**Philosophy**

PHI 240	Introduction to Ethics	3	0	0	3
Subtotal					6

**Social/Behavioral Science (6 semester hours required.)**

Two courses from two different areas must be selected.)

**Economics**

ECO 251	Princ of Microeconomics	3	0	0	3
ECO 252	Princ of Macroeconomics	3	0	0	3

**History**

HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3

**Psychology**

PSY 150	General Psychology	3	0	0	3
---------	--------------------	---	---	---	---

Sociology				
SOC 210	Introduction to Sociology	3	0	0
	Subtotal			6

Natural Sciences (One course sequence of 8 SHC required from the following.)

BIO 111	General Biology I	3	3	0
	and			
BIO 112	General Biology II	3	3	0
	<b>Or</b>			

CHM 151	General Chemistry I	3	3	0
	and			
CHM 152	General Chemistry II	3	3	0
	Subtotal			8

Mathematics (Select two courses from the following.)

MAT 171	Precalculus Algebra	3	2	0
MAT 172	Precalculus Algebra II	3	2	0
	Subtotal			8

#### Required Courses

All AS students are required to take the following course. Course should preferably be taken the first semester, but no later than the second semester.

ACA 122	College Transfer Success	0	2	0
	Subtotal			1

#### Additional General Education Hours (11 SHC)

Students must take an additional 11 SHC from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

CHM 131	Introduction to Chemistry	3	0	0
CHM 132	Organic and Biochemistry	3	3	0
CIS 110	Introduction to Computers	2	2	0
CIS 115	Intro to Prog & Logic	2	3	0
ENG 114	Prof Research & Reporting	3	0	0
ENG 232	American Literature II	3	0	0
HIS 121	Western Civilization I	3	0	0
HIS 122	Western Civilization II	3	0	0
HUM 115	Critical Thinking	3	0	0
HUM 120	Cultural Studies	3	0	0
MAT 263	Brief Calculus	3	0	0
PSY 241	Developmental Psych	3	0	0
PSY 281	Abnormal Psychology	3	0	0
REL 212	Intro to New Testament	3	0	0
SOC 213	Sociology of the Family	3	0	0
SPA 111	Elementary Spanish I	3	0	0
SPA- 112	Elementary Spanish II	3	0	0

#### Electives

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

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

Total Semester Credit Hours in Program 60-61

### Associate in Science in Teacher Preparation - (A1040T)

\*New for Fall 2023

#### Curriculum Description

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 with a junior status. Courses may also transfer through bilateral agreements between institutions.

#### English Composition (6 semester hours required)

ENG 111	Writing and Inquiry	3	0	0
ENG 112	Writing/Res in the Disc	3	0	0
	Subtotal			6

#### Humanities/Fine Arts

Two courses from two different discipline areas must be selected. (6 semester hours required)

ART 111	Art Appreciation	3	0	0
ART 114	Art History Survey I	3	0	0
ART 115	Art History Survey II	3	0	0

#### Communications

COM 231	Public Speaking	3	0	0
---------	-----------------	---	---	---

#### Literature

ENG 232	American Literature II	3	0	0
---------	------------------------	---	---	---

#### Music

MUS 110	Music Appreciation	3	0	0
MUS 112	Introduction to Jazz	3	0	0

## Philosophy

PHI 240	Introduction to Ethics	3	0	0	3
Subtotal					6

Social/Behavioral Science (6 semester hours required.  
Two courses from two different areas must be selected.)

## Economics

ECO 251	Princ of Microeconomics	3	0	0	3
ECO 252	Princ of Macroeconomics	3	0	0	3

## History

HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3

## Psychology

PSY 150	General Psychology	3	0	0	3
---------	--------------------	---	---	---	---

## Sociology

SOC 210	Introduction to Sociology	3	0	0	3
Subtotal					6

Natural Sciences (One course sequence of 8 SHC required from the following.)

BIO 111	General Biology I	3	3	0	4
and					
BIO 112	General Biology II	3	3	0	4

**Or**

CHM 151	General Chemistry I	3	3	0	4
and					
CHM 152	General Chemistry II	3	3	0	4

Subtotal					8
----------	--	--	--	--	---

Mathematics (Select two courses from the following.)

MAT 171	Precalculus Algebra	3	2	0	4
MAT 172	Precalculus Algebra II	3	2	0	4
Subtotal					8

Additional General Education Hours (14-15 SHC)

OTHER REQUIRED HOURS (3 SHC)

SOC 225	Social Diversity	3	0	0	3
---------	------------------	---	---	---	---

An additional 11-12 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. 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.

**Total General Education Hours Required: 45**

Education (14 SHC)

ENG 187	Teaching and Learning for All*1	3	0	0	2
EDU 216	Foundations of Education	3	0	0	3

EDU 279	Literacy Development and Instructions	3	0	0	3
4					

EDU 250	Teacher Licensure Prep	3	0	0	3
---------	------------------------	---	---	---	---

*\*Students who have completed Teacher Cadet or Teaching as a Profession courses in in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.*

ACA 122	College Transfer Success	0	2	0	1
Subtotal					1

\*One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.

Total Semester Credit Hours in Program 60-61

**Associate in Fine Arts in Visual Arts (A10600)**

Curriculum Description:

The Associate in Fine Arts in Visual Arts degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours 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.

Class Lab Clin

Cred

English Composition Take 6 credits

ENG 111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disc	3	0	0	3

Communications & Humanities/Fine Arts Take 6 credits

ART 111	Art Appreciation	3	0	0	3
COM 231	Public Speaking	3	0	0	3
ENG 232	American Literature II	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 112	Introduction to Jazz	3	0	0	3
PHI 240	Introduction to Ethics	3	0	0	3

Social/ Behavioral Science Take 6 credits

ECO 251	Prin of Microeconomics	3	0	0	3
ECO 252	Prin of Macroeconomics	3	0	0	3
HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3

Psychology

PSY 150	General Psychology	3	0	0	3
---------	--------------------	---	---	---	---

Sociology

SOC 210	Introduction to Sociology	3	0	0	3
---------	---------------------------	---	---	---	---



Mathematics				
Take 3 credits				
MAT 143 Quantitative Literacy	2	2	0	3
MAT 152 Statistical Methods I	3	2	0	4
MAT 171 Precalculus Algebra	3	2	0	4

Natural Sciences Take 4 credits				
BIO 111 General Biology I	3	3	0	4
CHM 151 General Chemistry I	3	3	0	4
PHY 110 Conceptual Physics	3	0	0	3
PHY 110A Conceptual Physics Lab	0	2	0	1

#### Required Courses

All AFA students are required to take the following course. Course should preferably be taken the first semester, but no later than the second semester.

ACA 122 College Transfer Success	0	2	0	1
Subtotal				1

Additional UGETC: ART Take 6 credits

ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
Subtotal				6

Other Required: ART Take 9 credits

ART 121 Two-Dimensional Design	0	6	0	3
ART 122 Three-Dimensional Design	0	6	0	3
ART 131 Drawing I	0	6	0	3
Subtotal				9

Additional Hours Take 19 credits

ART 132 Drawing II	0	6	0	3
ART 171 Computer Art I	0	6	0	3
ART 240 Painting I	0	6	0	3
ART 244 Watercolor	0	6	0	3
ART 247 Jewelry I	0	6	0	3
ART 264 Digital Photography I	0	6	0	3
ART 281 Sculpture I	0	6	0	3
ART 283 Ceramics I	0	6	0	3
Subtotal				19

Total Semester Credit Hours in Program 60-61





BUS 115	Business Law I
BUS 137	Principles of Management
CHM 131	Introduction to Chemistry
CHM 131A	Introduction to Chemistry Lab
CHM 132	Organic and Biochemistry
<b>CHM 151</b>	<b>General Chemistry I</b>
<b>CHM 152</b>	<b>General Chemistry II</b>
CIS 110	Intro to Computers
CIS 115	Intro to Prog & Logic
CJC 111	Intro to Criminal Justice
CJC 113	Juvenile Justice
CJC 121	Law Enforcement Operations
CJC 141	Corrections
CJC 212	Ethics & Community Relations
<b>COM 231</b>	<b>Public Speaking</b>
CTS 115	Info Sys Business Concept
ECO 151	Survey of Economics
<b>ECO 251</b>	<b>Prin of Microeconomics</b>
<b>ECO 252</b>	<b>Prin of Macroeconomics</b>
EDU 131	Child, Family, and Community
EDU 144	Child Development I
EDU 145	Child Development II
EDU 216	Foundations of Education
EDU 221	Children with Exceptionalities
<b>ENG 111</b>	<b>Writing &amp; Inquiry</b>
<b>ENG 112</b>	<b>Writing/Research in the Disciplines</b>
ENG 113	Literature-Based Research
ENG 114	Prof Research and Reporting
<b>ENG 232</b>	<b>American Literature II</b>
HEA 110	Personal Health/Wellness
<b>HIS 111</b>	<b>World Civilizations I</b>
<b>HIS 112</b>	<b>World Civilizations II</b>
<b>HIS 131</b>	<b>American History I</b>
<b>HIS 132</b>	<b>American History II</b>
HIS 221	African-American History
HUM 115	Critical Thinking
HUM 120	Cultural Studies
<b>MAT 143</b>	<b>Quantitative Literacy</b>
<b>MAT 152</b>	<b>Statistical Methods I</b>
<b>MAT 171</b>	<b>Precalculus Algebra</b>
<b>MAT 172</b>	<b>Precalculus Trigonometry</b>
<b>MAT 263</b>	<b>Brief Calculus</b>
<b>MUS 110</b>	<b>Music Appreciation</b>
<b>MUS 112</b>	<b>Introduction to Jazz</b>
PED	All one-hour PED activity courses
PED 110	Fit and Well for Life
<b>PSY 150</b>	<b>General Psychology</b>
PSY 241	Developmental Psych
PSY 281	Abnormal Psychology

Pre-Major/Elective
Pre-Major/Elective
GEN ED: Natural Science
GEN ED: Natural Science
GEN ED: Natural Science
<b>UGETC: Natural Sciences – AA/AS</b>
<b>UGETC: Natural Sciences – AS</b>
GEN ED: Mathematics
GEN ED: Mathematics
Pre-Major/Elective
Pre-Major/Elective
Pre-Major/Elective
Pre-Major/Elective
Pre-Major/Elective
<b>UGETC: Communications – AA/AS</b>
Pre-Major/Elective
GEN ED: Social and Behavioral Science
<b>UGETC: Social/Behavioral Sci. – AA/AS</b>
<b>UGETC: Social/Behavioral Sci. – AA/AS</b>
Pre-Major/Elective
Pre-Major/Elective
Pre-Major/Elective
Pre-Major/Elective
Pre-Major/Elective
<b>UGETC: English Comp - AA &amp; AS</b>
<b>UGETC: English Comp - AA &amp; AS</b>
GEN ED: English Composition
GEN ED: English Composition
<b>UGETC: Humanities/Fine Arts – AA/AS</b>
Pre-Major/Elective
<b>UGETC: Social/Behavioral Sci.– AA/AS</b>
<b>UGETC: Social/Behavioral Sci.– AA/AS</b>
<b>UGETC: Social/Behavioral Sci.– AA/AS</b>
<b>UGETC: Social/Behavioral Sci.– AA/AS</b>
Pre-Major/Elective
GEN ED: Humanities/Fine Arts
GEN ED: Humanities/Fine Arts
<b>UGETC: Math – AA</b>
<b>UGETC: Math – AA</b>
<b>UGETC: Math – AA/AS</b>
<b>UGETC: Math– AS</b>
<b>UGETC: Math– AS</b>
<b>UGETC: Humanities/Fine Arts – AA/AS</b>
<b>UGETC: Humanities/Fine Arts – AA/AS</b>
Pre-Major/Elective
Pre-Major/Elective
<b>UGETC: Social/Behavioral Sci.– AA/AS</b>
GEN ED: Social/Behavioral Science
GEN ED: Social/Behavioral Science

REL 211 Intro to Old Testament

REL 212 Intro to New Testament

**SOC 210 Introduction to Sociology**

SOC 213 Sociology of the Family

SOC 220 Social Problems

SPA 111 Elementary Spanish I

SPA 112 Elementary Spanish II

GEN ED: Humanities/Fine Arts

GEN ED: Humanities/Fine Arts

**UGETC: Social/Behavioral Sci.– AA/AS**

GEN ED: Social/Behavioral Science

GEN ED: Social/Behavioral Science

GEN ED: Humanities/Fine Arts

GEN ED: Humanities/Fine Arts

**Course descriptions and requirements are available at <http://www.ncccommunitycolleges.edu/academic-programs/combined-course-library>**

SBCC Approved 02/21/14; Revised 04/25/14; Editorial revision 04/29/15; TAC Revised 12/02/15; Revised 05/26/16 (CRC Course Action); TAC Revised

02/09/2018; Editorial Revision 03/08/18; TAC Revised 03/06/19; TAC Revised 05/29/19; TAC Revised 06/03/20, TAC Revised 3/8/21, Editorial Revision 3/10/21;

TAC Revised 4/1/21; CCRC Revised 4/1/21, TAC Revised 4/27/21, TAC Revised 6/10/21; TAC Revised 7/29/2022; Editorial Revision 11/15/22.

Revised – November 2022

## ASSOCIATE IN APPLIED SCIENCE

**Air Conditioning, Heating, & Refrigeration Technology - (A35100)**

## Curriculum Description

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

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools, and instruments. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems.

Diploma graduates should be able to assist in the start-up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.

## Class Lab Clinic Credit

## Term 1

{ACA 111 College Student Success	1	0	0	1
or				
ACA 122 College Transfer Success	0	2	0	1
AHR 110 Intro to Refrigeration	2	6	0	5
{AHR 111 HVACR Electricity	2	2	0	3
or				
ELC 111 Intro to Electricity}	2	2	0	3
AHR 112 Heating Technology	2	4	0	4
AHR 151 HVAC Duct Systems I	1	3	0	2
{ISC 112 Industrial Safety	2	0	0	2
or				
ISC 115 Construction Safety}	2	0	0	2
WLD 113 Soldering and Brazing	1	2	0	2
Semester Total				19

## Term 2

AHR 113 Comfort Cooling	2	4	0	4
AHR 114 Heat Pump Technology	2	4	0	4
AHR 130 Controls	2	2	0	3
AHR 160 Refrigerant Certification	1	0	0	1
AHR 180 HVAC Customer Relations	1	0	0	1
{CIS 110 Introduction to Computers	2	2	0	3
or				
CIS 111 Basic PC Literacy	1	2	0	2}
ENG 111 Writing and Inquiry	3	0	0	3
Semester Total				18

## Term 3

AHR 115 Refrigeration Systems	1	3	0	2
AHR 211 Residential System Design	2	2	0	3
AHR 212 Advanced Comfort Systems	2	6	0	4
{AHR 120 HVACR Maintenance	1	3	0	2
or				
WBL 111 Work-Based Learning	0	0	10	1}
COM 231 Public Speaking	3	0	0	3
Elective Social Behavior Science*	3	0	0	3
Semester Total				16

## Term 4

AHR 170 Heating Lab	0	3	0	1
AHR 213 HVAC/R Building Code	1	2	0	2
AHR 171 Cooling Lab	0	3	0	1
BPR 130 Print Reading – Construction	3	0	0	3
Elective Humanities Fine Arts*	3	0	0	3
{MAT 110 Math Measurement & Literacy	2	2	0	3
or				
PHY 110 Conceptual Physics	3	0	0	3}
Physical Education Elective*	1	2	0	2
Semester Total				15

Total Semester Credit Hours in Program 67

**Air Conditioning, Heating, & Refrigeration Technology Diploma - (D35100)**

## Class Lab Clinic Credit

## Term 1

{ACA 111 College Student Success	1	0	0	1
or				
ACA 122 College Transfer Success	0	2	0	1}
AHR 110 Intro to Refrigeration	2	6	0	5
{AHR 111 HVACR Electricity	2	2	0	3
or				
ELC 111 Intro to Electricity}	2	2	0	3}
AHR 112 Heating Technology	2	4	0	4
{AHR 120 HVACR Maintenance	1	3	0	2
or				
WBL 111 Work-Based Learning	0	0	10	1}
AHR 151 HVAC Duct Systems I	1	3	0	2
WLD 113 Soldering and Brazing	1	2	0	2
Semester Total				17-18

## Term 2

AHR 113 Comfort Cooling	2	4	0	4
AHR 114 Heat Pump Technology	2	4	0	4
AHR 130 Controls	2	2	0	3
AHR 160 Refrigerant Certification	1	0	0	1
AHR 180 HVAC Customer Relations	1	0	0	1
ENG 111 Writing and Inquiry	3	0	0	3

{MAT 110 Math Measurement & Lit	2	2	0	3
or				
PHY 110 Conceptual Physics	3	0	0	3}
Elective Physical Education Elective*	1	2	0	2
Semester Total				21
Total Semester Credit Hours in Program				38-39

**Heat Pump Certificate (C35100A)**

Class Lab Clinic Credit

## Fall Semester

AHR 111 HVACR Electricity	2	2	0	3
ELC 111 Introduction to Electricity	2	2	0	3

## Spring Semester

AHR 113	Comfort Cooling	2	4	0	4
AHR 114	Heat Pump Technology	2	4	0	4
AHR 130	HVAC Controls	2	2	0	3
AHR 160	Refrigerant Certification	1	0	0	1

Total Semester Credit Hours in Program 18

**A/C, Heating, & Refrig Tech - Basic (C35100D)**

## Term 1

AHR 110 Intro to Refrigeration	2	6	0	5
AHR 111 HVACR Electricity	2	2	0	3
Semester Total				8

## Term 2

AHR 112 Heating Technology	2	4	0	4
AHR 160 Refrigerant Certification	1	0	0	1
AHR 120 HVACR Maintenance	1	3	0	2
Semester Total				7

Total Semester Credit Hours in Program 15

**Associate Degree Nursing (A45110)**

## Course Description:

The Associate Degree Nursing curriculum prepares individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings. Graduates of the Associate Degree Nursing program are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) which is required for practice as a Registered Nurse (RN). Employment opportunities include hospitals, long-term care facilities, clinics, physician's offices, industry, and community agencies.

Approved by the NC Board of Nursing, the ADN program

admits first time nursing students in the fall semester only. A maximum of 60 students may be enrolled in the program, which includes first and second level. To be considered for admission to the program, applicants must meet the admission requirements established by the College. Applicants must also meet those admission requirements established by the ADN program. ADN admission/selection is a competitive process, which is outlined in this document.

Individuals who are interested in the Nursing Program or currently enrolled in pre-nursing courses are required to attend an information session detailing the admissions process. The nursing faculty will advise each potential applicant about the course requirements for nursing and related courses for earning an Associate Degree in Nursing and the role of the Registrar in determining what credits are awarded on transfer course work. The admission/selection process for the ADN program is composed of three steps. Each step must be completed in sequence. Applications are accepted from interested individuals beginning in November of the year prior to which the person wishes to enter the Nursing Program. Associate degree nursing program applications are available online at [Roanoke-Chowan Community College's website](#), as well as the Associate Degree Nursing Student Handbook of Policies and Procedures, Medical Form, Tracking Sheet, and link to Eastern RIBN (partnership with East Carolina University College of Nursing). Applications do not carry over from year to year. A new application must be completed and the admission process followed beginning in November of the year prior to which that individual desires admission into the Nursing Program. Certain courses/classes are requirements for admission into the Nursing Program, Certified Nursing Assistant and CPR.

## Admission Requirements

## STEP I: COMPLETION OF MINIMUM REQUIREMENTS

- \_\_\_\_\_ A. **Complete an Application for Admission to Roanoke-Chowan Community College (R-CCC)** online by visiting the R-CCC website at [Roanoke-Chowan Community College](#)
- \_\_\_\_\_ B. **Request and submit official transcripts** from high school or Adult High School Diploma/GED certificate and all colleges/universities attended to Student Development Services, Roanoke-Chowan Community College, 109 Community College Road, Ahoskie, NC 27910. R-CCC cannot

request transcripts for you. Official transcripts are signed and sealed in an envelope, which only R-CCC staff can open. A supplementary transcript of the final semesters' work should be submitted by the school after high school graduation. Applicants with a high school diploma equivalency certificate (GED) must submit a copy of the test scores in lieu of a transcript. ***Applicants with a bachelor's degree are not required to submit high school transcripts.*** Please allow a few weeks after R-CCC receives your college transcripts to receive a transcript evaluation report. This report will indicate what courses have transferred to R-CCC. Grades less than "C" on related curriculum sequence coursework or less than "B" on nursing course work will not be transferred.

- \_\_\_\_ C. **Take the Reinforced Instruction for Student Excellence (RISE)** test for proper course placement. The student's high school GPA may be used to determine proper placement. Applicants who have taken the Scholastic Aptitude Test (SAT) or American College Testing (ACT) may be exempt from testing. Call the Testing Center at 252-862-1238 to schedule an appointment for testing. If an applicant is eligible for any exemption from testing, the applicant must secure a waiver form from Director of Admissions before testing, which must be presented to the test administrator on the day of testing. Students must meet the following proficiency levels:

English	ENG 002 Tier 2
Math	MAT 003 Tier 2

Proficiency in math required as exhibited by high school GPA of 3.0 or higher, MAT 003 with grade of P2, successful completion of DMA 010-050, successful completion of MAT 070, or college-level math with a C or better. Students must complete ENG 002 Tier 2 and MAT 003 Tier 2 courses with a grade of a "P". Test scores will be valid for a period of five years. Applicants who have taken the RISE at other institutions may have an official copy of the scores sent to the College's Testing Center. SAT or ACT scores will be considered in accordance with R-CCC admissions policy.

**Additional requirements for International Students:** To demonstrate proficiency in the English language, the applicant must take the Test of English as a Foreign Language (TOEFL) and score at least 500 (written test) or 173 (computerized test)

- \_\_\_\_ D. **GPA (Grade point average requirement):** Applicant must have a minimum grade point average (GPA) of **3.0** or higher on the most recent three (3) academic semesters (minimum of 12 college credit hours) of coursework. The GPA calculations will omit grades from transitional/supplemental courses, ACA courses and PE courses.
- \_\_\_\_ E. **Applicant must complete the Associate Degree Nursing (ADN) Program Application** and submit a copy, by postal mail postmarked on or before **March 1, no exceptions granted.** Mail to ATTN: Admissions, Roanoke-Chowan Community College, 109 Community College Road, Ahoskie, NC 27910. Application is available on the college's website at [Nursing ADN](#).
- \_\_\_\_ F. Applicant must be listed as a Certified Nurse Aide with the NC Division of Health Service Regulation Registry.
- \_\_\_\_ G. Applicant must submit evidence of cardiopulmonary resuscitation certification (CPR) at the BLS/Health Care Provider Level from the American Heart Association.
- \_\_\_\_ H. **Completed Health Form:** Submit a completed North Carolina Community College System (NCCCS) Health Examination Form, available online at [Nursing ADN](#) verifying physical and emotional health as evidence of the applicant's ability to provide safe nursing care to the public (21 NCAC 36.0320). This examination includes proof of an annual (at least 2-3) TB skin test(s) and/or current 2-Step TB skin test (chest x-ray if positive TB skin test), Chicken Pox titer (or vaccine), Hepatitis B series (or declination\*), Influenza (flu) and complete immunization records. A physician, nurse practitioner, or physician assistant may complete the health exam. The health exam must be current within 9 months of enrollment in a "NUR" course and be **submitted..**  
*\*Applicant may sign a declaration form for waiver of Hepatitis B immunization after consultation with the Program Director.*  
 If the Health Examination Form and all other



required documents are not submitted, the applicant will forfeit his/her admission into the Nursing Program.

- \_\_\_\_ I. **Conditional Letter, Permission to take Kaplan Entrance Exam:** After confirmation of the qualifying **3.0 GPA** by the Registrar's Office, as well as submission of a complete packet, and having all required immunizations the applicant is then eligible to take the Kaplan Entrance Examination for the ADN Program.

- a. Applicant will be notified by a letter from the Nursing Department Admissions when to schedule an appointment to take the Kaplan Entrance Test. *Kaplan Entrance Test scores will be valid for a period of one year.* The scores achieved on this test will be used in the admission selection process for the Associate Degree Nursing Program.
- b. Applicants will be allowed to *retest one time* during the admissions process for admission into fall semester.

- \_\_\_\_ J. Applicants seeking admission must complete ALL of the above minimum admission requirements. A complete packet includes the Nursing Program Application, Health Form, proof of NAI Registry, and CPR certification. Your application will be removed if all of this information is not completed and included at the time of submission. Completion of the minimum admission requirements does not guarantee acceptance into the nursing program.

#### STEP II: Competitive Criteria for ADN Admission/Selection

After the applicant has completed the admission requirements outlined in Step I, each applicant will be evaluated utilizing the following criteria.

Assessment Criteria	Maximum Points
CRITERION 1 Completed Course Work and GPA	18 points
CRITERION 2 Kaplan Entrance Exam Test Score	50 points
CRITERION 3 Related Experience	6 points

The points an applicant receives from each of these criteria will be added together. The applicants who receive the highest number of points will be considered for admission to the program. After the criteria have been applied, the date of original application to the ADN program will be utilized to determine priority for admission in circumstances where applicants have achieved the same score.

**Criterion 1:** Completed Course Work (8 points) and GPA (10 points) = TOTAL 18 points

Classes (Credits)	Grade	Points
BIO 168 (4)		
BIO 169 (4)		

Point System A = 4, B = 3, C = 2

- a. Completed Coursework (8 points)
- b. Grade-Point Average\* (10 points)  
GPA  $\geq$  3.5 10 Points

\*Applicant must have a minimum cumulative (overall) grade point average (GPA) of 3.0 or higher on the most recent three academic semesters (minimum of 12 college credit hours) of coursework. The GPA calculations will omit grades from transitional/supplemental courses, ACA courses, and PE courses.

**Criterion 2:** Kaplan's Entrance Test (50 points)  
Kaplan's Admission Test (Maximum of two attempts with highest of two accepted)

Overall score of 65 or more	50 points
Overall score of 55 – 64	25 points
Overall score of 54 or less	0 points

### Criterion 3:

Related Experience	(6 points)
Current CNA II	(4 point)
Other allied health certificate/degree/licensure*	(2 points)

\*Students will be awarded two (2) points total for an allied health degree/certification/licensure from the following list: LPN, X-ray tech, surgical tech, medication aide, dental hygienist, dental assisting, dialysis tech, phlebotomy, respiratory therapy, medical office, medical assisting, EMT, paramedic, physical therapy assistant, occupational therapy, recreational therapy, speech therapy, pharmacy tech. Other degrees/certificates/licensure will not be considered for ranking purposes.

### STEP III: Determination of Enrollment Status

**a. Letter of Acceptance:** Applicants who are selected to enter the Nursing Program will receive a letter of acceptance into the nursing program. The applicant will be assigned one of the following enrollment categories:  
Accepted for enrollment  
Alternate (Qualified but placed on a waiting list)  
Not accepted (Those who do not qualify)

A letter will be sent to each applicant by the postal mail, informing the applicant of the final admission recommendation.

**b. Mandatory Attendance at Orientation Session:** Each student who receives a letter of acceptance will be required to attend the orientation session for the ADN program held annually on campus during summer.

**c. Letter of Acknowledgment:** Each student who receives a letter of acceptance will also receive an Acknowledgement Form. The Acknowledgement Form must be signed and returned to the Nursing Department in order to confirm the applicant's intent to enroll in any NUR course in the fall semester.

### NOTES:

1. Any applicant not admitted into the program in a particular year would need to reapply for entry into the ADN Program the next year. Students must then adhere to the admission policies that are current for that year.
2. It is mandatory for applicants to inform Student Services of any changes in their personal

information occurring since the date of application for corrections to be made on the selection data sheet (phone number, address, etc.) The College will not be responsible for any letters not delivered because of incorrect mailing addresses.

3. If the applicant's overall college GPA falls below 3.0, the applicant will forfeit admission to the nursing program.
4. The nursing faculty recommends that all students enrolled in nursing carry private health insurance coverage.
5. The admission procedure for the ADN Program is revised annually. Applicants are advised to go to the college website at [Nursing ADN](#) to read the current admission procedures.
6. Any applicant whose behavior is inconsistent with the North Carolina Nurse Practice Act (NC NPA) during the admissions process may forfeit their right to be admitted into the ADN Program. You may find the NC NPA at [NC Nurse Practice Act](#)
7. Applicants are strongly encouraged to complete related curriculum sequence courses required in the nursing curriculum prior to entering the ADN Program. The related courses for Associate Degree Nursing (A45110) sequence are:

#### Fall 1<sup>st</sup> Year

- ♦ BIO 168 Anatomy & Physiology I\*
- ♦ PSY 150 General Psychology
- ♦ ENG 111 Writing & Inquiry\*
- ♦ ACA 122 College Transfer Success

#### Spring 1<sup>st</sup> Year

- ♦ BIO 169 Anatomy & Physiology II\*
- ♦ PSY 241 Developmental Psychology

#### Fall 2<sup>nd</sup> Year

- ♦ CIS 110 Introduction to Computers

#### Spring 2<sup>nd</sup> Year

- ♦ HUM 115 Critical Thinking\*
- ♦ ENG 112 Writing/Research in the Disciplines\*

Or

- ♦ ENG 114 Professional Research & Reporting\*

\*Highly recommended for completion prior to entering the ADN Program

Criminal Background Check and Drug Screening

The ADN Program requires a clinical component and a

criminal background check with a drug screening is required by most clinical agencies. A student's criminal record will affect the student's opportunity for successfully completing the clinical portion of the course and therefore will limit the student's ability to progress in the program. If a student is unable to attend any clinical site, due to the criminal background check and/or drug screening, the student will be dismissed from the program.

#### Transfer Students

Applicants desiring to transfer into Roanoke-Chowan Community College Associate Degree Nursing program must meet the same admission criteria required of all nursing students. The applicant must follow the same procedure required by R-CCC for all transfer students as outlined in the R-CCC catalog. A transfer student is defined as a student who has completed all requirements for progression to the next semester at the college from which they are transferring. Admission for the transfer student is on a "space-available" basis, not to exceed 10% of total program enrollment. Twenty-five percent of credit hours are required to be completed at this College for the degree to be conferred.

In addition to the catalog requirements, the student may be requested to provide course outlines for all nursing courses for which the applicant is seeking credit, scores from any standardized test(s) like the Kaplan Entrance Test, taken at former schools, and a letter of recommendation from clinical instructor who most recently supervised applicant. The ADN Program Director along with the Registrar will evaluate the outlines and determine the amount of credit to be awarded. Applicant must complete or receive transfer credit for coursework required in curriculum sequence prior to point of entrance into 'NUR' course with a grade of "C" or above in related coursework and an "80" (B) or better in 'NUR' courses.

Due to the rapidly changing technology in nursing studies, any student seeking transfer to the ADN program after more than one-year lapse in nursing education will be asked to demonstrate proficiency in core nursing competencies by means of theory (written exam) and clinical (skills) performance evaluations with a score of "80" (B) or better. The proficiency exam will be administered by the nursing faculty at a scheduled time, to be announced during the application process.

All applicants seeking advanced placement as a transfer student must complete ALL of the above admission requirements on or before March 1. Applicants seeking

advanced placement as a transfer student for the spring semester must complete ALL of the above admission requirements on or before November 1. Completion of the minimum admission requirements for transfer does not guarantee acceptance into the program. Following completion of the minimum admission requirements for a transfer student, the competitive selection process will be implemented for admission to the ADN program.

#### Advanced Placement (LPN)

Enrollment is contingent upon meeting the criteria met by the generic nursing students, space availability as well as the following criteria:

High school graduation or equivalent.

Transcript from the Practical Nursing Program showing courses taken and grades earned.

Current unrestricted license to practice in North Carolina. Completion of or transfer credit for coursework required in curriculum sequence prior to point of entrance into NUR courses. Additional courses may sometimes be required. A minimum grade of "80" (B) is required on each nursing course and a minimum of "C" or better on all related coursework.

Satisfactory completion with a grade of an "80" (B) or above on theory (written exam) and clinical performance (skill competency) evaluation, which are administered by the nursing faculty at a scheduled time, to be announced during the application process.

All applicants seeking advanced placement as an LPN transition student must complete ALL of the above admission requirements on or before March 1. Applicants seeking advanced placement as a transfer student for the spring semester must complete ALL of the above admission requirements on or before November 1. Completion of the minimum admission requirements for transfer does not guarantee acceptance into the program. Following completion of the minimum admission requirements for a transfer student, the competitive selection process will be implemented for admission to the ADN program.

#### Readmission

Students who have interrupted their studies in the ADN program and who wish to continue their academic pursuits are eligible for readmission on a "space available" basis, not to exceed 10% of total program enrollment. ALL current minimum admission requirements must be met.

## READMISSION TO ASSOCIATE DEGREE NURSING

Effective May 1, 2016

Students who have interrupted their studies in the ADN program and who wish to continue their academic pursuits are eligible for readmission on a "space available" basis, not to exceed 10% of total program enrollment.

**ALL** current minimum admission requirements must be met. If a student is not successful in NUR 111, he/she will need to adhere to the admission guidelines referenced in **section 9.3 Admission Requirements**.

A student who wishes to re-enter Associate Degree Nursing must submit a written request to the Director. This request for reentry must be received by the end of the next semester following the interruption of studies. The letter must state what interventions have been implemented for success in the program. There is no guarantee of readmission to the Associate Degree Nursing program.

Students who return after an absence of one semester or more (except summer) (a) must meet current admissions requirements (**section 9.3 Admission Requirements**), and (b) submit an updated health evaluation.

Students submitting for readmissions must complete and score an 80% or higher on a comprehensive theory evaluation which will include content covered in the previous NUR courses where the student met proficiency. This evaluation will be administered by nursing faculty/staff at a scheduled time, to be announced during the readmission process. Achievement of 80% on the comprehensive theory evaluation does not guarantee acceptance.

To assure retention of knowledge and skills, students are urged to return to the program at the earliest feasible time. The amount of time which has lapsed between withdrawal from the program and the readmission request must be considered by the program faculty. Nursing faculty may make educational (classroom and clinical) recommendations for any student seeking readmission. Auditing of the previously completed program courses may be recommended by faculty. Additionally, an interview with Admissions Committee may be requested.

Any student who after readmission does not receive a grade of "B" (80%) or better on all curriculum courses will not be eligible to re-enroll in the Associate Degree Nursing program.

The applicant who has exited the program one time for any reason, since implementation of the Concept- Based Curriculum in fall 2010, will be eligible for only one readmission. Any applicant not enrolled in the nursing program within two years from the time of their withdrawal/dismissal will have to repeat all nursing courses.

Students called to active duty military service while enrolled in the Nursing program will be readmitted with the same academic status that he or she had when last attended.

STEP I: Determination of Enrollment Status  
Readmission Response Form: Applicants who are selected to enter the Nursing Program will receive a readmission response form into the nursing program.

### Progression

#### 10.1 Evaluation and Guidance

Student evaluation begins prior to admission when the application to enter College, the admission test scores, and the high school and college transcripts of the applicant are reviewed by the admissions committee.

A planned program for regular evaluation of each student's progress is instituted at the beginning of the academic year. Students are required to participate actively in the process of evaluation. Specific evaluation processes are outlined in each course syllabus. Provision for student guidance is made in the area of academic advising. A faculty advisor is designated for each student upon entrance to the program. Office hours of the nursing faculty will be posted each semester on their office doors. Appointments may be scheduled within these office hours. Students are encouraged to meet with their advisors soon after admission and then on a regular basis for academic advising. Counseling is available through Student Support Services.

#### 10.2 Academic Progression

Academic progression in nursing includes successful completion of the course or didactic requirements and demonstrated competence on all assigned nursing laboratory and clinical requirements. A nursing course is comprised of three components of study, the classroom, clinical and laboratory experiences as indicated in the course syllabus.

To demonstrate attainment of course objectives for any

NUR course the student must:

- A. **Achieve an overall course grade of 80% without rounding and successfully pass all clinical/lab requirements.**
- B. **Satisfactorily complete and meet** course, laboratory, clinical practice and/or program objectives and requirements. (This includes clinical performance evaluations, competence verifications, skills check-offs, clinical papers, care plans, concept maps, logs, NCLEX preparation, assignments and other course work as assigned).

Students progressing in The Department of Nursing must:

1. **Class:** Receive a grade of "80" (B) or above in each nursing course and "C" or better in pre-requisite, and co-requisite course regardless of the semester enrolled as stipulated by the corresponding grading scale. Should a student make a grade below "80" (B) in nursing or below "C" in nursing-related sequence course(s), he/she will be dismissed from the nursing program. (See ADN Performance Evaluation Procedure) Fractions of a point at a level of 0.5 or greater will not be rounded up to the next whole number. (Ex. 79.5 does not round to 80 it remains at 79).

Course prerequisites for NUR prefix courses as well as other course requirements are defined in the curricular section of the College catalog and the ADN Policy Manual. Students must successfully complete these prerequisites prior to enrolling in subsequent course offerings. Enrolled students must take NUR prefix courses in sequence.

- **Satisfactorily complete and meet** course, laboratory, clinical practice and/or program objectives and requirements. (This includes clinical performance evaluations, competence verifications, skills check-offs, clinical papers, care plans, concept maps, NCLEX preparation, Kaplan assignments and other course work as assigned). Students will be allowed two attempts to successfully return various skills in the lab. The second attempt at skills return will not be allowed until the student documents practice with a classmate who has successfully completed the return. After two unsuccessful skills check-offs the student will be dismissed from the nursing program.
- **Kaplan**, students will be required, as part of the

course requirements to utilize these resources each semester. Inability to master this content will result in a student being placed on a Performance Improvement Plan (PIP).

- **Prepare for class** and using the "Flipped Class and/or Jump Start" methodology the student's preparation will be measured or tested during each class session. The primary purpose of Flipping the Classroom "Jump Starts" is to promote active learning, engagement and content retention.
- Through **active learning**, the student is expected to read, complete assignments, view lectures, listen to podcasts, and review prepared interactive media etc. prior to class.
- The student may also be directed to participate in online peer to peer or peer to faculty discussion forums. The student or student groups may be randomly assigned and/or selected to actively flip and jump start a class session. If assigned, the student or student group is expected to lead the class in a discussion, presentation, EBP literature review etc. about the topic.
- Any student scoring less than 80% on unit tests in NUR courses will be required to complete remediation of the content taught in that unit within one week of the test date. Remediation is MANDATORY not optional.

2. **Clinical and Lab:** Satisfactorily meet and complete ALL clinical and laboratory requirements and competencies to successfully complete the course. (*See Clinical/Laboratory Evaluation Requirement Section.*)

### 3. Overall Attainment of Course and Program

**Objectives:** The student must demonstrate attainment and/or mastery of **ALL** course and/or program objectives and student learning outcomes to successfully complete the course.

Each student will be required to demonstrate **Math Proficiency** by scoring a minimum of "90" on math proficiency tests for NUR 111 and NUR 213. Three attempts are allowed in NUR 111, two attempts are allowed in NURS 213. Inability to master this content with a score of "90" will result in a grade of "C" for the NUR course in which the student is enrolled. The student will be required to exit the program at that point. ***Any student who is placed on a Performance Improvement Plan (PIP) more than twice will be required to exit the program immediately.***



The curriculum is designed so that each semester's requirements must be met before proceeding into the next semester. A student receiving an incomplete in a prerequisite course will be allowed only until the end of the add period of the following semester to remove the incomplete. If this is not done, the student will automatically be dropped from the course(s) including NUR courses in which he/she is currently enrolled.

In the event that physical or mental impairments exist or arise which may interfere with the performance of classroom, laboratory, and/or clinical activities, the student will be referred to a physician. A letter of treatment or medical clearance will be required before the student may progress further in the program. The student, program faculty, and R-CCC Disabilities Services staff will jointly decide upon an individual plan of progression, including any applicable reasonable accommodations. Physical and/or mental impairments that do not respond to treatment within a reasonable period of time or reasonable accommodations may result in dismissal from the program. At any time, a faculty member may remove a student from clinical practice if the student demonstrates any behavior, which is in conflict with safe patient care. Please refer to the Essential Functions (Section 13. 1) to determine the skills and abilities necessary to function as a nursing student.

Students entering the Nursing program must hold a current CPR Healthcare Provider Certification by the AHA and Nurse Aide I registry; both must remain current throughout enrollment in the program. The student is responsible for maintaining certification.

#### Certification/Licensure Opportunities

(Prior to completion of associate degree)

NA II Listing-Students satisfactorily completing the first year-second semester of the ADN A45110 program are eligible to apply for NA II listing through the NC Board of Nursing. A current NA I listing is required prior to admission to the ADN program and to obtain a NA II listing.

#### Graduation Requirements

Upon recommendation of the faculty and the approval of the College's Board of Trustees, the appropriate degree, diploma, or certificate will be awarded to students successfully completing the course requirements of the program. All students must:

- Complete all required course requirements within

established curriculum as prescribed in the catalog of record.

- Earn a minimum of a 2.0 GPA.
- Clear all financial obligations to the College.
- Complete at least 25 percent of credit hours required for the degree, diploma, or certificate at the College.
- Nursing students must have an overall GPA of 2.0 with no grade less than "80" (B) in nursing courses or less than "C" in nursing –related curriculum sequence courses.

#### Licensure Eligibility

In accordance with the provisions of Chapter 150B of the General Statutes, the NC Board of Nursing (GS 90-171.37) may deny licensure, revoke or suspend a license or invoke disciplinary measures in which the Board determines that the nurse or applicant:

- Has given false information or has withheld material information from the Board in procuring or attempting to procure a license to practice nursing;
- Has been convicted or pleaded guilty or nolo contendere to any crime which indicates that the nurse is unfit or incompetent to practice nursing or that the nurse has deceived or defrauded the public. Conviction shall not automatically bar licensure. The Board of Nursing shall consider factors regarding the conviction (90-171.48).
- Has a mental or physical disability or uses any drugs to a degree that interferes with his or her fitness to practice nursing;
- Engages in conduct that endangers the public health;
- Is unfit or incompetent to practice nursing by reason of deliberate or negligent acts or omissions regardless of whether actual injury to the patient is established;
- Engages in conduct that deceives, defrauds, or harms the public in the course of professional activities or services;
- Has violated any provision of the Nurse Practice Act, G.S. Chapter 90, Section 1, Article 9A
- Has willfully violated any rules enacted by the Board

#### Program Dismissal

Any student who demonstrates behavior that conflicts with safety essential to nursing practice will be dismissed from the program per the Associate Degree Nursing Program Director. Safe practice is defined as practicing



within the NC Nursing Practice Act (G.S. Chapter 90, Section 1, Article 9A), practicing within guidelines and objectives of the program, practicing within rules and regulations of affiliating health care agencies, and practicing within the ANA Code of Ethics and NLNAC Core Competencies.

The ADN Department also reserves the right to dismiss any student from the program who presents physical and/or emotional health problems that do not respond to appropriate treatment and/or counseling within a reasonable time frame. These behaviors and/or problems would be of the nature that they impair the student's ability to provide safe nursing care to the public. Also, any student who fails to meet the progression and continuation guidelines will be dismissed from the program.

Specific policies related to the ADN program are addressed in detail in the ADN Program Policy and Procedure Manual.

		Class	Lab	Clinic	Credit
Term 1					
ACA 122	College Transfer Success	0	2	0	1
BIO 168	Anatomy and Physiology I	3	3	0	4
ENG 111	Writing & Inquiry	3	0	0	3
PSY 150	General Psychology	3	0	0	3
NUR 111	Intro to Health Concepts	4	6	6	8
Semester Total					19
Term 2					
BIO 169	Anatomy and Physiology II	3	3	0	4
NUR 112	Health Illness Concepts	3	0	6	5
NUR 113	Family Health Concepts	3	0	6	5
NUR 117	Pharmacology	1	3	0	2
PSY 241	Developmental Psychology	3	0	0	3
Semester Total					19
Term 3					
CIS 110	Introduction to Computers	2	2	0	3
NUR 114	Holistic Health Concepts	3	0	6	5
NUR 211	Health Care Concepts	3	0	6	5
NUR 212	Health System Concepts	3	0	6	5
Semester Total					18
Term 4					
{ENG 112	Writing/Research in the Disc	3	0	0	3
or					
ENG 114	Prof. Research & Reporting	3	0	0	3}
HUM 115	Critical Thinking	3	0	0	3
NUR 213	Complex Health Care Conc	4	3	15	10

Semester Total 16

Total Semester Credit Hours in Program 72

### **Business Administration - (A25120)**

#### Curriculum Description

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

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision-making. Through these skills, students will have a sound business education base for lifelong learning.

Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

		Class	Lab	Clinic	Credit
Term 1					
{ACA 111	College Student Success	1	0	0	1
or					
ACA 122	College Transfer Success	0	2	0	1}
ACC 120	Principles of Financial Acct.	3	2	0	4
BUS 110	Introduction to Business	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
{MAT 143	Quantitative Literacy	2	2	0	3
or					
MAT 152	Statistical Methods I	3	2	0	4}
Semester Total					17
Term 2					
ACC 121	Principles of Managerial Acct	3	2	0	4
BUS 115	Business Law I	3	0	0	3
BUS 135	Principles of Supervision	3	0	0	3
ENG 112	Writing/Research in the Disc	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3
Semester Total					16
Term 3					
BUS 240	Business Ethics	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
{ECO 251	Princ of Microeconomics	3	0	0	3
or					

ECO 252	Princ of Macroeconomics	3	0	0	3}
MKT 223	Customer Service	3	0	0	3
BUS 139	Entrepreneurship I	3	0	0	3
{WBL 111	Work-Based Learning	0	0	10	1
or					
WBL 110	World of Works	0	0	10	1
	Semester Total				16

## Term 4

BUS 151	People Skills	3	0	0	3
BUS 225	Business Finance	2	2	0	3
BUS 260	Business Communication	3	0	0	3
{PSY 150	General Psychology	3	0	0	3
or					
SOC 210	Introduction to Sociology	3	0	0	3}
	Major Course Elective*	3	0	0	3
	Humanities-Fine Arts Elective	3	0	0	3
	Physical Education Elective	1	2	0	1
	Semester Total				19-20

Total Semester Credit Hours in Program 68-69

## Major Electives

BUS 121	Business Math	3	2	0	3
BUS 245	Entrepreneurship II	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
DBA 110	Database	2	3	0	3
ECO 252	Prin of Macroeconomics	3	0	0	3
OST 131	Keyboarding	1	2	0	2
OST 136	Word Processing	2	2	0	3
BUS 116	Business Law II	3	0	0	3
LDR 110	Introduction to Leadership	3	0	0	3
LDR 115	Evid-Based Ldrshp & Dec Making	3	0	0	3

**Business Administration Diploma – (D25120)**

Class Lab Clinic Credit

## Term 1

{ACA 111	College Student Success	1	0	0	1
or					
ACA 122	College Transfer Success	0	2	0	1}
ACC 120	Principles of Financial Acct.	3	2	0	4
BUS 110	Introduction to Business	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
BUS 240	Business Ethics	3	0	0	3
{ECO 251	Principles of Microeconomics	3	0	0	3
or					
ECO 252	Principles of Macroeconomics	3	0	0	3}
	Semester Total				17

## Term 2

BUS 115	Business Law I	3	0	0	3
---------	----------------	---	---	---	---

BUS 135	Principles of Supervision	3	0	0	3
BUS 151	People Skills	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing & Inquiry	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3
	Social/Behavioral Science*	3	0	0	3
	Semester Total				21
	Total Semester Credit Hours in Program				38

**Business Administration Accounting (C25120A)**

\*new as of fall 2023

Class Lab Clinic Credit

## Term 1

ACC 120	Prin of Financial Acct	3	2	0	4
BUS 225	Business Finance	2	2	0	3
	Semester Total				7

## Term 2

ACC 121	Prin of Managerial Acct	3	2	0	4
ACC 140	Payroll Accounting	1	2	0	2
BUS 121	Business Math	2	2	0	3
	Semester Total				9

Total Semester Credit Hours in Program 16

**Cosmetology – (A55140)**

## Curriculum Description

The Cosmetology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals necessary to the cosmetology industry.

The curriculum provides a simulated salon experience which enable students to develop manipulative skills. Students learn all aspects of barbering: hair design, chemical processes, skin and nail care, multi-cultural practices, business/computer principles and other selected topics.

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

To stand for the NC State License, students must complete 1500 hours of training in a NC Board of Cosmetic Arts-approved school. R-CCC provides those mandatory training hours.

		Class	Lab	Clinic	Credit
Term 1					
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	0	24	0	8
MAT 110	Mathematical Measurement	3	0	0	2
ENG 111	Writing and Inquiry	3	0	0	3

{ACA 111	College Student Success	1	0	0	1
or					
ACA 122	College Transfer Success	0	2	0	1}
	Semester Total				18

Term 2					
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
BUS 110	Introduction to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
	Semester Total				18

Term 3					
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	0	12	0	4
PSY 150	General Psychology	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3
	Semester Total				14

Term 4					
COS 117	Cosmetology Concepts IV	2	0	0	2
COS 118	Salon IV	0	21	0	7
BUS 230	Small Business Management	3	0	0	3
MKT 223	Customer Service	3	0	0	3
COM 231	Public Speaking	3	0	0	3
	Semester Total				18

Total Semester Credit Hours in Program 68

### ***Cosmetology Diploma (D55140)***

Note: All students not completing DMA 010-030 and DRE 096-097 by the end of Year One must drop the program until these requirements are met.

		Class	Lab	Clinic	Credit
Term 1					
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	0	24	0	8
	Semester Total				12

Term 2					
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
	Semester Total				12

Term 3					
ACA 111	College Student Success	1	0	0	1
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	0	12	0	4
PSY 101	Applied Psychology	3	0	0	3
	Semester Total				12

Term 4					
COS 117	Cosmetology Concepts IV	2	0	0	2
COS 118	Salon IV	0	21	0	7
ENG 102	Applied Communications II	3	0	0	3
	Semester Total				12

Total Semester Credit Hours in Program 48

### **Criminal Justice Technology - (A55180)**

#### Curriculum Description

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

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

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

		Class	Lab	Clinic	Credit
Term 1					
{ACA 111	College Student Success	1	0	0	1
or					
ACA 122	College Transfer Success	0	2	0	1}
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
CJC 111	Intro to Criminal Justice	3	0	0	3
CJC 221	Investigative Principles	3	2	0	4
CJC 231	Constitutional Law	3	0	0	3
	Semester Total				17

Term 2					
CJC 113	Juvenile Justice	3	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	3

CJC 132	Court Procedure & Evidence	3	0	0	3
CJC 141	Corrections	3	0	0	3
ENG 112	Writing/Research in the Disc	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
Semester Total					18

## Term 3

CJC 112	Criminology	3	0	0	3
CJC 122	Community Policing	3	0	0	3
CJC 212	Ethics & Community Relations	3	0	0	3
CJC 213	Substance Abuse	3	0	0	3
CJC 232	Civil Liability	3	0	0	3
PSY 150	General Psychology	3	0	0	3
Semester Total					18

## Term 4

CJC 131	Criminal Law	3	0	0	3
CJC 225	Crisis Intervention	3	0	0	3
CJC 241	Community-Based Corrections	3	0	0	3
	Humanities/Fine Arts Elective	3	0	0	3
	Physical Education Elective	1	2	0	2
SOC 210	Introduction to Sociology	3	0	0	3
WBL 110	World of Work	1	0	0	1
Semester Total					18

Total Semester Credit Hours in Program 65

**Criminal Justice Diploma (D55180)**

Class Lab Clinic Credit

## Term 1

CIS 110	Introduction to Computers	2	2	0	3
CJC 111	Intro to Criminal Justice	3	0	0	3
CJC 221	Investigative Principles	3	2	0	4
ENG 111	Writing and Inquiry	3	0	0	3
PSY 150	General Psychology	3	0	0	3
Semester Total					16

## Term 2

CJC 121	Law Enforcement Operations	3	0	0	3
CJC 131	Criminal Law	3	0	0	3
CJC 141	Corrections	3	0	0	3
CJC 213	Substance Abuse	3	0	0	3
ENG 112	Writing/Research in the Disc	3	0	0	3
Semester Total					15

## Term 3

CJC 112	Criminology	3	0	0	3
CJC 212	Ethics & Community Relations	3	0	0	3
CJC 225	Crisis Intervention	3	0	0	3
CJC 241	Community-Based Corr	3	0	0	3
Semester Total					12

Total Semester Credit Hours in Program 43

**Public Safety Certificate (C55180A)**

Class Lab Clinic Credit

## Term 1

CJC 111	Intro to Criminal Justice	3	0	0	3
CJC 221	Investigative Principles	3	2	0	4
Semester Total					7

## Term 2

CJC 141	Corrections	3	0	0	3
CJC 225	Crisis Intervention	3	0	0	3
Semester Total					6

Total Semester Credit Hours in Program 13

Note: Roanoke-Chowan Community College will award experiential credit for core Law Enforcement courses toward the AAS in Criminal Justice Technology with the proper documentation. All coursework and certifications need to be completed through an accredited institution.

- Official transcript of any prior college credit on file with admissions office.
- Must be currently certified as an active Law Enforcement/Correction Officer.
- Submit proof of Employment with local, state or federal Law Enforcement Agency or Correctional Institution. Copies of the following:

1. Individual transcripts
2. Course description

Upon approval of the program administrator, credit will be awarded for the following courses:

Active Law Enforcement: (18 Hours)

CJC 111 - Introduction to Criminal Justice  
 CJC 132 – Court Procedure and Evidence  
 CJC 131 – Criminal Law  
 CJC 141 - Corrections  
 CJC 232 – Civil Liability  
 CJC 225 - Crisis Intervention

Active Correctional Officers: (9 Hours)

CJC 111 - Introduction to Criminal Justice  
 CJC 141 - Corrections  
 CJC 225 - Crisis Intervention

**Early Childhood Education (A55220)**

Curriculum Description:

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine

learned theories with practice in actual settings with young children under the supervision of qualified teachers.

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

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

### **Early Childhood Education B-K Licensure Transfer Track (A55220BK)**

	Class	Lab	Clinic	Credit
Term 1				
{ACA 111 College Student Success	1	0	0	1
or				
ACA 122 College Transfer Success	0	2	0	1}
CIS 110 Introduction to Computers	2	2	0	3
EDU 119 Intro to Early Childhood Edu	4	0	0	4
EDU 131 Child, Family, & Community	3	0	0	3
EDU 144 Child Development I	3	0	0	3
ENG 111 Writing and Inquiry	3	0	0	3
Semester Total				17

Term 2				
EDU 145 Child Development II	3	0	0	3
EDU 146 Child Guidance	3	0	0	3
EDU 151 Creative Activities	3	0	0	3
EDU 153 Health, Safety, and Nutrition	3	0	0	3
ENG 112 Writing/Research in the Disc	3	0	0	3
MAT 143 Quantitative Literacy	2	2	0	3
Semester Total				18

Summer I				
Elective Natural Science Elective*	3	0	0	4
Elective Social/Beh Science Elective**	3	0	0	3
Semester Total				7

Term 3				
EDU 221 Children w/Exceptionalities	3	0	0	3
EDU 234 Infants, Toddlers, and Twos	3	0	0	3
EDU 251 Exploration Activities	3	0	0	3
EDU 280 Language/Literacy Exp	3	0	0	3

PSY 150 General Psychology	3	0	0	3
Semester Total				15

#### Term 4

COM 231 Public Speaking	3	0	0	3
EDU 216 Foundations of Education	3	0	0	3
EDU 250 Teacher Licensure Prep	3	0	0	3
EDU 284 Early Childhood Capstone	1	9	0	4
Elective Hum. /Fine Arts Elective****	3	0	0	3
Semester Total				16

Total Semester Credit Hours in Program				73
--	--	--	--	----

### **Early Childhood Education Career Entry Track (A55220CE)**

	Class	Lab	Clinic	Credit
Term 1				
{ACA 111 College Student Success	1	0	0	1
or				
ACA 122 College Transfer Success	0	2	0	1}
CIS 110 Introduction to Computers	2	2	0	3
EDU 119 Intro to Early Childhood Edu	4	0	0	4
EDU 131 Child, Family, & Community	3	0	0	3
EDU 144 Child Development I	3	0	0	3
ENG 111 Writing and Inquiry	3	0	0	3
Semester Total				17

#### Term 2

EDU 145 Child Development II	3	0	0	3
EDU 146 Child Guidance	3	0	0	3
EDU 151 Creative Activities	3	0	0	3
EDU 153 Health, Safety, and Nutrition	3	0	0	3
ENG 112 Writing/Research in the Disc	3	0	0	3
MAT 143 Quantitative Literacy	2	2	0	3
Semester Total				18

#### Summer I

Elective Natural Science Elective*	3	0	0	4
Elective Social/Beh Science Elective**	3	0	0	3
Semester Total				7

#### Term 3

EDU 221 Children w/Exceptionalities	3	0	0	3
EDU 234 Infants, Toddlers, and Twos	3	0	0	3
EDU 251 Exploration Activities	3	0	0	3
EDU 280 Language/Literacy Exp	3	0	0	3
PSY 150 General Psychology	3	0	0	3
Semester Total				15

Term 4				
COM 231	Public Speaking	3	0	0 3
EDU 261	Early Childhood Adm I	3	0	0 3
EDU 262	Early Childhood Adm II	3	0	0 3
EDU 284	Early Childhood Capstone	1	9	0 4
Semester Total				13
Total Semester Credit Hours in Program				70

**Preschool Certificate (C55220P)**

			Class	Lab	Clinic	Credit
Term 1						
EDU 119	Intro to Early Childhood Edu	4	0	0	0	4
EDU 153	Health, Safety, & Nutrition	3	0	0	0	3
Semester Total				7		

Term 2						
EDU 131	Child, Family, & Community	3	0	0	3	
EDU 145	Child Development II	3	0	0	3	
EDU 146	Child Guidance	3	0	0	3	
Semester Total					9	
Total Semester Credit Hours in Program						16

**Emergency Medical Science (A45340)**

## Curriculum Description

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.

			Class	Lab	Clinic	Credit
Term 1						
{ACA 111	College Student Success	1	0	0	0	1
Or						
ACA 122	College Transfer Success	0	2	0	0	1}
BIO 168	Anatomy & Physiology I	3	3	0	0	4

CIS 110	Introduction to Computers	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	0	3
MED 121	Medical Terminology I	3	0	0	0	3
Semester Total				17		

Term 2						
BIO 169	Anatomy & Physiology II	2	2	0	0	4
EMS 110	EMT	6	6	3	3	9
EMS 122	EMS Clinical Practicum I	0	0	3	3	1
ENG 112	Writing/Research in the Disc	3	0	0	0	3
{HUM 115	Critical Thinking	3	0	0	0	3
or						
HUM 120	Cultural Studies	3	0	0	0	3}
{PSY 150	General Psychology	3	0	0	0	3
or						
SOC 210	Introduction to Sociology	3	0	0	0	3}
Semester Total				23		

Term 3						
EMS 130	Pharmacology	3	3	0	0	4
EMS 131	Advanced Airway Mgmt.	1	2	0	0	2
EMS 160	Cardiology I	2	3	0	0	3
EMS 240	Patients w/Spec Challenges	1	2	0	0	2
EMS 250	Medical Emergencies	3	3	0	0	4
EMS 270	Life Span Emergencies	3	3	0	0	4
Semester Total				19		

Term 4						
EMS 220	Cardiology II	2	3	0	0	3
EMS 221	EMS Clinical Practicum II	0	0	6	6	2
EMS 231	EMS Clinical Practicum III	0	0	9	9	3
EMS 241	EMS Clinical Practicum IV	0	0	12	12	4
EMS 260	Trauma Emergencies	1	3	0	0	2
EMS 285	EMS Capstone	1	3	0	0	2
Semester Total				16		
Total Semester Credit Hours in Program				75		

**Emergency Medical Science Bridging Option (A45340B)**

			Class	Lab	Clinic	Credit
Term 1						
{ACA 111	College Student Success	1	0	0	0	1
or						
ACA 122	College Transfer Success	0	2	0	0	1}
BIO 168	Anatomy & Physiology I	3	3	0	0	4
EMS 140	Rescue Scene Management	1	3	0	0	2
EMS 280	EMS Bridging Course	2	2	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
{HUM 115	Critical Thinking	3	0	0	0	3
or						
HUM 120	Cultural Studies	3	0	0	0	3}



Semester Total 16

Term 2

BIO 169	Anatomy & Physiology II	3	3	0	4
CIS 110	Introduction to Computers	2	2	0	3
EMS 235	EMS Management	2	0	0	2
ENG 112	Writing/Research in the Disc	3	0	0	3
{MAT 110	Math Measurement & Li	2	2	0	3
or					
MAT 143	Quantitative Literacy	2	2	0	3}
{PSY 150	General Psychology	3	0	0	3
or					
SOC 210	Introduction to Sociology	3	0	0	3}
Semester Total					18

Total Semester Credit Hours in Program 76

Roanoke-Chowan Community College will award experiential credit for core Paramedic courses toward the AAS in EMS with the proper documentation. All coursework and certifications need to be completed through an accredited institution.

- Official transcript of any prior college credit on file with admissions office.
- Must be currently certified as an active Paramedic in North Carolina and maintain certification throughout the EMS Bridge program.
- Submit proof of EMS continuing education in the last two years. Copies of the following documents/credentials must be submitted with the program application:

1. Basic Cardiac Life Support
2. Advanced Cardiac Life Support
3. Basic Trauma Life Support
4. Pediatric Advanced Life Support

The above certifications and experience will provide 45 hours of proficiency credit toward the A.A.S. degree. Credit will be awarded for EMS 110 (8 hours), EMS 122 (1 hour), EMS 130 (4 hours), EMS 131 (2 hours), EMS 160 (2 hours), EMS 220 (3 hours), EMS 221 (2 hours), EMS 231 (3 hours), EMS 240 (2 hours), EMS 241 (4 hours), EMS 250 (4 hours), EMS 260 (2 hours), EMS 270 (3 hours), EMS 285 (2 hours), MED 121 (3 hours)

Graduates of this program are not eligible to take the National Registry of Emergency Medical Technicians (NREMT) Paramedic credentialing examination. Any student who graduated from a state approved paramedic

program prior to January 1, 2013 is eligible to take the NREMT Paramedic credentialing examination.

**Emergency Medical Science Certificate (C45340)**

		Class	Lab	Clinic	Credit
EMS 110	EMT	6	6	0	8
MED 121	Medical Terminology I	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3

Total Semester Credit Hours in Program 14

**Human Services Technology/Social Services (A4538D)**

The Human Services Technology/Social Services concentration prepares students for direct service delivery work in social service agencies. The curriculum enables students to link theory and practice through interactive classroom activities developing a skill-based academic foundation.

Course work includes the history of the social service movement, ethical issues, case management, diversity issues, law in the practice of social work, and community resources. Students also gain skills in interviewing and counseling techniques.

Graduates should qualify for employment with local, county, state, and federal government social service agencies. Employment includes family and child assistance, rehabilitation health services, medical assistance, youth services, aging, and developmentally disabled programs in public and private settings.

Class Lab Clinic Credit

Term 1

ACA 122	College Transfer Success	0	2	0	1
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
HSE 110	Intro to Human Services	2	2	0	3
PSY 150	General Psychology	3	0	0	3
SWK 110	Introduction to Social Work	3	0	0	3
	Physical Education Elective	0	2	0	1
Semester Total					17

Term 2

BIO 111	General Biology I	3	3	0	4
ENG 112	Writing/Research in the Disc	3	0	0	3
HSE 112	Group Process I	1	2	0	2
HSE 123	Interviewing Techniques	2	2	0	3

HSE 125	Counseling	2	2	0	3
SWK 113	Working with Diversity	3	0	0	3
Semester Total					18

## Term 3

HSE 210	Human Service Issues	2	0	0	2
HSE 225	Crisis Intervention	3	0	0	3
HSE 227	Children & Adol in Crisis	3	0	0	3
SAB 120	Intake and Assessment	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SWK 115	Community Resources	2	2	0	3
SWK 214	Social Work Law	3	0	0	3
Semester Total					20

## Term 4

HSE 226	Intellectual Disabilities	3	0	0	3
	Humanities Elective	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SWK 220	Social Work Issues in Client Svcs	3	0	0	3
Semester Total					15

Total Semester Credit Hours in Program 70-71

### ***Human Services Technology Mental Health Certificate (C4538C)***

## Class Lab

## Clinic Credit

## Term 1

HSE 210	Human Service Issues	2	0	0	2
MHA 155	Psychological Assessment	3	0	0	3
HSE 225	Crisis Intervention	3	0	0	3
Semester Total					8

## Term 2

HSE 112	Group Process I	1	2	0	2
HSE 123	Interviewing Techniques	2	2	0	3
HSE 125	Counseling	2	2	0	3
Semester Total					8

Total Semester Credit Hours in Program 16

### ***Human Services Social Work***

## Term 1

HSE 110	Intro to Human Services	2	2	0	3
HSE 123	Interviewing Techniques	2	2	0	3
HSE 225	Crisis Intervention	3	0	0	3
Semester Totals:					9

## Term 2

SWK 110	Intro to Social Work	3	0	0	3
SWK 113	Working with Diversity	3	0	0	3
SWK 115	Community Resources	2	2	0	3
Semester Totals:					9

Total Semester Credit Hours in Program 18

### **Information Technology: Support and Services (A25590T)**

## Curriculum Description

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

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

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

## Class Lab Clinic Credit

## Term 1

ACA 122	College Transfer Success	2	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
CTI 110	Web, Pgm, & DB Foundation	2	2	0	3
CTI 120	Network & Sec Foundation	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
	Physical Education	0	2	0	1
Semester Total					17

## Term 2

CTI 141	Cloud and Storage Concepts	1	4	0	3
CTS 120	Hardware/Software Support	2	3	0	3
CTS 130	Spreadsheet	2	2	0	3
NOS 110	Operating Systems Concepts	2	3	0	3

NOS 130	Windows Single User	2	2	0	3
{PSY 150	General Psychology	3	0	0	3
	or				
SOC 210	Introduction to Sociology	3	0	0	3}
	Semester Total				18

## Term 3

CTI 175	Intro to Wireless Technology	2	2	0	3
CTS 115	Info Systems Business Conc	3	0	0	3
CTS 155	Tech Support Functions	2	2	0	3
DBA 110	Database Concepts	2	3	0	3
HUM 115	Critical Thinking	3	0	0	3
SEC 110	Security Concepts	2	2	0	3
	Semester Total				18

## Term 4

CIS 115	Intro to Prog & Logic	2	3	0	3
COM 231	Public Speaking	3	0	0	3
CTS 220	Adv Hardware/Software Supp2	3	0	3	
CTS 250	User Support & Software Eval	2	2	0	3
CTS 289	Systems Support Project	1	4	0	3
WBL 111	Work-Based Learning I	0	0	10	1
	Semester Total				16

Total Semester Credit Hours in Program 69

### Information Technology: Web Administration - (A25590W)

#### Curriculum Description

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

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

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

certification exams.

Class Lab Clinic Credit

## Term 1

ACA 122	College Transfer Success	2	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
CIS 124	DTP Graphics and Software	2	2	0	3
CTI 110	Web, Pgm, & DB Foundation	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
PED____	Physical Education Elective	0	2	0	1
WEB 110	Internet/Web Fundamentals	2	2	0	3
	Semester Total				17

## Term 2

CIS 115	Intro to Prog & Logic	2	3	0	3
HUM 115	Critical Thinking	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
WEB 115	Web Markup & Scripting	2	2	0	3
WEB 120	Intro to Internet Multimedia	2	2	0	3
WEB 140	Web Development Tools	2	2	0	3
	Semester Total				18

## Term 3

COM 231	Public Speaking	3	0	0	3
CTI 120	Networking & Sec Found	2	2	0	3
DBA 110	Database Concepts	2	3	0	3
DME 110	Intro to Digital Media	2	2	0	3
{PSY 150	General Psychology	3	0	0	3
	Or				
SOC 210	Introduction to Sociology	3	0	0	3}
WEB 250	Database Driven Websites	2	2	0	3
	Semester Total				18

## Term 4

CTS 115	Info Sys Business Concepts	3	0	0	3
DME 130	Digital Animation	2	2	0	3
CIS 160	MM Resources Integration	2	2	0	3
WEB 210	Web Design	2	2	0	3
WEB 285	Emerging Web Technologies	2	2	0	3
WEB 289	Internet Tech Project	1	4	0	3
WBL 111	Work-Based Learning I	0	0	10	1
	Semester Total				19

Total Semester Credit Hours in Program 72

### Desktop Support Technician Certificate (C25590C)

Class Lab Clinic Credit

## Term 1

CIS 110	Introduction to Computers	2	2	0	3
CTI 110	Web, Pgm, & DB Foundation	2	2	0	3
CTI 120	Network & Sec Foundation	2	2	0	3
	Semester Total				9

Term 2					
CTS 120	Hardware/Software Support	2	3	0	3
NOS 130	Windows Single User	2	2	0	3
Semester Total					6
Term 3					
CTS 220	Adv Hardware/Software Supp	2	3	0	3
Semester Total					3
Total Semester Credit Hours in Program					
					18

**Information Technology Certificate (C25590D)**

Class Lab Clinic Credit

Term 1					
CIS 110	Introduction to Computers	2	2	0	3
CTI 110	Web, Pgm, & DB Foundation	2	2	0	3
CTI 120	Network & Sec Foundation	2	2	0	3
Semester Total					9
Term 2					
CIS 115	Intro to Prog & Logic	2	3	0	3
CTS 120	Hardware/Software Support	2	3	0	3
CTI 141	Cloud and Storage Concepts	1	4	0	3
Semester Total					9
Total Semester Credit Hours in Program					
					18

**Mechatronics Engineering Technology (A40350)**

## Curriculum Description

A course of study that prepares the students to use basic engineering principles and technical skills in developing and testing automated, servo mechanical, and other electromechanical systems. Includes instruction in prototype testing, manufacturing and operational testing, systems analysis, and maintenance procedures.

Graduates should be qualified for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for Packaging Machinery Manufacturers Institute (PMMI) mechatronics or similar industry examinations.

Class Lab Clinic Credit

Term 1					
{ACA 111	College Student Success	1	0	0	1
or					
ACA 122	College Transfer Success	0	2	0	1}
CIS 110	Introduction to Computers	2	2	0	3
ELC 111	Intro to Electricity	2	2	0	3
ELC 112	DC/AC Electricity	3	6	0	5
ENG 111	Writing and Inquiry	3	0	0	3

MAT 121	Algebra/Trigonometry I	2	2	0	3
Semester Total					18

## Term 2

ATR 112	Intro to Automation	2	3	0	3
ELC 113	Residential Wiring	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4
HUM 115	Critical Thinking	3	0	0	3
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
ISC 112	Industrial Safety	2	0	0	2
Semester Total					19

## Summer Semester I

DFT 119	Basic CAD	1	2	0	2
MEC 111	Machine Processes I	1	4	0	3
PHY 131	Physics-Mechanics	3	2	0	4
Semester Total					9

## Term 3

ATR 211	Robot Programming	2	3	0	3
COM 213	Public Speaking	3	0	0	3
ELC 118	National Electrical Code	1	2	0	2
ELC 128	Intro to PLC	2	3	0	3
ELC 213	Instrumentation	3	2	0	4
MNT 110	Intro to Maint Procedures	1	3	0	2
Semester Total					17

## Term 4

ELC 228	PLC Applications	2	6	0	4
MEC 130	Mechanisms	2	2	0	3
{PSY 150	General Psychology	3	0	0	3
or					
SOC 210	Introduction to Sociology	3	0	0	3}
WLD 112	Basic Welding Processes	1	3	0	2
WBL 111	Work based Learning	0	0	10	1
Semester Total					13

Total Semester Credit Hours in Program	76
--	----

**Medical Office Administration - (A25310)**

## Curriculum Description

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, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

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.

		Class	Lab	Clinic	Credit
Term 1					
ACA 122	College Transfer Success	0	2	0	1
BUS 110	Introduction to Business	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
OST 131	Keyboarding	1	2	0	2
	Humanities/Fine Arts Elective	3	0	0	3
	Semester Total				18

Term 2					
	Social Science Elective	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
ENG 112	Writing/Research in the Disc	3	0	0	3
OST 134	Text Entry & Formatting	2	2	0	3
OST 136	Word Processing	2	2	0	3
	Program Major Elective	3	0	0	3
	Semester Total				18

Term 3					
ACC 120	Principles of Accounting	3	2	0	4
OST 148	Medical Insurance and Billing	3	0	0	3
OST 149	Medical Legal Issue	3	0	0	3
OST 164	Office Editing	3	0	0	3
OST 184	Records Management	2	2	0	3
{WBL 111	Work-Based Learning	0	0	10	1
or					
WBL 110	World of Work	1	0	0	1}
	Semester Total				17

Term 4					
BUS 260	Business Communication	3	0	0	3
MED 121	Medical Terminology I	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
OST 166	Speech Recognition	1	2	0	2
OST 243	Medical Office Simulation	2	2	0	3
OST 289	Office Admin. Capstone	2	2	0	3
	Physical Education	0	2	0	1
	Semester Total				18

Total Semester Credit Hours in Program 71

#### Major Program Electives

ACC 140	Payroll Accounting	1	2	0	2
---------	--------------------	---	---	---	---

BUS 115	Business Law I	3	0	0	3
BUS 135	Principles of Supervision	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
DBA 110	Database Concepts	2	3	0	3

### **Medical Office Administration Diploma (D25310)**

		Class	Lab	Clinic	Credit
Term 1					
BUS 110	Introduction to Business	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
OST 131	Keyboarding	1	2	0	2
OST 148	Medical Insurance and Billing	3	0	0	3
OST 149	Medical Legal Issues	3	0	0	3
OST 164	Office Editing	3	0	0	3
	Semester Total				17

Term 2					
ENG 111	Writing and Inquiry	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
MED 121	Medical Terminology I	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
OST 134	Text Entry & Formatting	2	2	0	3
OST 243	Med Office Simulation	2	2	0	3
OST 289	Administrative Office Mgt	2	2	0	3
	Semester Total				21

Total Semester Credit Hours in Program 38

### **Receptionist Certificate (C25310)**

		Class	Lab	Clinic	Credit
Term 1					
CIS 110	Introduction to Computers	2	2	0	3
OST 131	Keyboarding	1	2	0	2
OST 149	Medical Legal Issues	3	0	0	3
	Semester Total				8

Term 2					
MED 121	Medical Terminology I	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
OST 136	Word Processing	2	2	0	3
	Semester Total				9

Total Semester Credit Hours in Program 17

### **Office Administration - (A25370)**

#### Curriculum Description

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.



Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

	Class	Lab	Clinic	Credit
Term 1				
{ACA 111 College Student Success	1	0	0	1
or				
ACA 122 College Transfer Success	0	2	0	1}
BUS 110 Introduction to Business	1	2	0	3
ENG 111 Writing and Inquiry	3	0	0	3
MAT 143 Quantitative Literacy	2	2	0	3
OST 131 Keyboarding	1	2	0	2
Humanities/Fine Arts	3	0	0	3
Physical Education Elective				1
Semester Total				16

Term 2				
BUS 260 Business Communication	3	0	0	3
CIS 110 Introduction to Computers	2	2	0	3
CTS 130 Spreadsheet	2	2	0	3
ENG 112 Writing/Research in the Disc	3	0	0	3
OST 136 Word Processing	2	2	0	3
OST 134 Text Entry & Formatting	2	2	0	3
Semester Total				18

Term 3				
ACC 120 Principles of Financial Acct	3	2	0	4
DBA 110 Database Concepts	2	3	0	3
OST 164 Office Editing	3	0	0	3
OST 184 Records Management	2	2	0	3
Major Program Elective	3	0	0	3
Semester Total				16

Term 4				
ACC 129 Individual Income Taxes	2	2	0	3
ACC 140 Payroll Accounting	1	2	0	2
BUS 135 Principles of Supervision	3	0	0	3
OST 166 Speech Recognition	1	2	0	2
OST 289 Office Admin Capstone	2	2	0	3
Social/Beh Science Elective	3	0	0	3
{WBL 110 World of Work	0	10	0	1
or				
WBL 111 Work-Based Learning`	0	10	0	1}

Semester Total 17

Total Semester Credit Hours in Program 64

### **Major Electives**

BUS 115 Business Law I	3	0	0	3
BUS 121 Business Math	2	2	0	3
BUS 137 Principles of Management	3	0	0	3
OST 135 Adv Text Entry & Formatting	2	2	0	3
OST 236 Adv. Word/Info Processing	2	2	0	3

### **Office Administration Diploma - (D25370)**

	Class	Lab	Clinic	Credit
Term 1				
ACC 120 Principles of Financial Acct	3	2	0	4
BUS 110 Introduction to Business	3	0	0	3
CIS 110 Introduction to Computers	2	2	0	3
MAT 143 Quantitative Literacy	2	2	0	3
OST 131 Keyboarding	1	2	0	2
OST 164 Office Editing	3	0	0	3
Semester Total				18

Term 2				
BUS 260 Business Communication	3	0	0	3
CTS 130 Spreadsheet	2	2	0	3
ENG 111 Writing and Inquiry	3	0	0	3
OST 134 Text Entry & Formatting	2	2	0	3
OST 184 Records Management	2	2	0	3
OST 166 Speech Recognition	1	2	0	2
OST 289 Office Admin Capstone	2	2	0	3
Semester Total				20

Total Semester Credit Hours in Program 38

### **Welding Technology Diploma - (D50420)**

#### **Curriculum Description**

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

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

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.

#### Class Lab Clinic Credit

##### Term 1

{ACA 111 College Student Success	1	0	0	1
	or			
ACA 122 College Transfer Success	0	2	0	1}
ENG 102 Applied Communications II	3	0	0	3
ISC 112 Industrial Safety	2	0	0	2
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 121 GMAW/FCAW Plate	2	6	0	4
WLD 141 Symbols and Specifications	2	2	0	3
Semester Total				20

##### Term 2

{MAT 110 Mathematical Measurement and Literacy	2	2	0	3
	or			
PHY 110 Conceptual Physics	3	0	0	3}
Physical Education Elective	0	2	0	1
WLD 112 Basic Welding	1	3	0	2
WLD 116 SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 131 GTAW (TIG) Plate	2	6	0	4
WLD 151 Fabrication I	2	6	0	4
Semester Total				18

Total Semester Credit Hours in Program 38

#### **Welding Pipe Certificate (C50420B)**

#### Class Lab Clinic Credit

WLD 112 Basic Welding	1	3	0	2
WLD 116 SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 131 GTAW (TIG) Plate	2	6	0	4
WLD 151 Fabrication I	2	6	0	4
Total Semester Credit Hours in Program				14

#### **Welding Plate Certificate (C50420C)**

#### Class Lab Clinic Credit

WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 121 GMAW/FCAW Plate	2	6	0	4
WLD 141 Symbols and Specifications	2	2	0	3
Total Semester Credit Hours in Program				14

## Career and College Promise

(For High School Students)

### College Transfer Pathways

#### Associates in Arts – P1012C

This CCP College Transfer pathway provides up to 32-33 credit hours leading to the Associate in Arts and 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. English Composition (6 SHC)

	Class	Lab	Clinic	Credit
ENG 111 Writing and Inquiry	3	0	0	3
ENG 112 Writing/Research in the Disc	3	0	0	3
Subtotal				6

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

#### Communications

COM 231 Public Speaking	3	0	0	3
-------------------------	---	---	---	---

#### Humanities/Fine Arts

ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3

#### Literature

ENG 232 American Literature II	3	0	0	3
--------------------------------	---	---	---	---

#### Music

MUS 110 Music Appreciation	3	0	0	3
MUS 112 Introduction to Jazz	3	0	0	3

#### Philosophy

PHI 240 Introduction to Ethics	3	0	0	3
Subtotal				9

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

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

**Economics**

ECO 251	Prin of Microeconomics	3	0	0	3
ECO 252	Prin of Macroeconomics	3	0	0	3

**History**

HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3

**Psychology**

PSY 150	General Psychology	3	0	0	3
---------	--------------------	---	---	---	---

**Sociology**

SOC 210	Introduction to Sociology	3	0	0	3
---------	---------------------------	---	---	---	---

**Mathematics (3-4 SHC)**

Select one course from the following:

MAT 143	Quantitative Literacy	2	2	0	3
MAT 152	Statistical Methods I	3	2	0	4
MAT 171	Precalculus Algebra	3	2	0	4

**Natural Sciences (4 SHC)**

Select 4 SHC from the following course(s):

BIO 111	General Biology I	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
Subtotal					4

ACA 122	College Transfer Success	0	2	0	1
Subtotal					1

**\*OPTIONAL General Education Hours (0-6 SHC)**

A student may take up to 6 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not 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, pre-major, or elective credit.

Total Semester Credit Hours in Program 32-33

**Associate in Science – P1042C**

This CCP College Transfer pathway provides up to 35 credit hours leading to the Associate in Science and 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.

**English Composition (6 SHC)**

		Class	Lab	Clinic	Credit
ENG 111	Writing and Inquiry	3	0	0	3
ENG 112	Writing/Research in the Disc	3	0	0	3
Subtotal					6

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

**Communications**

COM 231	Public Speaking	3	0	0	3
---------	-----------------	---	---	---	---

**Humanities/Fine Arts**

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3

**Literature**

ENG 232	American Literature II	3	0	0	3
---------	------------------------	---	---	---	---

**Music**

MUS 110	Music Appreciation	3	0	0	3
MUS 112	Introduction to Jazz	3	0	0	3

Subtotal 9

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

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

**Economics**

ECO 251	Prin of Microeconomics	3	0	0	3
ECO 252	Prin of Macroeconomics	3	0	0	3

**History**

HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3

**Psychology**

PSY 150	General Psychology	3	0	0	3
---------	--------------------	---	---	---	---

**Sociology**

SOC 210	Introduction to Sociology	3	0	0	3
---------	---------------------------	---	---	---	---

## Mathematics (8 SHC)

MAT 171	Precalculus Algebra	3	2	0	4
MAT 172	Precalculus Trigonometry	3	2	0	4

## Natural Sciences (8 SHC)

Select 4 SHC from the following course(s):

{BIO 111General Biology I	3	3	0	4
and				
BIO 112 General Biology II	3	3	0	4}
or				
{CHM 151General Chemistry I	3	3	0	4
and				
CHM 152 General Chemistry II	3	3	0	4}
Subtotal				8

ACA 122	College Transfer Success	0	2	0	1
	Subtotal				1

Total Semester Credit Hours in Program 35

**Associate in General Education – Nursing – 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.

## English Composition (6 SHC)

		Class	Lab	Clinic	Credit
ENG 111	Writing & Inquiry	3	0	0	3
ENG 112	Writing/Research in the Disc	3	0	0	3
	Subtotal				6

## Humanities/Fine Arts (3 SHC)

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 112	Introduction to Jazz	3	0	0	3
PHI 240	Introduction to Ethics	3	0	0	3
	Subtotal				3

## Social/Behavioral Sciences (6 SHC)

PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
	Subtotal				6

## Natural Sciences (8 SHC)

Select 4 SHC from the following course(s):

BIO 168	Anatomy & Physiology I	3	3	0	4
BIO 169	Anatomy & Physiology II	3	3	0	4
	Subtotal				8

ACA 122	College Transfer Success	0	2	0	1
	Subtotal				1

Total Semester Credit Hours in Program 24

**Career and Technical Education Pathways*****A/C, Heating, & Refrig Tech Heat Pump Certificate (C35100HA)***

		Class	Lab	Clinic	Credit
Term 1					
AHR 110	Intro to Refrigeration	2	6	0	5
AHR 111	HVACR Electricity	2	2	0	3
	Semester Total				8
Term 2					
AHR 113	Comfort Colling	2	4	0	4
AHR 114	Heat Pump Technology	2	4	0	4
AHR 160	Refrigerant Certification	1	0	0	1
	Semester Total				9

Total Semester Credit Hours in Program 17

***A/C, Heating, & Refrig Tech Heat & Cooling Certificate (C35100HB)***

		Class	Lab	Clinic	Credit
Term 1					
AHR 110	Intro to Refrigeration	2	6	0	5
AHR 111	HVACR Electricity	2	2	0	3
	Semester Total				8
Term 2					
AHR 113	Comfort Cooling	2	4	0	4
AHR 114	Heat Pump Technology	2	4	0	4
AHR 160	Refrigerant Certification	1	0	0	1
	Semester Total				9

Total Semester Credit Hours in Program 17

***A/C, Heating, & Refrig Tech - Basic (C35100HD)***

Term 1					
AHR 110	Intro to Refrigeration	2	6	0	5
AHR 120	HVACR Maintenance	1	3	0	2
	Semester Total				7
Term 2					
AHR 111	HVACR Electricity	2	2	0	3
AHR 112	Heating Technology	2	4	0	4
AHR 160	Refrigerant Certification	1	0	0	1
	Semester Total				8
Total Semester Credit Hours in Program					
					15

**Business Administration – Basic (C25120HA)**

update as of Fall 2023

		Class	Lab	Clinic	Credit
Term 1					
BUS 110	Introduction to Business	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
BUS 230	Princ of Supervision	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
	Semester Total				12
Term 2					
BUS 115	Business Law I	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3
	Semester Total				6
Total Semester Credit Hours in Program					18

**Criminal Justice Technology Public Safety (C55180PS)**

		Class	Lab	Clinic	Credit
Term 1					
CJC 111	Intro to Criminal Justice	3	0	0	3
CJC 221	Investigative Principles	3	2	0	4
	Semester Total				7
Term 2					
CJC 141	Corrections	3	0	0	3
CJC 225	Crisis Intervention	3	0	0	3
	Semester Total				6
Total Semester Credit Hours in Program					13

**Early Childhood Education Preschool Certificate (C55220HP)**

		Class	Lab	Clinic	Credit
Term 1					
EDU 119	Intro to Early Childhood Edu	4	0	0	4
EDU 153	Health, Safety, & Nutrition	3	0	0	3
	Semester Total				7
Term 2					
EDU 131	Child, Family, & Community	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
	Semester Total				9
Total Semester Credit Hours in Program					16

**Human Services Technology (C45380H)**

		Class	Lab	Clinic	Credit
Clinic Credit					
Term 1					
HSE 110	Introduction to Hum Svcs	2	2	0	3
HSE 210	Human Services Issues	2	0	0	2
HSE 225	Crisis Intervention	3	0	0	3
HSE 227	Children & Adol in Crisis	3	0	0	3
	Semester Total				11
Term 2					
HSE 112	Group Process I	1	2	0	2
HSE 123	Interviewing Techniques	2	2	0	3
	Semester Total				5
Total Semester Credit Hours in Program					16

**Human Services Technology w/Mental Health Certificate (C4538CH)**

		Class	Lab	Clinic	Credit
Term 1					
HSE 210	Human Services Issues	2	0	0	2
HSE 225	Crisis Intervention	3	0	0	3
MHA 155	Psychological Assessment	3	0	0	3
	Semester Total				8
Term 2					
HSE 112	Group Process I	1	2	0	2
HSE 123	Interviewing Techniques	2	2	0	3
	Semester Total				8
Total Semester Credit Hours in Program					13

**Industrial Systems Technology: Electrical Certificate (C50240HA)**

		Class	Lab	Clinic	Credit
Clinic Credit					
ELC 118	National Electrical Code	1	2	0	2
ISC 112	industrial Safety	2	0	0	2
ELC 111	Intro to Electricity	2	2	0	3
ELC 113	Residential Wiring	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4
Total Semester Credit Hours in Program					15

**Industrial Systems Technology Certificate – Basic  
(C50240HB)**

		Class	Lab	Clinic	Credit
Term 1					
ATR 112	Intro to Automation	2	3	0	3
ELC 111	Intro to Electricity	2	2	0	3
Term 2					
ELC 120	Intro to Wiring	2	2	0	3
ELC 128	Intro to PLC	2	3	0	3
Total Semester Credit Hours in Program					12

**Desktop Support Technician Certificate  
(C25590CP)**

		Class	Lab	Clinic	Credit
Term 1					
CIS 110	Introduction to Computers	2	2	0	3
CTI 110	Web, Pgm, & DB Foundation	2	2	0	3
CTI 120	Network & Sec Foundation	2	2	0	3
	Semester Total				9
Term 2					
CTS 120	Hardware/Software Support	2	3	0	3
NOS 130	Windows Single User	2	2	0	3
	Semester Total				6
Term 3					
CTS 220	Adv Hardware/Software Supp	2	3	0	3
	Semester Total				3
Total Semester Credit Hours in Program					18

**Information Technology Certificate (C25590DP)**

		Class	Lab	Clinic	Credit
Term 1					
CIS 110	Introduction to Computers	2	2	0	3
CTI 110	Web, Pgm, & DB Foundation	2	2	0	3
CTI 120	Network & Sec Foundation	2	2	0	3
	Semester Total				9
Term 2					
CIS 115	Intro to Prog & Logic	2	3	0	3
CTS 120	Hardware/Software Support	2	3	0	3
CTI 141	Cloud and Storage Concepts	1	4	0	3
	Semester Total				9
Total Semester Credit Hours in Program					18

**Mechatronics Engineering Certificate (C40350HA)**

		Class	Lab	Clinic	Credit
Term 1					
ELC 128	Intro to PLC	2	3	0	3
	Semester Total				3
Term 2					
ATR 112	Intro to Automation	2	3	0	3
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
MEC 130	Mechanisms	2	2	0	3
	Semester Total				9
Total Semester Credit Hours in Program					12

**Medical Office Administration Receptionist  
Certificate (C25310H)**

		Class	Lab	Clinic	Credit
Term 1					
CIS 110	Introduction to Computers	2	2	0	3
OST 131	Keyboarding	2	0	0	2
OST 149	Medical Legal Issues	3	0	0	3
	Semester Total				8
Term 2					
MED 121	Medical Terminology I	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
OST 136	Word Processing	3	0	0	3
	Semester Total				9
Total Semester Credit Hours in Program					17

**Office Administration Certificate (C25370H)**

		Class	Lab	Clinic	Credit
Term 1					
CIS 110	Introduction to Computers	2	2	0	3
OST131	Keyboarding	2	0	0	2
OST184	Records Management	2	2	0	3
	Semester Total				8
Term 2					
OST 164	Office Editing	3	0	0	3
OST 136	Word Processing	3	0	0	3
	Semester Total				6
Total Semester Credit Hours in Program					14

**Welding Technology Plate Certificate (C50420H)**

	Class	Lab	Clinic	Credit
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 121 GMAW/FCAW Plate	2	6	0	4
WLD 141 Symbols and Specifications	2	2	0	3
Total Semester Credit Hours in Program				14

**Welding Technology Pipe Certificate (C50420HB)**

	Class	Lab	Clinic	Credit
Term 1				
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 151 Fabrication I	2	6	0	4
Semester Total				9
Term 2				
WLD 112 Basic Welding Processes	1	3	0	2
WLD 116 SMAW (Stick) Plate/Pipe	1	9	0	4
Semester Total				6
Total Semester Credit Hours in Program				15

**Cosmetology Diploma (D55140H)**

	Class	Lab	Clinic	Credit
Term 1				
COS 111 Cosmetology Concepts I	4	0	0	4
COS 112 Salon I	0	24	0	8
Semester Total				12
Term 2				
COS 113 Cosmetology Concepts II	4	0	0	4
COS 114 Salon II	0	24	0	8
Semester Total				12
Term 3				
ACA 111 College Student Success	1	0	0	1
COS 115 Cosmetology Concepts III	4	0	0	4
COS 116 Salon III	0	12	0	4
PSY 101 Applied Psychology	3	0	0	3
Semester Total				12
Term 4				
COS 117 Cosmetology Concepts IV	2	0	0	2
COS 118 Salon IV	0	21	0	7
ENG 102 Applied Comm II	3	0	0	3
Semester Total				12
Total Semester Credit Hours in Program				48

**Criminal Justice Diploma (D55180H)**

	Class	Lab	Clinic	Credit
Term 1				
CIS 110 Introduction to Computers	2	2	0	3
CJC 111 Intro to Criminal Justice	3	0	0	3
CJC 221 Investigative Principles	3	2	0	4
ENG 111 Writing and Inquiry	3	0	0	3
PSY 150 General Psychology	3	0	0	3
Semester Total				16
Term 2				
CJC 121 Law Enforcement Operations	3	0	0	3
CJC 131 Criminal Law	3	0	0	3
CJC 141 Corrections	3	0	0	3
CJC 213 Substance Abuse	3	0	0	3
ENG 112 Writing/Research in the Disc	3	0	0	3
Semester Total				15
Term 3				
CJC 112 Criminology	3	0	0	3
CJC 212 Ethics & Community Relations	3	0	0	3
CJC 225 Crisis Intervention	3	0	0	3
CJC 241 Community-Based Corrections	3	0	0	3
Semester Total				12

Total Semester Credit Hours in Program 43

**Early Childhood Education Diploma (D55220H)**

	Class	Lab	Clinic	Credit
Term 1				
COM 231 Public Speaking	3	0	0	3
EDU 119 Intro to Early Child Education	4	0	0	4
EDU 151 Creative Activities	3	0	0	3
EDU 153 Health, Safety & Nutrition	3	0	0	3
EDU 221 Children with Exceptional	3	0	0	3
HEA 110 Personal Health/Wellness	3	0	0	3
SPA 111 Elementary Spanish I	3	0	0	3
Semester Total				22
Term 2				
EDU 131 Child, Family, & Community	3	0	0	3
EDU 146 Child Guidance	3	0	0	3
EDU 144 Child Development I	3	0	0	3
EDU 145 Child Development II	3	0	0	3
ENG 111 Writing & Inquiry	3	0	0	3
SPA 112 Elementary Spanish II	3	0	0	3
Semester Total				18

Total Semester Credit Hours in Program 40



**Welding Technology Diploma - D50420H**

Class Lab

Clinic Credit

Term 1

ACA 122	College Transfer Success	0	2	0	1
WLD 110	Cutting Processes	1	3	0	2
WLD 115	SMAW (Stick) Plate	2	9	0	5
WLD 121	GMAW (MIG) FCAW/Plate	2	6	0	4
WLD 141	Symbols and Specifications	2	2	0	3
Semester Total					15

Term 2

WLD 116	SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 131	GTAW (TIG) Plate	2	6	0	4
ENG 102	Applied Communications II	3	0	0	3
Semester Total					11

Term 3

WLD-151	Fabrication I	2	6	0	4
MAT 110	Mathematical Measurements	2	2	0	3
Physical Education Requirement					1
ISC-112	Industrial Safety	2	0	0	2
WLD-112	Basic Welding Processes	1	3	0	2
Semester Total					12
Total Semester Credit Hours in Program					38

## Curricular Course Description

ACA 111 College Student Success 1 0 0 1  
 Prerequisite: None  
 Co-requisite: None

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACA 122 College Transfer Success 0 2 0 1  
 Prerequisite: None  
 Co-requisite: None

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

### ACCOUNTING

ACC 120 Princ of Fin Accounting 3 2 0 4  
 Prerequisites: None  
 Co-requisite: None

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.

ACC 121 Princ of Managerial Acct 3 2 0 4  
 Prerequisite: ACC 120  
 Co-requisite: None

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems.

ACC 129 Individual Income Taxes 2 2 0 3  
 Prerequisite: None  
 Co-requisite: None

This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

ACC 140 Payroll Accounting 1 3 0 2  
 Prerequisite: ACC 115 or ACC 120  
 Co-requisite: None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

ACC 150      Accounting Software Appl 1    2   0   2  
 Prerequisite: ACC 115 or ACC 120  
 Co-requisite: None

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to accurately solve accounting problems.

### **AIR CONDITIONING, HEATING, AND REFRIGERATION**

AHR 110      Introduction to Refrig      2   6   0   5  
 Prerequisite: None  
 Co-requisite: None

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

AHR 111      HVACR Electricity      2   2   0   3  
 Prerequisite: None  
 Co-requisite: None

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

AHR 112      Heating Technology      2   4   0   4  
 Prerequisite: None  
 Co-requisite: None

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

AHR 113      Comfort Cooling      2   4   0   4  
 Prerequisite: None  
 Co-requisite: None

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychrometrics, manufacturer specifications, and test instruments to determine proper system operation.

AHR 114      Heat Pump Technology    2   4   0   4  
 Prerequisite: AHR 110 or AHR 113  
 Co-requisite: None

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

AHR 115 Refrigeration Systems 1 3 0 2  
 Prerequisite: None  
 Co-requisite: None

This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.

AHR 120 HVACR Maintenance 1 3 0 2  
 Prerequisite: None  
 Co-requisite: None

This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

AHR 130 HVAC Controls 2 2 0 3  
 Prerequisite: AHR 111, ELC 111, or ELC 112  
 Co-requisite: None

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

AHR 151 HVAC Duct Systems I 1 3 0 2  
 Prerequisite: None  
 Co-requisite: None

This course introduces the techniques used to lay out and fabricate duct work commonly found in HVAC systems. Emphasis is placed on the skills required to fabricate duct work. Upon completion, students should be able to lay out and fabricate

simple duct work.

AHR 160 Refrigerant Certification 1 0 0 1  
 Prerequisite: None  
 Co-requisite: None

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.

AHR 170 Heating Lab  
 Prerequisite: None  
 Co-requisite: None

This course provides a laboratory experience in heating technology. Emphasis is placed on providing practical experience in the fundamentals of heating. Upon completion, students should be able to demonstrate an understanding of electric, oil, and gas fueled heating systems.

AHR 171 Comfort Cooling Lab  
 Prerequisite: None  
 Co-requisite: None

This course provides a laboratory experience in comfort cooling. Emphasis is placed on providing practical experience in installation, operations, and maintenance of residential and light commercial comfort cooling systems. Upon completion, students should be able to demonstrate an understanding of comfort cooling systems.

AHR 180 HVACR Customer Relations 1 0 0 1  
 Prerequisite: None  
 Co-requisite: None

This course introduces common business and customer relation practices that may be encountered in HVACR. Topics include business practices, appearance of self and vehicle, ways of handling customer complaints, invoices, telephone communications, and warranties. Upon completion, students should be able to present themselves to customers in a professional manner, understand how

the business operates, complete invoices, and handle complaints.

AHR 211 Residential System Design 2 2 0 3

Prerequisite: None

Co-requisite: None

This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychrometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

AHR 212 Advanced Comfort Systems 2 6 0 4

Prerequisite: AHR 114

Co-requisite: None

This course covers water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pump systems including variable speed drives and controls. Emphasis is placed on the application, installation, and servicing of water-source systems and the mechanical and electronic control components of advanced comfort systems. Upon completion, students should be able to test, analyze, and troubleshoot water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pumps.

AHR 213 HVACR Building Code 1 2 0 2

Prerequisite: None

Co-requisite: None

This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.

## ART

ART 111 Art Appreciation 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

ART 114 Art History Survey I 3 0 0 3

Prerequisite: None

Co-requisite: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

ART 115 Art History Survey II 3 0 0 3

Prerequisite: None

Co-requisite: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

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

ART 121 Two-Dimensional Design 0 6 0 3  
Prerequisite: None  
Co-requisite: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 122 Three-Dim Design 0 6 0 3  
Prerequisite: None  
Co-requisite: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 131 Drawing I 0 6 0 3  
Prerequisite: None  
Co-requisite: None

This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course

requirement.

ART 132 Drawing II 0 6 0 3  
Prerequisite: ART 131  
Co-requisite: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 135 Figure Drawing I 0 6 0 3  
Prerequisite: ART 131  
Co-requisite: None

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.

ART 222 Wood Design I 0 6 0 3  
Prerequisite: None  
Co-requisite: None

This course introduces the historical and contemporary design concepts and their application to the construction of functional and sculptural wood forms. Emphasis is placed on the mastery of hand and power tools. Upon completion, students should be able to demonstrate appropriate use of tools to create unique designs. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.



ART 231      Printmaking I                      0   6   0   3  
 Prerequisite: None  
 Co-requisite: None

This course introduces printmaking: its history, development techniques, and processes. Emphasis is placed on basic applications with investigation into image source and development. Upon completion, students should be able to produce printed images utilizing a variety of methods.

ART 240      Painting I                                      0   6   0   3  
 Prerequisite: None  
 Co-requisite: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART-242      Landscape Painting  
 Prerequisite: None  
 Co-requisite: None

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.

ART 244      Watercolor                                      0   6   0   3  
 Prerequisite: None  
 Co-requisite: None

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 to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 245      Metals I    0   6   0   3  
 Prerequisite: None  
 Co-requisite: None

This course introduces basic metal design in traditional and contemporary art forms using brass, copper, and silver. Emphasis is placed on designing and fabricating jewelry, small sculptures, and utilitarian objects. Upon completion, students should be able to design and produce small art objects.

ART 247      Jewelry I    0   6   0   3  
 Prerequisite: None  
 Co-requisite: None

This course introduces a basic understanding of the design and production of jewelry. Emphasis is placed on concepts and techniques using metals and other materials. Upon completion, students should be able to demonstrate an ability to use appropriate methods to create unique jewelry. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 264      Digital Photography I                      1   4   0   3  
 Prerequisite: None  
 Co-requisite: None

This course introduces digital photographic equipment, theory, and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. This course has been approved to satisfy the Comprehensive Articulation

Agreement for transferability as a premajor and/or elective course requirement.

ART 281 Sculpture I 0 6 0 3  
Prerequisite: None  
Co-requisite: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 282 Sculpture II 0 6 0 3  
Prerequisite: ART-281  
Co-requisite: None

This course builds on the visual and technical skills learned in ART 281. Emphasis is placed on developing original solutions to sculptural problems in a variety of media. Upon completion, students should be able to express individual ideas using the techniques and materials of sculpture. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ART 283 Ceramics I 0 6 0 3  
Prerequisite: None  
Co-requisite: None

This course provides an introduction to 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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course

requirement.

ART 284 Ceramics II 0 6 0 3  
Prerequisite: ART-283  
Co-requisite: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

### **ATR AUTOMATION & ROBOTICS**

ATR 112 Into to Automation 2 3 0 3  
Prerequisite: None  
Co-requisite: None

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.

ATR 211 Robot Programming 2 3 0 3  
Prerequisite: None  
Co-requisite: None

This course provides the operational characteristics of robots and programming in their respective languages. Topics include robot programming, teach pendants, PLC integration, operator interfaces, the interaction of external sensors, machine vision, network systems, and other related devices. Upon completion, students should be able to program and demonstrate the operation of various robots.

**BIOLOGY**

BIO 111      General Biology I      3   3   0   4

Prerequisite: DRE-098 or ENG 002

Co-requisite: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

BIO 112      General Biology II      3   3   0   4

Prerequisite: BIO 111

Co-requisite: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This is a Universal General Education Transfer Component (UGETC) course for Associate in Science.

BIO 155      Nutrition      3   0   0   3

Prerequisite: ENG 111

Co-requisite: None

This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food, as well as nutrient requirements of the various life stages. Upon completion, students should be able to identify the functions and sources of nutrients, the mechanisms of digestion, and the nutritional requirements of all age groups. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 168      Anatomy and Physiology I      3   3   0   4

Prerequisite: None

Co-requisite: None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 169      Anatomy and Physiology II      3   3   0   4

Prerequisite: BIO 168

Co-requisite: None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 275      Microbiology      3   3   0   4

Prerequisite: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168

Co-requisite: None

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical

applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

### **BLUEPRINT READING**

BPR 111      Blueprint Reading      1   2   0   2

Prerequisite: None

Co-requisite: None

This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.

BPR 130      Print Reading- Construction      3   0   0   3

Prerequisite: None

Co-requisite: None

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.

### **BUSINESS ADMINISTRATION**

BUS 110      Introduction to Business      3   0   0   3

Prerequisite: None

Co-requisite: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective

course requirement. Upon completion of 15 credit hours of globally intensive courses, students will earn a "Scholar of Global Distinction" notation on their transcript. \*\*Approved for Global Distinction

BUS 115      Business Law I      3   0   0   3

Prerequisite: None

Co-requisite: None

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. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BUS 116      Business Law II      3   0   0   3

Prerequisite: BUS 115

Co-requisite: None

This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy 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.

BUS 121      Business Math      2   2   0   3

Prerequisite: None

Co-requisite: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

BUS 135 Principles of Supervision 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher-level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the work place.

BUS 137 Principles of Management 3 0 0 3

Prerequisite: None

Co-requisite: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BUS 139 Entrepreneurship I 3 0 0 3

Prerequisite: None

Co-requisite: None

This course provides an introduction to 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 have an understanding of the entrepreneurial process and issues faced by entrepreneurs.

BUS-151 People Skills

Prerequisite: None

Co-requisite: None

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.

BUS 225 Business Finance 2 2 0 3

Prerequisite: ACC 120

Co-requisite: None

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.

BUS 230 Small Business Mgmt. 3 0 0 3

Prerequisite: None

Co-requisite: None

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

BUS 240 Business Ethics

Prerequisite: None

Co-requisite: None

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society.



BUS 245 Entrepreneurship II 3 0 0 3

Prerequisite: BUS 139

Co-requisite: None

This course is designed to allow the student to develop a business plan. Topics include the need for a business plan, sections of the plan, writing the plan, and how to find assistance in preparing the plan. Upon completion, students should be able to design and implement a business plan based on sound entrepreneurship principles.

BUS 260 Business Communication 3 0 0 3

Prerequisite: ENG 111

Co-requisite: None

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

## CHEMISTRY

CHM 131 Introduction to Chemistry 3 0 0 3

Prerequisite: DRE-098 or ENG 002; DMA 040 and DMA 050 or MAT 002

Co-requisite: None

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences.

CHM 131A Intro to Chemistry Lab 0 3 0 1

Prerequisite: None

Co-requisite: CHM 131

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon

completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences.

CHM 132 Organic and Biochemistry 3 3 0 4

Prerequisite: CHM 131 and CHM 131A or CHM 151

Co-requisite: None

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences.

CHM 151 General Chemistry I 3 3 0 4

Prerequisite: ENG 002 and MAT 002

Co-requisite: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

CHM 152 General Chemistry II 3 3 0 4

Prerequisite: CHM 151

Co-requisite: None

This course provides a continuation of the study of



the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved to satisfy the Comprehensive

Articulation Agreement general education core requirement in natural sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Science.

### **CRIMINAL JUSTICE**

CJC 111 Intro to Criminal Justice 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

CJC 112 Criminology 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice 3 0 0 3

Prerequisite: None

Co-requisite: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 121 Law Enforcement Ops 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

CJC 122 Community Policing 3 0 0 3

Prerequisite: None

Co-requisite: None

This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing.

CJC 131 Criminal Law 3 0 0 3

Prerequisite: None

Co-requisite: None

This course covers the history/evolution/principles and contemporary applications of criminal law.

Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132      Court Procedure & Evidence    3   0   0   3  
Prerequisite: None  
Co-requisite: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141      Corrections                                    3   0   0   3  
Prerequisite: None  
Co-requisite: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.

CJC 212      Ethics & Comm Relations    3   0   0   3  
Prerequisite: DRE-098 or ENG-002  
Co-requisite: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms;

cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 213      Substance Abuse                                3   0   0   3  
Prerequisite: None  
Co-requisite: None

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.

CJC 221      Investigative Principles    3   0   2   4  
Prerequisite: DRE-098 or ENG-002  
Co-requisite: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 225      Crisis Intervention                            3   0   0   3  
Prerequisite: None  
Co-requisite: None

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis

and/or resolution.

CJC 231 Constitutional Law 3 0 0 3

Prerequisite: DRE-098 or ENG-002

Co-requisite: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

CJC 232 Civil Liability 3 0 0 3

Prerequisite: DRE-098 or ENG-002

Co-requisite: None

This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

CJC 241 Community Based Corr 3 0 0 3

Prerequisite: None

Co-requisite: None

This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.

## COMMUNICATIONS

COM 231 Public Speaking 3 0 0 3

Prerequisite: None

Co-requisite: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

## COSMETOLOGY

COS 111 Cosmetology Concepts I 4 0 0 4

Prerequisite: None

Co-requisite: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112 Salon I 0 24 0 8

Prerequisite: None

Co-requisite: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 Cosmetology Concepts II 4 0 0 4

Prerequisite: COS 111 and COS 112

Co-requisite: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge,

chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 Salon II 0 24 0 8  
Prerequisite: COS 111 and COS 112  
Co-requisite: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115 Cosmetology Concepts III 4 0 0 4  
Prerequisite: COS 111 and COS 112  
Prerequisite(L): MAT 002  
Co-requisite: COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 116 Salon III 0 120 4  
Prerequisite: COS 111 and COS 112 and MAT 002  
Co-requisite: COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 117 Cosmetology Concepts IV 2 0 0 2  
Prerequisite: COS 111 and COS 112  
Prerequisite(L): MAT 002  
Co-requisite: COS 118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118 Salon IV 0 210 7  
Prerequisite: COS 111 and COS 112  
Prerequisite(L): MAT 002  
Co-requisite: COS 117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

### **INFORMATION TECHNOLOGY**

CIS 110 Intro to Computers 2 2 0 3  
Prerequisite: None  
Co-requisite: None

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). Upon completion of 15 credit hours of globally intensive courses, students will earn a "Scholar of Global Distinction" notation on

their transcript. \*\*Approved for Global Distinction.

CIS 115 Intro to Prog & Logic 2 3 0 3

Prerequisite: CIS 110 and Take One Set:

Set 1: DMA-010, DMA-020, DMA-030, and DMA-040

Set 2: DMA-025 and DMA-040

Set 3: MAT-121

Set 4: MAT-171

Set 5: MAT-003

Set 6: B.S.P-4003

Co-requisite: None

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to use top-down algorithm design and implement algorithmic solutions in a programming language. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in mathematics (Quantitative Option).

CIS 124 DTP Graphics Software 2 2 0 3

Prerequisite: None

Co-requisite: None

This course introduces graphic design software using a variety of software packages. Emphasis is placed on efficient utilization of software capabilities. Upon completion, students should be able to incorporate appropriate graphic designs into desktop publishing publications.

CIS 160 MM Resources Integration 2 2 0 3

Prerequisite: CIS 110 or CIS 111

Co-requisite: None

This course introduces the peripherals and attendant software needed to create stand-alone or networked interactive multimedia applications. Emphasis is placed on using audio, video, graphic, and network resources; using peripheral-specific software; and understanding file formats. Upon completion,

students should be able to utilize multimedia peripherals to create various sound and visual files to create a multimedia application.

CTI-110 Web, Pgm, & Db Found 2 2 0 3

Prerequisite: None

Co-requisites: None

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.

CTI-120 Network & Sec Foundation 2 2 0 3

Prerequisite: None

Co-requisites: None

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.

CTI-141 Cloud & Storage Concepts 1 4 0 3

Prerequisite: None

Co-requisites: None

This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.

CTI-175 Intro to Wireless Tech 2 2 0 3  
 Prerequisite: None  
 Co-requisites: None

This course introduces the student to the technologies and standards of wireless telecommunications. Topics include the design, implementation, configuration, security, standards and protocols of wireless local area networks (WLAN). Upon completion, students should be able to design, implement, and administer wireless local area networks.

CTS-115 Info Sys Business Concepts 3 0 0 3  
 Prerequisite: None  
 Co-requisites: None

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

CTS 118 IS Professional Comm 2 0 0 2  
 Prerequisite: None  
 Co-requisites: None

This course prepares the information systems professional to communicate with corporate personnel from management to end-users. Topics include information systems cost justification tools, awareness of personal hierarchy of needs, addressing these needs, and discussing technical issues with non-technical personnel. Upon completion, students should be able to communicate information systems issues to technical and non-technical personnel.

CTS 120 Hardware/Software Supp 2 3 0 3  
 Prerequisite: None  
 Co-requisites: None

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

CTS 130 Spreadsheet 2 2 0 3  
 Prerequisite: CIS 110 or CIS 111 or OST 137  
 Co-requisite: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS-155 Tech Support Functions 2 2 0 3  
 Prerequisite: None  
 Co-requisites: None

This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.



CTS-220 Adv Hard/Software Support 2 3 0 3

Prerequisite: CTS-120

Co-requisites: None

This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.

CTS 250 User Supp & Software Eval 2 2 0 3

Prerequisite: None

Co-requisite: None

This course provides an opportunity to evaluate software and hardware and make recommendations to meet end-user needs. Emphasis is placed on software and hardware evaluation, installation, training, and support. Upon completion, students should be able to present proposals and make hardware and software recommendations based on their evaluations.

CTS 289 System Support Project 1 4 0 3

Prerequisite: CTI-110, CTI-120, and CTS-115

Co-requisite: None

This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.

## **DATABASE MANAGEMENT TECHNOLOGY**

DBA 110 Database Concepts 2 3 0 3

Prerequisite: None

Co-requisites: None

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

## **DIGITAL MEDIA TECHNOLOGY**

DME 110 Intro to Digital Media 2 2 0 3

Prerequisite: None

Co-requisites: None

This course introduces students to key concepts, technologies, and issues related to digital media. Topics include emerging standards, key technologies and related design issues, terminology, media formats, career paths, and ethical issues. Upon completion, students should be able to demonstrate the various media formats that are used in digital media technology.

DME 130 Digital Animation I 2 2 0 3

Prerequisite: DME 110

Co-requisite: None

This course introduces concepts for planning and developing animation sequences. Emphasis will be placed on review of digital animation concepts and exploration of various animation software packages. Upon completion, students should be able to produce simple animations.

## **TRANSITIONAL AND SUPPLEMENTAL MATHEMATICS**

MAT 003 Transition Math 0 6 0 3

Prerequisites: None

Co-requisites: None

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.

College Transfer: N/A

MAT 010 Math Measurement 0 2 0 1  
& Literacy Support

Prerequisites: None

Co-requisites: MAT 110

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.

College Transfer: N/A

MAT-021 Algebra/Trigonometry I Support

Prerequisites: None

Co-requisites: MAT 121

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.

MAT 043      Quantitative Literacy Supp      1   2   0   2

Prerequisites: None

Co-requisites: MAT 143

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.

College Transfer: N/A

MAT 052 - Statistical Methods I Supp 1 2 0 2

Prerequisites: None

Co-requisites: MAT 152

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.

College Transfer: N/A

MAT 071 Precalculus Algebra Supp 0 4 0 2

Prerequisites: None

Co-requisites: MAT 171

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.

College Transfer: N/A

**TRANSITIONAL AND SUPPLEMENTAL ENGLISH**

ENG 002      Transition English      0   6   0   3

Prerequisites: None

Co-requisite: None

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. College Transfer: N/A

ENG 011      Writing and Inquiry Support 1      2   0   2

Prerequisites: None

Co-requisites: None

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.

**ECONOMICS**

ECO 251      Princ of Microeconomics      3   0   0   3

Prerequisite: ENG 002 and MAT 003

Co-requisite: None

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply, and demand, optimizing economic behavior, costs and revenue, market

structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

ECO 252      Principles of Macroeconomics      3   0   0   3

Prerequisite: ENG 002 and MAT 003

Co-requisite: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

**EARLY CHILDHOOD EDUCATION**

EDU 119      Intro to Early Childhood Edu      4   0   0   4

Prerequisite: None

Co-requisite: None

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and

curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

EDU 131 Child, Family, & Community 3 0 0 3

Prerequisite: None

Co-requisite: None

This course covers the development of partnerships among 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 Ethical Conduct and the 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. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

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

EDU 144 Child Development I 3 0 0 3

Prerequisite: None

Co-requisite: None

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.

EDU 145 Child Development II 3 0 0 3

Prerequisite: None

Co-requisite: None

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

EDU 146 Child Guidance 3 0 0 3

Prerequisite: None

Co-requisite: None

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, 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.

EDU 151 Creative Activities 3 0 0 3

Prerequisite: None

Co-requisite: None

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.

EDU 153 Health, Safety, & Nutrition 3 0 0 3

Prerequisite: None

Co-requisite: None

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.

EDU 184 Early Child Intro Pract 1 3 0 2

Prerequisite: None

Co-requisite: None

This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children, assisting in the implementation of developmentally appropriate, culturally responsive, equitable, and ability diverse activities in indoor/outdoor environments for young children, supporting/engaging families, and modeling reflective/professional practices based on national/state guidelines. Upon completion, students should be able to implement respectful/reciprocal relationships with children and families, design, implement, and adapt developmentally appropriate activities, plans, and daily routines that align with NC Foundations for Early Learning and Development and demonstrate ethical/professional behaviors as indicated by assignments and onsite/virtual faculty assessments.

EDU 216 Foundations of Education 3 0 0 3

Prerequisite: None

Co-requisite: None

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.



**EDU 221 Children with Exceptionalities**

Prerequisite: EDU 144 and EDU 145

Co-requisite: None

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.

**EDU 234 Infants, Toddlers, & Twos** 3 0 0 3

Prerequisite: Take EDU 119

Co-requisite: None

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, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum 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.

**EDU 235 School-Age Dev & Prog** 3 0 0 3

Prerequisite: None

Co-requisite: None

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities.

**EDU 250 Teacher Licensure Prep** 3 0 0 3

Prerequisite: Take One Set:

Set 1: ENG-111 and MAT-143

Set 2: ENG-111 and MAT-152

Set 3: ENG-111 and MAT-171

Co-requisite: None

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 including exam preparation, technology-based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.

**EDU 251 Exploration Activities** 3 0 0 3

Prerequisite: None

Co-requisite: None

This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring



fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children.

EDU 261 Early Childhood Admin I 3 0 0 3

Prerequisite: None

Co-requisite: EDU-119

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.

EDU 262 Early Childhood Admin II 3 0 0 3

Prerequisite: EDU 119 and EDU 261

Co-requisite: None

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

EDU 279 Literacy Develop & Instruct 3 3 0 4

Prerequisite: None

Co-requisite: None

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.

EDU 280 Language & Literacy Exp 3 0 0 3

Prerequisite: None

Co-requisite: None

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.

EDU 284 Early Child Capstone Prac 1 9 0 4

Prerequisite: Take One Set:

Set 1: EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151

Set 2: EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151

Set 3: EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151

Set 4: EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151

Co-requisite: None

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.

### **ELECTRICITY**

ELC 111 Introduction to Electricity 2 2 0 3

Prerequisite: None

Co-requisites: None

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronic majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

ELC 112 DC/AC Electricity 3 6 0 5

Prerequisite: None

Co-requisites: None

This course introduces the fundamental concepts of, and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment, and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.

ELC 113 Residential Wiring 2 6 0 4

Prerequisite: None

Co-requisites: None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 117 Motors and Controls 2 6 0 4

Prerequisite: None

Co-requisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 118 National Electrical Code 1 2 0 2

Prerequisite: None

Co-requisites: None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

ELC 120 Intro to Wiring 2 2 0 3

Prerequisite: None

Co-requisites: None

This course is an introduction to wiring concepts for non-electricians. Topics include safety, tools, materials, techniques, and terminology associated with electrical wiring. Upon completion, students should be able to use and/or identify wiring tools, materials, and procedures at an introductory level.

ELC 125      Diagrams and Schematics 1   2   0   2

Prerequisite: None

Co-requisite: None

This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

ELC 128      Introduction to PLC      2   3   0   3

Prerequisite: None

Co-requisite: None

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

ELC 213      Instrumentation      3   2   0   4

Prerequisite: None

Co-requisite: None

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.

ELC 228      PLC Applications      2   6   0   4

Prerequisite: None

Co-requisite: None

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

## **EMERGENCY MANAGEMENT SERVICES**

EMS 110      EMT      6   6   3   9

Prerequisite: None

Co-requisite: None

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.

EMS 122      EMS Clinical Practicum I   0   0   3   1

Prerequisite: EMS 110

Co-requisite: EMS 130

This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competence with fundamental paramedic level skills.

EMS 130      Pharmacology      3   3   0   4

Prerequisites EMS 110

Co-requisites EMS 122

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.

EMS 131      Adv Airway Management 1   2   0   2

Prerequisite: EMS 110

Co-requisite: None

This course is designed to provide advanced airway management techniques and is required for

paramedic certification. Topics include respiratory anatomy and physiology, airway/ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

EMS 140      Rescue Scene Mgt      1   3   0   2  
Prerequisite: None  
Co-requisite: None

This course introduces rescue scene management. Topics include response to hazardous material conditions, incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

EMS 160      Cardiology I      2   3   0   3  
Prerequisite: EMS 110  
Co-requisite: None

This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and basic rhythm interpretation in the monitoring leads. Upon completion, students should be able to recognize and interpret basic rhythms.

EMS 210      Adv Patient Assessment   1   3   0   2  
Prerequisite: EMS 110  
Co-requisite: None

This course covers advanced patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical-trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion, students should be able to utilize basic communication skills and record and report collected patient data.

EMS 220      Cardiology II      2   3   0   3  
Prerequisites EMS 122, EMS 130, and EMS 160  
Co-requisites None

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, application and interpretation of advanced electrocardiography utilizing the twelve lead ECG, cardiac pharmacology, and patient care.

Upon completion, students should be able to assess and treat patients utilizing American Heart Association guidelines.

EMS 221      EMS Clinical Practicum II 0   0   6   2  
Prerequisite: EMS 122 and EMS 130  
Co-requisite: None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced level patient care.

EMS 231      EMS Clinical Practicum III 0   0   9   3  
Prerequisite: EMS 130 and EMS 221  
Co-requisite: None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced level care. Upon completion, students should be able to demonstrate continued progress in advanced level patient care.

EMS 235      EMS Management      2   0   0   2  
Prerequisite: EMS 110  
Co-requisite: None

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.

EMS 240 Patients w/Spec Challenges 1 2 0 2

Prerequisite: EMS 122 and EMS 130

Co-requisite: None

This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.

EMS 241 EMS Clinical Practicum IV 0 0 12 4

Prerequisite: EMS 130 and EMS 231

Co-requisite: None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced level care. Upon completion, students should be able to provide advanced level patient care as an entry level paramedic

EMS 250 Medical Emergencies 3 3 0 4

Prerequisite: EMS 122 and EMS 130

Co-requisite: None

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose, and throat. Upon completion,

students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.

EMS 260 Trauma Emergencies 1 3 0 2

Prerequisite: EMS 122 and EMS 130

Co-requisite: None

This course provides in depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include 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.

EMS 270 Life Span Emergencies 3 3 0 4

Prerequisite: EMS 122 and EMS 130

Co-requisite: None

This course covers medical/ethical/legal issues and the spectrum of age specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age specific emergencies.

EMS 285 EMS Capstone 1 3 0 2

Prerequisite: EMS 220, EMS 250, and EMS 260

Co-requisite: None

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS- related events.

**ENGLISH**

ENG 102      Applied Communications II      3   0   0   3

Prerequisite: DRE-096 or ENG 002

Co-requisite: None

This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course.

ENG 111      Writing and Inquiry      3   0   0   3

Prerequisite: Take One Set:

Set 1: DRE-097

Set 2: ENG-002

Set 3: B.S.P-4002

Co-requisite: ENG 011, if required

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 inquire, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement for the AA, AS or AE degrees. This is a Universal General Education Transfer Component (UGETC) course in English Composition for the AA and AS degrees. Upon completion of 15 credit hours of globally intensive courses, students will earn a "Scholar of Global Distinction" notation on their transcript. \*\*Approved for Global Distinction.

ENG 112      Writing/Research in the Disc      3   0   0   3

Prerequisite: ENG 111

Co-requisite: None

This course, the second in a series of two, introduces research techniques, documentation

styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Students develop global competencies and skills needed for work environments that increasingly focus on global issues. Upon completion of this course, 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science. Upon completion of 15 credit hours of globally intensive courses, students will earn a "Scholar of Global Distinction" notation on their transcript. \*\*Approved for Global Distinction.

ENG 114      Prof Research & Reporting      3   0   0   3

Prerequisite: ENG 111

Co-requisite: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

ENG 232      American Literature II      3   0   0   3

Prerequisite: ENG 112, ENG 113, or ENG 114

Co-requisite: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and



drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

### HEALTH

HEA 110 Personal Health/Wellness 3 0 0 3

Prerequisite: None

Co-requisites: None

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

### HISTORY

HIS 111 World Civilizations I 3 0 0 3

Prerequisite: DRE 097 or ENG 002

Co-requisite: None

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

HIS 112 World Civilizations II 3 0 0 3

Prerequisite: DRE 097 or ENG 002

Co-requisite: None

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

HIS 131 American History I 3 0 0 3

Prerequisite: DRE 097 or ENG 002

Co-requisite: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

HIS 132 American History II 3 0 0 3

Prerequisite: DRE 097 or ENG 002

Co-requisite: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the

Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

HIS 221 African-American History 3 0 0 3  
Prerequisite: DRE 097 or ENG 002  
Co-requisite: None

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

### **HUMAN SERVICES**

HSE 110 Intro to Human Services 2 2 0 3  
Prerequisite: None  
Co-requisite: None

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

HSE 112 Group Process I 1 2 0 2  
Prerequisite: None  
Co-requisite: None

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in

small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

HSE 123 Interviewing Techniques 2 2 0 3  
Prerequisite: None  
Co-requisite: None

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.

HSE 125 Counseling 2 2 0 3  
Prerequisite: PSY 150  
Co-requisite: None

This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.

HSE 160 HSE Clinical Supervision I 1 0 0 1  
Prerequisite: Successful completion of 12 SHC in the HSE Program, including HSE 110 and HSE 123  
Co-requisite: HSE 161 or HSE 162 or HSE 163 or HSE 164

This course provides an opportunity to discuss clinical experiences with peers and faculty. Emphasis is placed on discussing application of concepts and principles from related course content to clinical placement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes required in human services clinical experiences.

HSE 162      HSE Clinical Experience I   0   0   6   2  
 Prerequisite: Successful completion of 12 SHC in the HSE Program, including HSE 110 and HSE 123  
 Co-requisite: HSE 160

This course provides supervised clinical experience in human services delivery agencies. Emphasis is placed on the application and practice of concepts, principles, knowledge, and skills from related course work.

Upon completion, students should be able to demonstrate and apply skills, knowledge, and values from human services classes.

HSE 210      Human Services Issues   2   0   0   2  
 Prerequisite: None  
 Co-requisite: None

This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.

HSE 225      Crisis Intervention                3   0   0   3  
 Prerequisite: None  
 Co-requisite: None

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.

HSE 226      Intellectual Disabilities    3   0   0   3  
 Prerequisite: None  
 Co-requisite: None

This course covers intellectual disabilities and related issues. Emphasis is placed on the theoretical perspectives, causes, prevention, and treatment of intellectual disabilities. Upon completion, students should be able to demonstrate a general knowledge

of individuals with intellectual disabilities.

HSE 227      Children & Adol in Crisis   3   0   0   3  
 Prerequisite: None  
 Co-requisite: None

This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence.

### **Humanities**

HUM 115      Critical Thinking                        3   0   0   3  
 prerequisite: ENG 111  
 Co-requisite: None

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs.

HUM 120      Cultural Studies                            3   0   0   3  
 Prerequisite: None  
 Co-requisite: None

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

**Hydraulics & Pneumatics**

HYD 110      Hydraulics/Pneumatics I    2    3    0    3

Prerequisite: None

Co-requisite: None

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

HYD 210      Advanced Hydraulics      1    3    0    2

Prerequisite: HYD 110 or HYD 111 or HYD 112

Co-requisite: None

This course covers advanced hydraulic systems. Emphasis is placed on advanced hydraulic systems and components, troubleshooting, and other related topics. Upon completion, students should be able to demonstrate an understanding of the installation, application, operation, and maintenance of hydraulic components and systems

**INDUSTRIAL SYSTEMS**

ISC 112      Industrial Safety      2    0    0    2

Prerequisite: None

Co-requisite: None

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

ISC 115      Construction Safety      2    0    0    2

Prerequisite: None

Co-requisite: None

This course introduces the basic concepts of construction site safety. Topics include ladders, lifting, lockout/tag-out, personal protective devices, scaffolds, and above/below groundwork based on

OSHA regulations. Upon completion, students should be able to demonstrate knowledge of applicable safety regulations and safely participate in construction projects.

**LEADERSHIP STUDIES**

LDR 110      Intro to Leadership      3    0    0    3

Prerequisite: None

Corequisite: None

This course introduces students to concepts, models and practices of leadership that are effective in governmental, business, civic, community and political organizations. Emphasis is placed on the purposes and structures of various types of organizations and examines the leadership styles and strategies that align with these organizations. Upon completion, students should be able to recognize and apply the elements effective leadership in a variety of contexts.

LDR 115 Evid-Based Leadership  
& Decision Making      3    0    0    3

Prerequisite: LDR 110

Corequisite: None

This course covers the components of effective and operational evidence-based leadership. Emphasis is placed on using decision-making models and data to recognize and understand trends, align organizational goals, determine consequences, and make recommendations for actions leaders can take to solve problems. Upon completion, students should be able to demonstrate trends using data, identify strategies for decision making, and use data to make high-quality decisions on a wide range of issues.

**MATHEMATICS**

MAT 110      Math Measurement &amp; Lit    2    2    0    3

Prerequisite: Take One Set:

Set 1: DMA-010, DMA-020, and DMA-

030

Set 2: DMA-025

Set 3: MAT-003

Set 4: B.S.P-4003

Co-requisite: MAT-010

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.

MAT 121 Algebra/Trigonometry I 2 2 0 3

Prerequisite: Take One Set:

Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050

Set 2: DMA-025, DMA-040, DMA-050

Set 3: DMA-025, DMA-045

Set 4: DMA-010, DMA-020, DMA-030, DMA-045

Set 5: MAT-003

Set 6: B.S.P-4003

Co-requisite: MAT-021

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.

MAT 143 Quantitative Literacy 2 2 0 3

Prerequisite: Take One Set:

Set 1: DMA-010, DMA-020, DMA-030, and DRE-098

Set 2: DMA-010, DMA-020, DMA-030, and ENG-002

Set 3: DMA-010, DMA-020, DMA-030, and B.S.P-

4002

Set 4: DMA-025, and DRE-098

Set 5: DMA-025, and ENG-002

Set 6: DMA-025, and B.S.P-4002

Set 7: MAT-003 and DRE-098

Set 8: MAT-003 and ENG-002

Set 9: MAT-003 and B.S.P-4002

Set 10: B.S.P-4003 and DRE-098

Set 11: B.S.P-4003 and ENG-002

Set 12: B.S.P-4003 and B.S.P-4002

Co-requisite: Take MAT-043, if required

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Students develop global competencies and skills needed for work environments that increasingly focus on global issues. 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. Successful completion of MAT-152 permits a student to register for MAT-143 without the co-req MAT-043. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts. Upon completion of 15 credit hours of globally intensive courses, students will earn a "Scholar of Global Distinction" notation on their transcript. \*\*Approved for Global Distinction.



MAT 152 Statistical Methods I 3 2 0 4

Prerequisite: Take One Set:

Set 1: DMA-010, DMA-020, DMA-030, and DRE-098

Set 2: DMA-010, DMA-020, DMA-030, and ENG-002

Set 3: DMA-010, DMA-020, DMA-030, and B.S.P-4002

Set 4: DMA-025, and DRE-098

Set 5: DMA-025, and ENG-002

Set 6: DMA-025, and B.S.P-4002

Set 7: MAT-003 and DRE-098

Set 8: MAT-003 and ENG-002

Set 9: MAT-003 and B.S.P-4002

Set 10: B.S.P-4003 and DRE-098

Set 11: B.S.P-4003 and ENG-002

Set 12: B.S.P-4003 and B.S.P-4002

Co-requisite: MAT-052, if required

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 as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts. \*\*This course replaces MAT-151 and MAT-155

MAT 171 Precalculus Algebra 3 2 0 4

Prerequisite: Take One Set:

Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050

Set 2: DMA-010, DMA-020, DMA-030, DMA-045

Set 3: DMA-025, DMA-045

Set 4: DMA-025, DMA-040, DMA-050

Set 5: MAT 121

Set 6: MAT-003

Set 7: B.S.P-4003

Co-requisite: MAT-071, if required

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 as a general education course in Mathematics (This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course for Associate in Arts and Associate in Science.

MAT 172 Precalculus Trigonometry 3 2 0 4

Prerequisite: MAT 171

Co-requisite: None

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

This course has been approved for transfer under the CAA as a general education course in Mathematics (This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course for Associate in Science.



MAT 263      Brief Calculus                      3   2   0   4

Prerequisite: MAT 171

Co-requisite: None

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 as a general education course in Mathematics (This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course for Associate in Science.

MAT 271      Calculus I                                      3   2   0   4

Prerequisite: MAT-172 or MAT-175

Co-requisite: None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions.

This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics.

## **MECHANICAL**

MEC 111      Machine Processes I                      1   4   0   3

Prerequisite: None

Co-requisite: None

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to safely machine simple parts to specified tolerances.

MEC 130      Mechanism    2   2   0   4

Prerequisite: None

Co-requisite: None

This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.

MEC 151      Mechanical Mgt Systems                      1   3   0   2

Prerequisite: None

Co-requisite: None

This course covers mechanical systems and sub-systems including timing cams, cam followers, timing belts, servo-motors, mechanical drive units, bearings, and mechanical linkage. Emphasis will be placed on the understanding of these components and their integration into operating systems. Upon completion, students should be able to diagnose mechanical problems using a structured approach to troubleshooting mechanical systems and sub-systems.

**MEDICAL ASSISTING**

MED 121 Medical Terminology I 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122 Medical Terminology II 3 0 0 3

Prerequisite: MED 121

Co-requisite: None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MHA 155 Psychological Assessment 3 0 0 3

Prerequisite: PSY 150

Co-requisite: None

This course covers psychological assessment. Emphasis is placed on different types of psychological tests. Upon completion, students should be able to recognize and understand the purpose of various psychological tests. This course is a unique concentration requirement of the Mental Health concentration in the Human Services Technology program.

**MARKETING AND RETAILING**

MKT 120 Principles of Marketing 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces principles and problems of marketing goods and services. Topics include

promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 123 Fundamentals of Selling 3 0 0 3

Prerequisite: None

Co-requisite: None

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.

MKT 220 Advertising & Sales Prom 3 0 0 3

Prerequisite: None

Co-requisite: None

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

MKT 223 Customer Service 3 0 0 3

Prerequisite: None

Co-requisite: None

This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.

MKT 225 Marketing Research 3 0 0 3

Prerequisite: MKT-120

Co-requisite: None

This course provides information for decision making by providing guidance in developing, analyzing, and using data. Emphasis is placed on marketing research as a tool in decision making. Upon

completion, students should be able to design and conduct a marketing research project and interpret the results.

MKT 227      Marketing Application      3   0   0   3  
Prerequisite: None  
Co-requisite: None

This course extends the study of diverse marketing strategies. Emphasis is placed on case studies and small group projects involving research or planning. Upon completion, students should be able to effectively participate in the formulation of a marketing strategy.

MKT 232      Social Media Marketing      3   2   0   4  
Prerequisite: None  
Co-requisite: None

This course is designed to build students' social media marketing skills by utilizing projects that give students hands on experience implementing social media marketing strategies. Topics include integrating different social media technologies into a marketing plan, creating social media marketing campaigns, and applying appropriate social media tools. Upon completion, students should be able to use social media technologies to create and improve marketing efforts for businesses.

### **MAINTENANCE**

MNT 110      Intro to Maintenance Proc      1   3   0   2  
Prerequisite: None  
Co-requisite: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 160      Industrial Fabrication      1   3   0   2  
Prerequisite: None  
Co-requisite: None

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.

MNT 220      Rigging & Moving      1   3   0   2  
Prerequisite: None  
Co-requisite: None

This course covers the principles of safe rigging practices for handling, placing, installing, and moving heavy machinery and equipment. Topics include safety, weight and dimensional estimation, positioning of equipment slings, rollers, jacks, levers, dollies, ropes, chains, padding, and other related topics. Upon completion, students should be able to safely relocate and set up equipment using accepted rigging practices.

MNT 240 Ind Equip Troubleshooting      1   3   0   2  
Prerequisite: None  
Co-requisite: None

This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

MNT 250      PLC Interfacing      2   4   0   4  
Prerequisite: ELC 128  
Co-requisite: None

This course introduces touch screens, PLC interface devices, and PID loops for applications such as

motion control, encoders, and stepping motors. Topics include LVDT control, touch screens, PID controls, and motion controls. Upon completion, students should be able to safely install, program, and maintain touch screens and other interface devices.

## **MUSIC**

MUS 110 Music Appreciation 3 0 0 3

Prerequisite: None

Co-requisite: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course for Associate in Art and Associate in Science.

MUS 112 Introduction to Jazz 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course for Associate in Art and Associate in Science.

## **NETWORKING TECHNOLOGY**

NET 110 Networking Concepts 2 2 0 3

Prerequisite: None

Co-requisite: None

This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

## **NETWORKING OPERATING SYSTEMS**

NOS 110 Operating System Concepts 2 3 0 3

Prerequisite: None

Co-requisite: None

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS 130 Windows Single User 2 2 0 3

Prerequisite: NOS 110 or CET 211

Co-requisite: None

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

NOS 230 Windows Administration I 2 0 3

Prerequisite: NOS 130

Co-requisite: None

This course covers the installation and administration

of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.

## **NURSING**

NUR 111 Intro to Health Concepts 4 6 6 8

Prerequisite: Admission to the Associate Degree Nursing Program

Co-requisite: BIO 165/168, PSY 150, ENG 111, ACA 111

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112 Health-Illness Concepts 3 0 6 5

Prerequisite: NUR 111

Co-requisite: BIO 166/169, PSY 241, NUR 113

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113 Family Health Concepts 3 0 6 5

Prerequisite: NUR 111

Co-requisite: BIO 166/169, PSY 241, NUR 112

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114 Holistic Health Concepts 3 0 6 5

Prerequisite: NUR 111, NUR 112, NUR 113

Co-requisite: SOC 210, NUR, 211, NUR 212

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 117 Pharmacology 1 3 0 2

Prerequisite: None

Co-requisite: None

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications, and side effects. Upon completion, students should be able to compute dosages and administer medication safely.



NUR 211 Health Care Concepts 3 0 6 5  
 Prerequisite: NUR 111, NUR 112, NUR 113  
 Co-requisite: SOC 210, NUR 114, NUR 212

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212 Health System Concepts 3 0 6 5  
 Prerequisite: NUR 111, NUR 112, NUR 113  
 Co-requisite: SOC 210, NUR 114, NUR 211

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213 Complex Health Concepts 4 3 15 10  
 Prerequisite: NUR 111  
 Co-requisite: HUM 115, CIS 110, ENG-112/113/114, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212

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.

## OFFICE SYSTEMS TECHNOLOGY

OST 131 Keyboarding 1 2 0 2  
 Prerequisite: None  
 Co-requisite: None

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 134 Text Entry & Formatting 2 2 0 3  
 Prerequisite: OST 131  
 Co-requisite: None

This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability.

OST 135 Adv Text Entry & Format 3 2 0 4  
 Prerequisite: OST 134  
 Co-requisite: None

This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on advanced document production. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation.

OST 136 Word Processing 2 2 0 3  
 Prerequisite: OST 131  
 Co-requisite: None

This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.



OST 148 Medical Coding Billing & Ins 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation.

Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

OST 149 Medical Legal Issues 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

OST 164 Text Editing Applications 3 0 0 3

Prerequisite: None

Co-requisite: None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST 166 Speech Recognition 1 2 0 2

Prerequisite: CIS-110, CIS-111, or OST-137

Co-requisite: None

This course is designed to provide the skills needed to compose and edit documents using speech recognition technology. Emphasis is placed on specialized speech recognition features, intensive editing, and proofreading skills. Upon completion,

students should be able to produce mailable business documents using speech recognition software.

OST 184 Records Management 2 2 0 3

Prerequisite: None

Co-requisite: None

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

OST 236 Adv Word/Information Proc 2 2 0 3

Prerequisite: OST 136

Co-requisite: None

This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.

OST 243 Med Office Simulation 2 2 0 3

Prerequisite: OST 148

Co-requisite: None

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

OST 289 Admin Office Management 2 2 0 3

Prerequisite: OST 164 and either OST 134 or OST 136

Co-requisite: None

This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is

placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.

### PHYSICAL EDUCATION

PED 110      Fit and Well for Life      1   2   0   2

Prerequisite: None

Co-requisite: None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 111      Personal Fitness I      0   3   0   1

Prerequisite: None

Co-requisite: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

PED 117      Weight Training I      0   3   0   1

Prerequisite: None

Co-requisite: None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon

completion, students should be able to establish and implement a personal weight training program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 120      Walking for Fitness      0   3   0   1

Prerequisite: None

Co-requisite: None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 145      Basketball-Beginning      0   2   0   1

Prerequisite: None

Co-requisite: None

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

### PSYCHOLOGY

PSY 101      Applied Psychology      3   0   0   3

Prerequisite: DRE 097 or ENG 002

Co-requisite: None

This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one's personal life. Upon completion,

students should be able to apply the principles learned in this class to everyday living. This course is intended for diploma programs

PSY 150      General Psychology      3   0   0   3

Prerequisite: None

Co-requisite: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Students develop global competencies and skills needed for work environments that increasingly focus on global issues.

Upon completion of this course, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Art and Associate in Science. Upon completion of 15 credit hours of globally intensive courses, students will earn a "Scholar of Global Distinction" notation on their transcript.

**\*\*Approved for Global Distinction.**

PSY 241      Developmental Psychology      3   0   0   3

Prerequisite: PSY 150

Co-requisite: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PSY 265      Behavioral Modification      3   0   0   3

Prerequisite: PSY 150

Co-requisite: None

This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.

PSY 281      Abnormal Psychology      3   0   0   3

Prerequisite: PSY 150

Co-requisite: None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

## **RELIGION**

REL 110      World Religions      3   0   0   3

Prerequisite: None

Co-requisite: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

REL 211 Intro to Old Testament 3 0 0 3  
 Prerequisite: DRE-098 or ENG-002  
 Co-requisite: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

REL 212 Intro to New Testament 3 0 0 3  
 Prerequisite: DRE-098 or ENG-002  
 Co-requisite: None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

### **SPANISH**

SPA 111 Elementary Spanish I 3 0 0 3  
 Prerequisite: None  
 Co-requisite: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general

education course in Humanities/Fine Arts.

SPA 112 Elementary Spanish II 3 0 0 3  
 Prerequisite: None  
 Co-requisite: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

### **SUBSTANCE ABUSE**

SAB 135 Addictive Process 3 0 0 3  
 Prerequisite: None  
 Co-requisite: None

This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders.

### **INFORMATION SYSTEMS SECURITY**

SEC 110 Security Concepts 3 0 0 3  
 Prerequisite: None  
 Co-requisite: None

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information

security policy, and identify processes to implement and enforce policy.

### **SOCIOLOGY**

SOC 210 Introduction to Sociology 3 0 0 3

Prerequisite: None

Co-requisite: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Students develop global competencies and skills needed for work environments that increasingly focus on global issues. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course for Associate in Art and Associate in Science. Upon completion of 15 credit hours of globally intensive courses, students will earn a "Scholar of Global Distinction" notation on their transcript.

**\*\*Approved for Global Distinction**

SOC 213 Sociology of the Family 3 0 0 3

Prerequisite: DRE-098 or ENG-002

Co-requisite: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

SOC 220 Social Problems 3 0 0 3

Prerequisite: DRE-098 or ENG-002

Co-requisite: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

### **WORK-BASED LEARNING**

WBL 110 World of Work 1 0 0 1

Prerequisite: None

Co-requisite: None

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.

WBL 111 Work-Based Learning I 0 0 10 1

Prerequisite: None

Co-requisite: None

This course provides 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.

WBL 112 Work-Based Learning I 0 2 0 2

Prerequisite: None

Co-requisite: None

This course provides 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.

### **WEB ADMINISTRATION**

WEB 110      Internet/ Web Fund      2   2   0   3

Prerequisite: None

Co-requisite: None

This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.

WEB 115      Web Markup and Scripting      2   2   0   3

Prerequisite: None

Co-requisite: None

This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.

WEB 120      Intro to Internet Multimedia      2   2   0   3

Prerequisite: None

Co-requisite: None

This course introduces the creation of rich media for the Internet. Topics include the design, production and delivery of interactive content, rich media, digital video, and digital audio. Upon completion, students should be able to create multimedia projects incorporating graphics, text, video, and audio using industry standard authoring software or web standards.

WEB 140      Web Development Tools      2   2   0   3

Prerequisite: None

Co-requisite: None

This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

WEB 210      Web Design      2   2   0   3

Prerequisite: None

Co-requisite: None

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.

WEB 230      Implementing Web Server      2   2   0   3

Prerequisite: NET 110 or NET 125

Co-requisite: None

This course covers website and web server architecture. Topics include installation, configuration, administration, and security of web servers, services, and sites. Upon completion, students should be able to effectively manage the web services deployment lifecycle according to industry standards.

WEB 250      Database Driven Websites      2   2   0   3

Prerequisite: DBA 110 or WEB 140

Co-requisite: None

This course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update, and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database driven web applications according to industry standards.



WEB 285 Emerging Web Tech 2 2 0 3  
 Prerequisite: None  
 Co-requisite: None  
 This course will explore, discuss, and research emerging technologies in the web arena. Emphasis is placed on exposure to up-and-coming technologies relating to the web, providing hands-on experience, and discussion of practical implications of these emerging fields. Upon completion, students should be able to articulate issues relating to these technologies.

WEB 289 Internet Tech 1 4 0 3  
 Prerequisite: WEB 230 and WEB 250  
 Co-requisite: None

This course provides an opportunity to complete a significant Web technologies project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete an Internet project from the definition phase through implementation.

### WELDING

WLD 110 Cutting Processes 1 3 0 2  
 Prerequisite: None  
 Co-requisite: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD 112 Basic Welding Processes 1 3 0 2  
 Prerequisite: None  
 Co-requisite: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary

action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 113 Soldering and Brazing 1 2 0 2  
 Prerequisite: None  
 Co-requisite: None

This course covers procedures for cutting, soldering, and brazing of pipe and tubing. Topics include safety, proper equipment setup, and operation of soldering and brazing equipment. Upon completion, students should be able to solder and braze pipe, tubing, and fittings in various positions.

WLD 115 SMAW (Stick) Plate 2 9 0 5  
 Prerequisite: None  
 Co-requisite: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 116 SMAW (Stick) Plate/Pipe 1 9 4  
 Prerequisite: WLD 115  
 Co-requisite: None

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

WLD 117 Industrial SMAW 1 4 0 3  
 Prerequisite: None  
 Co-requisite: None

This course introduces the SMAW (stick) process for joining carbon steel components for industrial

applications. Topics include padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, student should be able to safely perform SMAW fillet and groove welds on carbon steel plate with prescribed electrodes.

WLD 121      GMAW (MIG) FCAW/Plate 2    6   0   4

Prerequisite: None

Co-requisite: None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD 131      GTAW (TIG) Plate                      2    6   0   4

Prerequisite: None

Co-requisite: None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD 132      GTAW (TIG) Plate/Pipe    1    6   0   3

Prerequisite: WLD 131

Co-requisite: None

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

WLD 141      Symbols & Specifications 2    2   0   3

Prerequisite: None

Co-requisite: None

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD 151      Fabrication                                      2    6   0   4

Prerequisite: None

Co-requisite: None

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment

## Full-time Personnel

### FACULTY

John Cann (2022)	Business Administration Program Coordinator MS in Multidisciplinary Human Science (2015), Capella University BA in Fine Arts/Art History minor (2013), Old Dominion University MBA in Business Administration (2023), UNC-Pembroke
Kristen Fajardo (2021)	Faculty, Psychology B.S. in Psychology (1999), Old Dominion University M.A. in Psychology (2016), American Public University
Stacey Futrell (2017)	Director, Associate Degree Nursing B.S. in Nursing (1999), University of Pittsburgh School of Nursing M.S. in Nursing (2020), East Carolina University
Kimberly Gallop (2023)	Nurse Educator A.A.S. in Nursing (2010), Paul D. Camp Community College B.S. in Nursing (2019), Western Governors University M.S. in Nursing (2020), Western Governors University
Shannon Bell Harrell (2017)	Faculty, Cosmetology Diploma, Cosmetology (2006), Roanoke Chowan Community College; Cosmetologist Teacher License; Cosmetologist License, NC State Board of Cosmetic Art Examiners Associate in General Education (2015), Roanoke Chowan Community College (2018)
Barbara Hewett (2014)	Faculty, Cosmetology Diploma, Cosmetology (2015) Roanoke Chowan Community College; Cosmetologist Teacher License; Cosmetologist License, NC State Board of Cosmetic Art Examiners Associate in General Education, Roanoke Chowan Community College (2018)
Zebrena Jacobs (2019)	Faculty, Computer Information Technology M.S. of Information Systems (2017), University of Phoenix B.S. in Computer Science (1990), Elizabeth City State University
Michael Jefferson (2017)	Dean, Transfer & Health Sciences M.S. in Mathematics (2014), Elizabeth City State University B.S. in Computer Science (2011), Elizabeth City State University
Renee Jones (2021)	Faculty, Nursing M.S. in Nursing (2023), Western Governors University B.S. in Nursing, (2019), Fayetteville State University A.A.S. in Associate Degree Nursing integrated (2008), Diploma in Associate Degree Nursing integrated (2008), and Certificate in Nursing Assistant (1997), Roanoke-Chowan Community College
Michael A. Lassiter (2008)	Faculty, Air Conditioning, Heating, & Refrigeration Air Conditioning Heating & Refrigeration Diploma (1996), Roanoke-Chowan Community College ARI/ICE Certified (Residential Commercial) NC State Certified as Universal Technician
James E. Messer (2006)	Program Coordinator/Faculty, Associate in Fine Arts A.A.S. in College Transfer (1987), Mitchell Community College; Bachelor of Fine Arts (1989), Virginia Commonwealth University; Master of Fine Arts (1991), Florida State University

- John L. Mulder, Jr. (2006) ..... Program Coordinator/Faculty, HVAC  
Air Conditioning, Heating & Refrigeration Certificate (2002), Roanoke-Chowan Community College  
Air Conditioning, Heating & Refrigeration Diploma (2003), Roanoke-Chowan Community College  
(2002) NC State Board Certified  
(2003) Certificate in Residential A/C & Heating  
A.A.S in Air Conditioning, Heating, & Refrigeration (2011), Pitt Community College
- William Nelson (2022) ..... Faculty, Industrial Systems Technology  
B.S. in Industrial Technology (1994) East Carolina University  
AS in Electrical Installation & Maintenance (1991) Pitt Community College
- Dwayne Ponton (2022) ..... Dean, Business Technologies and Public Service  
B.S. in Criminal Justice (2017), Elizabeth City State University  
M.S. in Criminal Justice (2019), Boston University
- Beverly Sessoms (2017) ..... Program Coordinator/Faculty, Medical Office and Office Administration  
A.A.S. in Social Services (1998), College of the Air Force  
B.S. in Workforce, Education, and Development (1999), Southern Illinois University  
M.B.A. in Health Care Management (2000), University of Phoenix
- Ja'Queta Stevenson (2021) ..... Program Coordinator, Human Services Technology/HRD Program Coordinator  
A.A.S. in Medical Office Administration (2012), Roanoke Chowan Community College  
B.S. in Interdisciplinary Studies (2016), Liberty University  
M.A. in Human Services Counseling (2019), Liberty University
- Victoria Vacca (2022) ..... Faculty, Mathematics  
M.S. in Mathematics (2021), Elizabeth City State University  
B.S. in Mathematics (2020), Elizabeth City State University  
Associate in Arts (2018), College of the Albemarle
- Deshon Whitaker (2022) ..... Coordinator/Faculty, Early Childhood Education  
B.S. in Family and Community Services (2013), East Carolina University  
MEd in Education (2019), Strayer University  
Graduate Certificate Birth to Kindergarten (21 graduate hours), University of North Carolina at Charlotte
- Kim White (2022) ..... Faculty, Associate Degree Nursing  
M.S. in Nursing (2023), South University  
B.S. in Nursing (2013), University of Phoenix  
AAS in Nursing (2008), College of the Albemarle
- Curtis Williams (2022) ..... Faculty, Biology  
M.S. in Biological Sciences (2017), Clemson University  
B.S. in Biology Education (2001), Bethune Cookman University
- Zachary Vinson (2017) ..... Program Coordinator, Welding  
Certificate in Welding Technology (2008), Roanoke-Chowan Community College  
Diploma in Welding Technology (2008), Roanoke-Chowan Community College  
B.S. in Biology (2007), Chowan University
- Clark Wren (2015) ..... AA Program Coordinator/ English Faculty  
B.A. in English (1985), Pennsylvania State University  
M.A. in English (2001), Gannon University

## STAFF

- Tamara Allen (2016) ..... Campus Police  
Basic Law Enforcement Certificate (2007), Halifax Community College
- Ernestine Britt (2017) ..... Administrative Assistant to Vice President, Instruction & Student Services  
A.A.S. in Business Administration (2015), Roanoke-Chowan Community College

Janelle Cleaves (2022)	Director, Distance Learning B.A. (2014), The University of Tennessee Martin M.S. in Information Sciences (2017), The University of Tennessee (Knoxville)
Geraldine Deloatche (2022)	Executive Administrative Assistant to the President A.A.S. in Executive Secretarial (1974), Roanoke-Chowan Community College
Daphne Drew (2021)	Director, TRiO Student Support Services M.S. in Mental Health Counseling (2016), Capella University B.S. in Criminal Justice (1997), Elizabeth City State University
Cara B. Edwards (1993)	Accounting Technician Cashier/AR A.A.S. in General Office (1992), Roanoke-Chowan Community College
Paula Greatheart (2023)	Administrative and Engagement Specialist Certificate, Health Care Technology (2000) and A.A.S. in Medical Office Administration (2009), Roanoke-Chowan Community College Need Transcript to Confirm = Bachelor of Business Administration (2013????), American InterContinental University Need Transcript to Confirm = Master of Business Administration (2016), Strayer University
Clarence Hall (2021)	Director, Information Technology/Chief Information Officer Certification Program (2021) Certified Government Chief Information Officer/ Certified Education Chief Technology Officer, UNC – Chapel Hill A.A.S. in information Technology (2017), Kaplan University
Carol Anne Hankinson (2020)	Director, Library Services B.F.A. in Theatre Arts (1990), East Carolina University; Master of Library Science (2004), East Carolina University
Alessia Huckabee (2021)	Payroll and Accounts Payable Technician MBA in Business Administration (2010), East Carolina University BSBA in Finance (2001), East Carolina University Certificate in Accounting (2003), Roanoke-Chowan Community College
Johnny Jones (2022)	Plant Operations Supervisor
Timothy Lassiter, Sr. (2015)	Director of Facilities Management A.A.S. in Air Conditioning, Heating & Refrigeration Technology (2017), Roanoke-Chowan Community College
Kit O. Liverman (1998)	Custodian Technician Diploma in Welding (2007); Certificate in Welding Technology (2006 & 2007); Certificate in Industrial Systems Technology (2006); Diploma in Carpentry (1997); Diploma in Air Conditioning, Heating & Refrigeration (1997), Roanoke-Chowan Community College
Teresa Liverman (2011)	College Operator A.A.S. in Business Administration (2010), Roanoke-Chowan Community College B. S. in Business Administration: Management (2018), Shaw University
Poteca S. Manns (1996)	Financial Aid Technician Office Technology II Diploma (1992), ECPI; A.A.S. in Business Computer Programming (1994), Roanoke-Chowan Community College
Susan Melton (2015)	Administrative Assistant, Administrative & Fiscal Services A.A.S. in Business Administration (2002), Roanoke-Chowan Community College; B.S. in Business Administration (2009), Elizabeth City State University
Sherrick Mizelle (2016)	IT Specialist A.A.S. in Computer Information Technology (2006), Roanoke-Chowan Community College
Raynita Morrison (2023)	Director, Small Business Center B.S. in Computer Science (2007), Shaw University

- Ruchelle Ricks (2017) ..... Director, Financial Aid  
 B.S. in Accountancy (2001), Norfolk State University  
 Master of Business Administration (2020), Florida Institute of Technology
- Rushelle Saxby (2017) ..... Director, Admissions  
 B.S. in Criminal Justice (2002), Chowan University
- Diamond Smith (2021) ..... Marketing Coordinator  
 B.S. in Sport, Entertainment, Event – Management (2016), Johnson & Wales University  
 M.S. in Sport Management (2017), Western Carolina University
- Tishadda Walton (2011)..... Continuing Education Registrar  
 A.A. in Business Administration (2003), American InterContinental University  
 TABE Certification/Administrator, GED Certification/Administrator,  
 HiSET Certification/Administrator, Career Development Facilitator Certification (CDF),  
 Employability Skills Alignment (E.S.A.P.) Certification,  
 Top Management Skills Certification, Federal Budget Training Certification
- Michael Ward (2018) ..... Purchasing Agent/Equipment Coordinator  
 Certificate in Purchasing Fundamentals (2008), Guilford Technical Community College;  
 Certificate in Distribution and Logistics Management (2007), Guilford Technical Community College;  
 B.S. in Business Administration (1993), Elizabeth City State University  
 Master of Business Administration (2011), Strayer University
- Amy F. Wiggins (2004) ..... Curriculum Registrar  
 A.S. in Business Administration (1994), Chowan University  
 B.S. in Business Administration (1996), Chowan University;  
 A.A. College Transfer (2001), Roanoke-Chowan Community College



## Academic Terms

**AA** - The Associate of Arts Degree is awarded to students majoring in the fine or liberal arts who may plan to transfer to a four-year college or university after completing their community college program.

**AAS** - The Associate of Applied Science Degree is awarded to students majoring in one of the occupational/technical curricula who may plan to obtain employment immediately upon graduation from college.

**Academic Advisor** - An academic advisor is a faculty or staff member who helps you plan a course of study in a specific academic area after you have been accepted into a curriculum/plan.

**Academic Standing** - This is a status based on your grade point average. You are in good academic standing if you maintain a 2.0 semester grade point average on all work.

**Add** - This is a process for adding courses to your registration. This process must be completed during the timeframe indicated in the college calendar.

**Adjunct Faculty** - Visiting or part-time instructors.

**AFA** – The Associate in Fine Arts Degree is a transfer degree providing freshman and sophomore course work for students planning to continue their education beyond the associate degree.

**AS** -The Associate of Science Degree is awarded to students majoring in specialized pre-professional programs who may plan to transfer to a four-year college or university after completing their community college program.

**Audit** - Auditing a course is attending course meetings without taking examinations or receiving course credit. Students who desire to earn credit for a previously audited course must re-enroll in the course for credit and pay tuition to earn a grade other than "AU." Advanced standing credit will not be awarded for a previously audited course.

**Catalog** - The college catalog provides all types of information that parents and students need to know about Roanoke-Chowan Community College. It lists, for example, the institution's history and philosophy, policies and procedures, accreditation status, courses of study, degrees and certificates offered, physical facilities, admission and enrollment procedures, financial aid, student life activities, etc. It may be found online at [www.roanokechowan.edu](http://www.roanokechowan.edu).

**Certificate** - A Certificate is awarded to students who complete one of the approved non-degree curricula which consist of a minimum of 12 semester credit hours in an occupational area.

**Co-requisite** - A co-requisite is a course that must be taken at the same time as another course.

**Credit**- A credit is a unit awarded for taking a course.

**Curriculum/Plan** - A curriculum/plan is the same as a major. It is a series of courses in a program of study leading to a certificate, diploma, or degree.

**Developmental Studies** - These courses provide a foundation or refresher when you need to improve specific skills required to succeed in a college level program.

**Drop** - This is a process of dropping a course from your registration. The process must be completed within

the period indicated in the college calendar.

**Elective** - An elective is a course which is not specifically required but offers credit toward a program or degree. Electives must be at the appropriate level.

**Enrollment** – Enrollment is a process for registering to take classes. Students enroll in courses by using the Internet. Students may also enroll in person at any campus or off-campus registration site.

**Enrollment Services** - Enrollment Services is an office that provides support and assistance with admission, domicile, registration, and student records.

**FAFSA (Free Application for Federal Student Aid)** - A form that may be used by students applying for federal and other types of financial aid. Forms are available online at <http://www.fafsa.ed.gov> and must be completed once each academic year.

**FERPA** is the acronym for Family Educational Rights and Privacy Act. This is a federal law that protects the privacy of student records.

**Final Examination** - This is a test given in a course at the end of a term.

**Final Grade** - This is the grade earned for a course which is posted to your permanent record.

**Freshman** - A freshman is a student who has completed fewer than 30 credits of course work in a program.

**Full-time** - A full-time course load consists of 12 or more credit hours taken during a semester or term. Special permission is required to enroll in 15 or more credits.

**GPA** - the acronym for grade point average. Each grade earns points (A=4, B=3, C=2, D=1, F=0). At the end of each semester, grades are averaged to calculate GPA. A minimum GPA of 2.0 in a curriculum is needed to graduate.

**General Education Requirements** - Courses required for all degrees; examples include classes such as English, mathematics, sciences, social science, etc.

**Hold** - A hold is placed on a student's account when money is owed to the college, either for an unpaid semester balance or for incidental charges such as parking tickets. Failure to satisfy outstanding obligations will result in the holding of transcripts and may prevent registering for classes for the next semester.

**Honors** - Graduation with honors in recognition of academic achievement is based on one's cumulative GPA.

- **Honor Graduate** - To be considered an Honor graduate, the student must have an overall GPA of 3.75 to 3.99 upon completion of any degree or diploma program.
- **High Honor Graduate** - To be considered a High Honor graduate, the student must have an overall GPA of 4.00 upon completion of any 42 degree or diploma program.

**Hybrid Course** - A hybrid course makes significant use of the internet to facilitate access to class materials and support communication and access to resources. These courses also require face-to-face meetings during times designated in the course schedule. Participation in both the online portion and face-to-face portion is required.

**Instructor** - An instructor is a faculty member assigned to teach a course and may also be referred to as a teacher or professor.

**Last Day to Drop without Penalty-** This date is designated in the college calendar and is usually prior to the 60% point of a semester/term.

**Major -**This is the same as a curriculum or plan the program of study you are pursuing.

**Noncredit course -** A noncredit course is a continuing education course which does not earn college credit.

**Part-time status** represents a course load of fewer than 12 credit hours during a term.

**Prerequisite -** A prerequisite is a course that you must complete successfully before enrolling in another. Prerequisites are listed each semester in Self Service or are developmental courses identified through the college's student assessment program.

**Probation -** Students are placed on probation when they have completed two consecutive semesters and have a cumulative grade point average less than 2.0.

**Registration** is a process for enrolling in classes. Students enroll in courses by using the Internet. Students may also enroll in person on campus.

**Semester -** A semester normally represents 16 weeks of study during the fall or spring.

**Session -** A session is any term other than fall or spring.

**Sophomore -** A sophomore is a student who has completed 30 or more credits of course work in a curriculum/plan.

**Student Support Services -** These are services provided to help you succeed in reaching your personal, academic and career goals. Services include co-curricular and personal growth activities which enhance your college experience.

**Student Payment Plan -** A monthly payment plan is available that allows the cost of education to be spread over a period of up to four payments per semester. There is a \$25 fee to cover administrative expenses but no interest or finance charges.

**Syllabus -** A syllabus is provided for each course and includes a course outline and requirements.

**Term -** A term represents the fall and spring semesters and all other sessions.

**Transcript -** A transcript is a copy of your permanent academic record. It contains all courses and grades received at Roanoke-Chowan Community College.

**Warning** is an academic standing status. Students are placed on academic warning when they fail any course or when their cumulative GPA is less than 2.0.

**Self Service –** an online portal that provides several useful services to all students including online registration, access to grades and academic transcripts,

**Withdrawal -** is the formal act of dropping a course after the deadline to receive a refund and before the last day to process a withdrawal.

## Catalog Revisions – effective Fall 2023

### Programmatic Changes

- A. Deleted Program(s)
  - Accounting Certificate (C25100)
- B. Certificate Changes
  - Business Administration (C25120H) – added BUS 230 – Small Business Management
- C. Added Programs
  - Associate in Arts in Teacher Preparation (A1010T)
  - Associate in Science in Teacher Preparation (A1040T)
  - Business Administration Accounting Certificate (C25120A)

## APPENDIX A: Credit for Prior Learning

Advanced Placement			
Course Exam	Minimum Score	Credit Hrs	RCCC Credit Awarded
<b>Art</b>			
AP Art History	4	6	ART-114 & ART-115
AP Music Theory	3	3	MUS-110
AP Studio Art 2-D Design	3	3	ART-121
AP Studio Art 3-D Design	3	3	ART-122
AP Studio Art Drawing	3	3	ART-131
<b>English</b>			
AP English Language & Composition	4	3	ENG-111
AP English Literature & Composition	4	3	ENG-111
<b>History Social Sciences</b>			
AP Comparative Government & Politics			
AP European History	3	6	HIS-121 & HIS-122
AP Human Geography			
AP Macroeconomics	3	3	ECO-252
AP Microeconomics	3	3	ECO-251
AP Psychology	3	3	PSY-150
AP United States Government and Politics	3	3	POL-119
AP United States History	3	6	HIS-131 & HIS-132
AP World History			
<b>STEM</b>			
AP Biology	3	8	BIO-111 & BIO-112
AP Calculus AB	3	4	MAT-263
AP Calculus BC	3	4	MAT-263
AP Chemistry	3	8	152 CHM-151 & CHM-
AP Computer Science A	3	3	CIS-110
AP Environmental Science	3	4	BIO-140 & BIO-140A
AP Physics 1	3	4	PHY-151
AP Physics 2	3	4	PHY-152
AP Physics C Electricity & Magnetism	3	4	PHY-152
AP Physics C: Mechanics	3	4	PHY-251
AP Statistics	4	4	MAT-152
<b>World Languages &amp; Cultures</b>			
AP Spanish Language and Culture	3	6	SPA-111 & SPA-112
AP Spanish Literature and Culture	3	9	SPA-141 SPA-151 & SPA 212

Exam	Minimum Score	Credit Hours	RCCC College Credit
American Literature	50	3	ENG-232
Biology	50	3	BIO-110
Calculus	50	3	MAT-263
Chemistry	50	4	CHM-151
College Algebra	50	3	MAT -003 T2
College Composition	50	6	ENG-111, ENG-112
College Composition Modular	50	3	ENG-111
History of the United States I: Early Colonization to 1877	50	3	HIS-131
History of the United States II: 1865 to Present	50	3	HIS-132
Human Growth and Development	50	3	PSY-241
Information Systems and Computer Applications	50	3	CIS-110
Introductory Business Law	50	3	BUS-115
Introductory Psychology	50	3	PSY-150
Introductory Sociology	50	3	SOC-210
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, Level 2	50	6	SPA-111, SPA-112

DSST EXAM (Formerly Known as DANTES Exams) Gen Ed, College Transfer Health Service			
Test Title	Minimum Score	Credits	RCCC Credit Awarded
Art of the Western World	48	3	ART-111
Fundamentals of College Algebra	47/400	3	MAT-003 T2
Here's to Your Health	48/400	3	PED-110
Intro to World Religions	48/400	3	REL-110
Lifespan Developmental Psychology	46	3	PSY-241
Principles of Public Speaking Exam + Speaking Portion	47 + Passing Score	3	COM-231
Principles of Statistics	48/400	3	MAT-152



## Resources: Where to Go for What?

Absences .....	Instructor
Academic Advising and Registration .....	Faculty Advisor
Academic Policies .....	Catalog or Web site
Address Change .....	Registrar Office
Admissions Information .....	Admissions Office or Web site
Change of Major .....	Registrar Office
Clubs and Organizations .....	Student Life Director
Disability Assistance .....	Disability Services
Drop a Course .....	Registrar Office
Emergencies/First Aid .....	Campus Security
Financial Assistance .....	Financial Aid
Grade Appeal .....	Instructor
Graduation .....	Faculty Advisor
ID Cards and Car Decals .....	Student Services
Moodle and Gmail Issues .....	Distance Learning Director
Parking .....	Campus Security
Personal Counseling .....	Director of Counseling
Placement Testing .....	Testing Specialist
Scholarship Applications .....	Financial Aid Office
Student Activities .....	Student Life Director
Student Grievances .....	Catalog, Student Handbook and website
Textbooks .....	Bookstore
Tuition Payment .....	Business Office
Transcripts .....	Business Office, Registrar Office or Website
Transfer Counseling .....	Student Support Services
Tutoring .....	Student Support Services
Web Advisor User ID/Password Issues .....	Information Services
Veterans Affairs .....	Financial Aid Office Associate Dean, Workforce Development



# Educational Plan

Anticipated Graduation (mo/yr): \_\_\_\_\_

Major: \_\_\_\_\_

Associate Degree: \_\_\_\_\_ Diploma: \_\_\_\_\_ Certificate: \_\_\_\_\_

Total Credits needed to graduate: \_\_\_\_\_

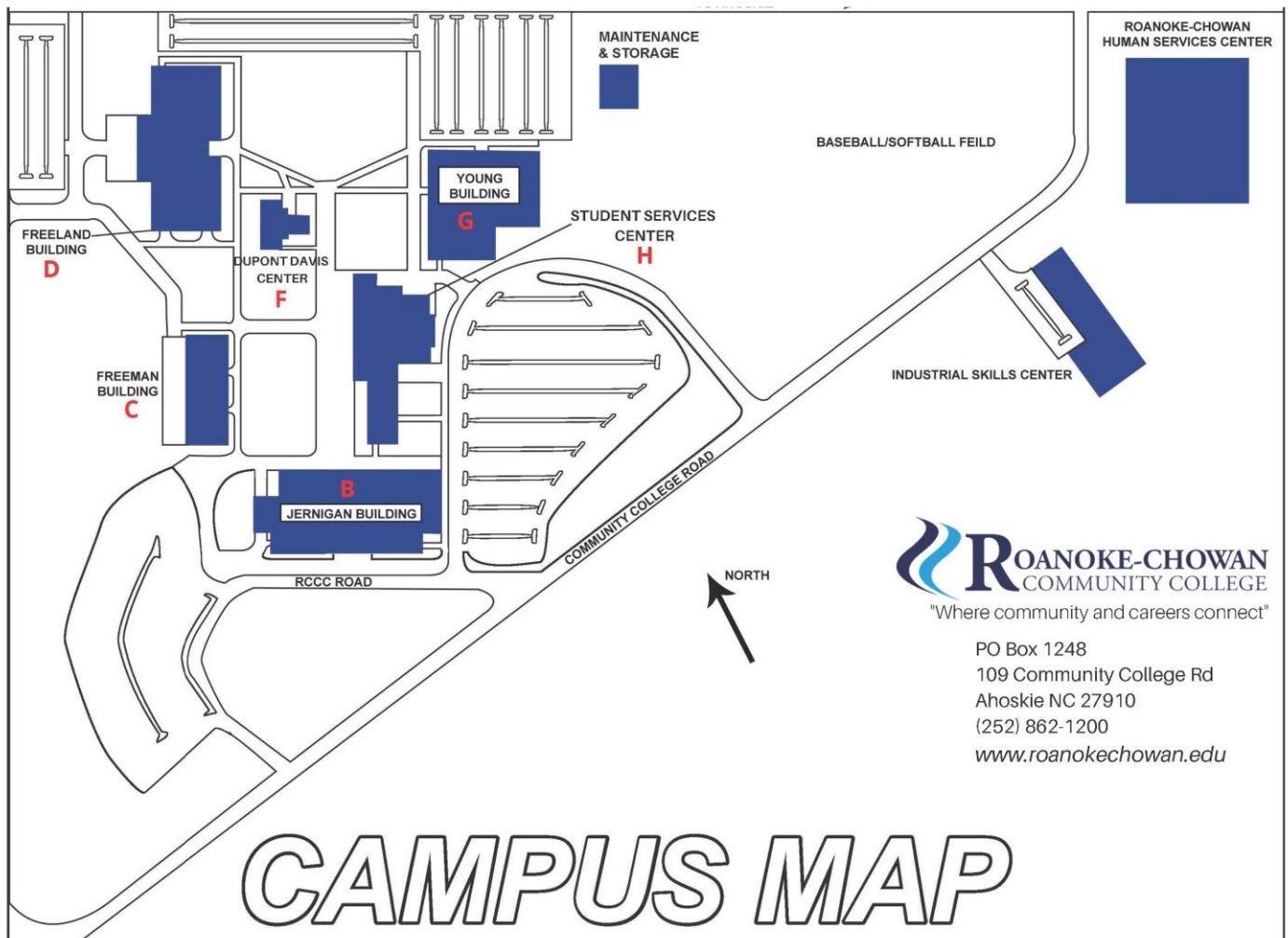
Academic Advisor: \_\_\_\_\_ ext.: \_\_\_\_\_

year one

Fall Classes Completed	Credit Hours	Spring Classes Completed	Credit Hours	Summer Classes Completed	Credit Hours
Total Credits		Total Credits		Total Credits	

year two

Fall Classes Completed	Credit Hours	Spring Classes Completed	Credit Hours	Summer Classes Completed	Credit Hours
Total Credits		Total Credits		Total Credits	

**DuPont Davis Center - F****Freeland Building - D**

Basic Skills  
 Community Room  
 Cont Ed/Institutional Effectiveness  
 Fitness Room  
 Small Business Center

**Classrooms:**

(Art, Associate Degree Nursing, Business Administration, Cosmetology, Human Services, Information Technology, Medical Office Administration, Nurse Aide - Continuing Education, Office Administration)

**Freeman - C**

Barbering  
 Early College High School

**Industrial Systems**

Industrial System Classroom

**Jernigan - B**

Business Office  
 Curriculum Dean  
 Distance Learning  
 EMS  
 Fire/Rescue/Law  
 Human Resources  
 Information Services  
 JobLink Center  
 Learning Resource Center  
 Mailroom  
 President's Office

**Classrooms:**

(Biology, EMS, Fire/Rescue/Law Enforcement, English, Psychology)

**Student Services Center - H**

Admissions  
 Associate Vice President  
 Financial Aid  
 Food Services  
 Marketing/Recruitment  
 Registrar  
 Records and Registration  
 Security  
 Student Activities  
 Student Support Services (TRio)  
 Testing Services

**Young Building - G**

Basic Skills  
 Early College Faculty

**Classrooms:**

(Air Cond., Heating & Refrigeration, Criminal Justice, Early Childhood, Welding)

**109 Community College Road  
Ahoskie, N.C. 27910**

**[www.roanokechowan.edu](http://www.roanokechowan.edu) | 252.862.1200**

***"An Affirmative Action/Equal Opportunity Institution"***