DISCOVER R-CCC

ROANOKE-CHOWAN COMMUNITY COLLEGE

WHERE COMMUNITY AND CAREERS CONNECT

2025-2026 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 who have questions about these provisions should contact:

Dean, 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:

Executive Director of Human Resources
Roanoke-Chowan Community College
Jernigan Building – Room 103
109 Community College Road
Ahoskie, NC 27910-9522
252-862-1302

General Catalog
2025-2026

Roanoke-Chowan Community College
109 Community College Road
Ahoskie, North Carolina 27910-9522
Phone: 252-862-1200
Fax: 252-862-1358
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. The information provided is subject to change after catalog publication. This catalog's provisions 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.

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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

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. Miriam Caslin (2023) .... Vice President, Administrative & Fiscal Services
Associate in Science (1984), Gordon Junior College
Bachelor of Science Business Administration (2000), Mercer University

Dr. Tanya Oliver (2016) .... Executive Vice President, Academic and Student Affairs
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

Mr. Steven Mathews (2025) ......Vice President, Continuing Education and Institutional Advancement
AAS, Toyota T-Ten & Race Car Performance(2002), Forsyth Technical Community College
B.S. in Professional Technical Education (2009) and M.S. Career and Technical Education with
concentration in Curriculum and Development (2012), Eastern New Mexico 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. Roanoke-Chowan Community College also may offer credentials such as certificates and diplomas at approved degree levels. 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).

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 Institutional Stability

IG#2 Branding and Marketing

IG#3 Enrollment Management

IG#4 Program Expansion

IG#5 Community Engagement

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 12:00 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, 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 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	2022	2023	2024	2025
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
Arrests initiated for the following:				
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 2024 performance summary for R-CCC as compared to system averages and goals is:

Measure	System Excellence Level	R-CCC Performance 2024
Basic Skills Progress	1.216	0.726
Student Success Rate in College-Level English Course	1.174	1.326
Student Success Rate in College-Level Math Course	1.204	1.333
First-Year Student Progression	1.063	1.105
Curriculum Completion	1.094	1.276
Licensure Passing Rate Index	1.073	0.913
Transfer Rate	1.031	1.048

The 2024 Performance Measures for Student Success Report is available on the College website at

https://www.nccommunitycolleges.edu/about-us/data-reporting/state-performance-measures/

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

Admission to the College does not guarantee immediate acceptance to the curriculum program desired by the applicant. Admission to certain programs may have additional specific entrance requirements. Students may have to complete basic skills or developmental level courses before being accepted into their desired academic curriculum program.

The Director of Admissions administers all admissions requirements and enforces all College admission policies and procedures.

I.   **Diploma and Degree Seeking Applicants**

1. Submit a completed application for admission.

2. Provide an official high school transcript or an official GED score from a regionally accredited institution. These transcripts must include the date the diploma was awarded, the type of diploma and have the institution's official seal. It must be mailed or electronically transferred from the issuing institution or agency. Current applicants who are high school seniors should submit a transcript showing work through the end of the first semester of the senior year. A final official transcript must then be submitted upon high school graduation, and before enrollment, to be fully accepted. Applicants who have completed an associate's degree or higher from a regionally accredited post-secondary institution may submit college transcripts with conferred degree awarded in lieu of high school transcripts.

3. Complete the College's placement test to determine if developmental courses are required before enrollment into college level math or English. If a student is placed into developmental English or math, these courses should be completed during the first two semesters of enrollment.

    Placement test minimum scores ("cut scores") are determined by the North Carolina Community Colleges Developmental English/Reading and Math Redesign committees and approved by the North Carolina Community College Board of Trustees. Cut scores are evaluated on an annual basis.

    Test scores are considered valid for a period of ten (10) years. When more than ten (10) years pass between the time of placement testing and enrollment in an applicable course, the student should retest.

    Students may waive the placement testing requirements under the following conditions:

    a. Documentation of acceptable SAT or ACT scores as established by College Administrators. SAT and ACT examinations must have been taken within the last three (3) years.

b. Results of the placement tests taken at another North Carolina Community College System institution, which have been taken within the preceding five (5) years and meet the College's scores.

c. Documentation of Advanced Placement (AP) English or Math test while in high school and has earned a score of 3 or above.

d. Transfer credit (grade "C" or better) received from a regionally accredited institution for college transferrable reading, math, and English courses. Development level courses may be considered for transfer credit if taken at a North Carolina Community College within the last three (3) years. The student must submit an official transcript to receive transfer credit and to officially waive the need for placement testing. A maximum of seventy-five percent (75%) of the total semester credit hours in any program will be accepted in transfer.

e. Enrollment as a non-degree seeking student taking courses with no prerequisite(s)

f. Documented unweighted high school GPA of 2.8 or higher; GED score of 165 on each section test; or HISET score of 15 on each subject tests with minimum of 4 on the essay.

4. Returning students who are eligible for readmission and who have not been enrolled at the College for two (2) academic semesters must submit a new admission's application and update residency classification prior to registration. The student is required to meet the curriculum requirements in effect at the time of readmission according to the current College catalog.

Students who have been placed on academic or disciplinary suspension must fulfill the terms of their suspension before being considered for readmission. Students on disciplinary suspension must also submit a letter to the Dean of Student Affairs requesting readmission.

The College reserves the right to deny readmission to a former student, including a student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements. All of the student's debts to the College must be paid in full before registering for courses.

5. Non-degree seeking students are those students who enroll in one or more courses but do not desire to graduate from one of the established curricula. The student may register for any course which is open to all students and does not require a prerequisite.

However, if a student plans to register for a course that requires a prerequisite course, the student must submit an official transcript from a regionally accredited institution showing completion of this requirement with a grade of "C" or better prior to registering. An applicant who plans to enroll in mathematics and/or English courses must satisfactorily complete the College placement test requirement. Students may not register for courses in a program that has a waiting list or restricted admission (such as nursing).

Non-degree seeking students are not eligible for financial aid or veterans benefits nor are they permitted to earn any degree, diploma or certificate awarded by the College.

II. Continuing Education Programs

Applicants seeking admission to a continuing education program, all applicants must complete the College's continuing education registration process and pay the applicable tuition and institutional fees.

III. Certificate Programs

Applicants seeking admission to a certificate program, all applicants must complete the College's certificate program registration process and pay the applicable tuition and institutional fees. Students who change from certificate programs to diploma or associate degree programs must complete the additional requirements for admission to those programs.

Placement Test Information

- The 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 Placement Test is by appointment only. To schedule an appointment, contact the Director of Admissions at (252) 862-1248.
- Students must present a valid photo ID to take the Placement test. Children are not allowed in the testing lab.
- Students requiring accommodation with a documented disability should contact the Dean of Student Affairs at (252) 862-1267 prior to testing.
- Upon completion of the 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

Placement Retesting Policy

Students are allowed to retake each tier only once. Students will not be allowed to retake the 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.

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 PO Box 1248, Ahoskie NC 27910.

For more information, 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).

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; 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) 9th or 10th 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 freshman 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 7th or 8th 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

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://www.dpi.nc.gov/documents/advancedlearning/cihs/ccp-dual-credit-allowances-version-9-august-2024/download?attachment

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, consisting of an admission 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

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 Dean of Student Affairs or the Executive Vice President of Academic & Student Affairs 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 months 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 Dean of Student Affairs, 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 2024-25 Academic Calendar, posted on the college's website.

Registration Sessions
Registration sessions are conducted each semester. Specific dates are stated in the Academic Calendar, posted in the catalog and online. During the designated days, students are encouraged to meet with their assigned faculty 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 ensure 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 course. A grade of "W" will be issued for courses dropped after the census date up 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 absences allowed. (See Attendance Policy) Drop/Add forms are available in the Student Affairs Department 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 student is a student enrolled in any given semester with twelve (12) or more semester hours of credit. A part-time student is a student enrolled with fewer than twelve (12) semester hours of credit. A freshman is a student who has completed less than half the required credit hours of an associate degree program and a sophomore is a student who has completed more than half the required credit hours of an associate degree program.

B. Part-time students may enroll for individual curriculum courses. Credit earned by such students may be applied to a degree, diploma or certificate depending upon the level of such work.

C. Special credit students who do not wish to apply for a degree, diploma, or certificate program may enroll for individual curriculum courses upon completion of an application for admission only. Special credit students who later wish to enroll in a program of study must complete all admission requirements and declare a program of study. Credit earned as a special credit student may be applied to program requirements, if appropriate.

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 12:00 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 Program Coordinator or Academic Dean 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 Watermark, which is submitted to the Advising Team. 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 include, 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 hours each week for 16 weeks in the semester. The total class meetings will be 16 x 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 syllabuses 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

An enrolled student 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.

a) The college shall provide the student with the opportunity to make up any test or other work missed during the excused absence.

b) 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.

c) The 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.

d) 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 students' 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 Dean of Student Affairs (or designee) within one week (5 working days) of the date of the attendance drop.

The Dean/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 withdrawals 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 EVP, Academic & Student Affairs 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 EVP, Academic & Student Affairs' Office. Students officially registered for courses may not withdraw merely by non-attendance. No drops will be approved two weeks before the end of the semester.

Auditing Courses

Individuals who wish to audit courses must submit a completed admission 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 wishing to receive credit for a course by taking a proficiency exam must get 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 Dean of Academic Affairs. 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 Dean, Academic Affairs 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 those in 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. Note: Financial aid will not pay for a course taken more than two times, regardless of the grade received. This also includes course withdrawals or drops.

Changes to Programs of Study
Students who decide to change their program 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 Admissions in Student Affairs 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 Admissions and processed by either the Registrar or Director of Admissions 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 Affairs when changes in name, address, email 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: Pre-curriculum level courses (transitional), 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 Probation

Students who fail to meet the minimum academic requirements will be placed on academic probation for the following semester. The Registrar will notify affected students of their probationary status in writing.

While on academic probation, students are required to consult with their academic advisor prior to registering for any future courses.

Academic Suspension

Students who do not reestablish the required academic average by the end of their probationary semester will be placed on **academic suspension**. The Registrar will notify students of their suspension status **in writing**.

If a student is on academic probation for two consecutive semesters, the student will be placed on academic suspension for the next semester and, prior to readmission, must meet with academic advisors and counselors. In lieu of academic suspension, the President may, at his/her discretion, institute other consequences that the President deems more appropriate for the specific situation.

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 provides 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 no later than the last day of classes of the next semester, excluding summer semester if necessary, 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.

Grade Appeal
A student can appeal for a final course grade when he/she believes his/her performance in a course has been incorrectly 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 whom 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 appropriate Academic Dean within 10 working days after satisfying Step 2. The Dean 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 on the solution of the grievance and forward a recommendation and findings to the Dean. The Dean 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 Dean 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 or his/her designee.

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 Dean, Academic Affairs. If changes are necessary and the instructor is no longer available, the decision to change a grade rest with the Dean, Academic Affairs. A grade will only be changed if an error is 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 catalog's provisions 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 changes their program is the catalog in effect at the time the change of program becomes effective.

Graduation

Upon the faculty's recommendation and the Board of Trustees' approval, 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.

Prospective graduates will receive notification regarding all pertinent information related to commencement. All students who are graduating from a diploma or degree program, or who intend to participate in the graduation ceremony—regardless of the type of award received—are required to pay a graduation fee of $50.00.

The graduation fee covers the cost of printing the official award, the diploma jacket, and other administrative expenses related to the graduation exercises.

Graduation attire and accessories (e.g., caps, gowns, tassels) are not included in the graduation fee and must be purchased separately through an approved external vendor.

Honor Graduates

There are two levels of academic distinction awarded to graduates: Top Honors and Honors.

Top Honors: Awarded to students who achieve an overall program GPA of 4.00 upon completion of a diploma or degree program.

Honors: Awarded to students with an overall program GPA ranging from 3.75 to 3.99 upon program completion.

To be eligible for either distinction, students must complete at least 25% of their coursework at R-CCC.

In addition, the graduating student selected to receive the State's Leadership Award will be invited to deliver the welcoming remarks during the graduation ceremony.

Attendance after Graduation

Students 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 have also adopted the CAA. Students who complete the Associate in Arts or Associate in Science degrees may be able to transfer with junior status.

Verification of Enrollment

Students 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 semester's census date.

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 too. "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/Fee	Amount	Comments
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	1st ID is Free

Tuition and Fees – Curriculum Students

Tuition Rates

At the publication of this catalog and effective July 1, 2025, 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, 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 they are covered before 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

Transcript requests are made via the College's website at https://www.roanokechowan.edu/office-of-the-registrar.

Official copy – These are ordered electronically only and will be sent directly to another college, employer, prospective employer, etc. The base fee for an official transcript is $5. Additional fees may apply.

Unofficial or student copy - may be printed at no charge

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.

Student ID Card Fees

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

Textbooks & Supplies

The cost of books and supplies depends upon the program 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 Affairs before any refund is 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 Affairs staff at 252-862-1200.

Bookstore Refund Policy

The College Bookstore is managed and operated by Follett Bookstores. Therefore, the College does not set 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 in the Jernigan Building, Room 102 (252-862-1233).

- *Student Payment Plan*
  For $30 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 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 for paying any discount fees 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 is not determined before the start of the semester, they will need to be prepared to pay for tuition, fees, and books out of pocket or 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.
- Next NC Scholarship) 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.
- 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 were 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 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 who have 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 transitional/developmental courses.

The maximum period 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 withdrawals 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. 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 to 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 in 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 over 400 colleges and universities providing voluntary postsecondary education to military members worldwide. 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 Affairs 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 Affairs. Each semester, the advisor helps plan the student's course schedule, keeps a record of progress, and is available for additional counseling.

Advisors make every effort to guide 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 to 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 objectives of the faculty advisor 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 help them with academic and personal matters. (Problems which the advisor feels unqualified to handle should be referred to the Behavioral Assessment Team)
3. To help the student plan an academic schedule to meet course prerequisites and curriculum requirements.
4. To assist the student in completing the program tracking sheet.
5. To maintain an academic progress file on each advisee. (This file should include grade reports, a graduation information sheet, and a program tracking sheet.)
6. To post office hours, showing when available for consultation with students.
7. 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 Affairs. Students who self-identify their disability and request accommodation must provide documentation from a qualified professional that supports the request for accommodation. 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 accommodation to be implemented by the College. Designated parking spaces for the disabled are located conveniently near each building.

For further information, contact the Dean of Student Affairs 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 non-traditional methods. These courses are taught by the 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 diverse 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.

Hyflex- College curriculum course containing a blend of both in-person and virtual course delivery options for synchronous and asynchronous learners.

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, or for some programs, not at all. Students who are new to R-CCC's Moodle online learning environment should 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. On-campus orientation sessions are also available at request 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 or request an orientation by emailing online@roanokechowan.edu.

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, blended, 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 and blended 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.

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

Online Degree Programs

Roanoke-Chowan Community College currently has several two-year Associates degrees that can be completed 100% online: Associate in Arts (AA), Associate in General Education (AGE), Associate in Science (AS), and Associate in Applied Science degree in Business Administration, Criminal Justice Technology, Medical Office Administration and Office Management.

These degrees consist of the first two years of a four-year college degree and are available 100% online.

Those who complete the AA or AS 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.

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 EVP for Academics and Student Affairs, 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. - 5:30 p.m. Monday through Thursday and 8:00 a.m. – 12:00 noon 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, or by chat at 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 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 within the first two

semesters of enrollment. 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) people 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 Recruitment and Student Life Coordinator. Such activities may include intramurals; club membership; sporting events; and educational, cultural, and social events. Any other type of curricular department social function 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 Recruitment and Student Life Coordinator at (252) 862-1231.

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 on 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 Recruitment and Student Life 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 Recruitment and Student Life Coordinator at (252) 862-1231.

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 Recruitment and Student Life Coordinator at (252) 862-1231.

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 Mr. John Cann at (252) 862-1200 ext 802.

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 offer 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 in Suite 113, on the first floor of the Student Center. For more information, call (252) 862-1303. Hours of Operation are Monday through Thursday from 8:00 a.m. –5:30 p.m. and Friday, 8:00 a.m. – 12:00 noon.

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 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 is responsible for filtering and limiting 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 to support groups outside the College when such use is not in keeping with the College's mission.
- Using personal web pages not focused on the College's mission.

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. Students 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 right 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 way conducive to the College's mission. 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 criminal proceedings and will not be challenged 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 must abide by local, state, and federal laws and 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 EVP, Academic & Student Affairs. Longer suspensions from a class or activity, or dismissal on disciplinary grounds, require action by the EVP, Academic & Student Affairs or his/her 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 line with the college's educational institution mission. 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 includes 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 Dean of Student Affairs.

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 Dean of Student Affairs.

Any member of the college community may refer a student, student group, or organization suspected of violating this Code to the Dean of Student Affairs. 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 Dean of Student Affairs 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 Dean of Student Affairs or may request a hearing before the Student Conduct and Appeals Committee.

Temporary Disciplinary Action

If the Dean of Student Affairs 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 Dean of Student Affairs may impose a disciplinary penalty, pending a hearing. The Dean of Student Affairs 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 Dean of Student Affairs 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 become 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 to 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 EVP, Academic & Student Affairs. 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 Dean of Student Affairs. 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 of 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 Dean of Student Affairs within 10 working days after satisfying Step 2. The Dean of Student Affairs 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 on the solution of the grievance and forward a recommendation and findings to the Dean of Student Affairs. The Dean of Student Affairs 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 Dean of Student Affairs 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 the 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 Affairs
3. Young Building -- Welding Classroom
4. Freeland Building -- Cosmetology & Nursing Departments
5. Freeman Building -- Barbering Classroom, Early College

AEDs are in the following locations:

1. Jernigan Building -- near Jernigan 113
2. Student Services Center -- 1st Floor, near Student Affairs
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 individually 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 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 are also 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

Student Affairs Discrimination and Harassment Procedure

The College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its education programs and activities based on sex.

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Under Title IX, discrimination on the basis of sex includes *quid pro quo* harassment; sexual harassment; and sexual assault, stalking, dating or domestic violence (collectively referred to as "sexual harassment"). The College's Title IX Coordinator has oversight responsibility for handling sexual harassment complaints and for identifying and addressing any patterns and/or systemic problems involving sexual discrimination or harassment.

All allegations involving sexual harassment should be directed to the College's Title IX Coordinator and addressed under these procedures. For other complaints of discrimination and harassment not related to sexual harassment, refer to Discrimination and Harassment Procedure 3.3.7.2/5.3.4.2.

I.   **DEFINITIONS**

The following definitions shall apply to this procedure. The definitions are not intended to operate as speech codes, promote content and viewpoint discrimination or suppress minority viewpoints in the academic setting. Indeed, just because a person's speech or expression is deemed offensive by others does not mean it constitutes discrimination or harassment.

A.   **Complainant** – an individual who is alleged to have been subjected to conduct that could constitute Sexual Harassment, as defined in these Procedures, and who was participating or attempting to participate in the College's education program or activity at the time of the alleged Sexual Harassment.

B.   **Confidential Employees** – 1) employees with confidentiality bestowed by law or professional ethics, such as lawyers, medical professionals, clergy, and mental health counselors; 2) employees whom the College has specifically designated as Confidential Employees for purposes of providing support and resources to a Complainant; and 3) employees conducting human subjects research as part of a study approved by the College's Institutional Review Board.

C.   **Consent** – knowing, voluntary, and clean permission by word or action to engage in sexual activity. Consent is evaluated from the perspective of what a reasonable person would conclude are mutually understandable words or actions. Reasonable reciprocation can establish consent. Consent to some sexual contact (such as kissing or fondling) cannot be assumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Consent has not been obtained in situations where the individual: i) is forced, coerced, pressured, manipulated or has reasonable fear that they will be injured if they do not submit to the act; ii) is incapable of giving consent or is prevented from resisting due to physical or mental incapacity (including being under the influence of drugs or alcohol); or iii) has a mental or physical disability which inhibits his/her ability to give consent to sexual activity.

D.   **Dating Violence** – violence on the basis of sex committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant. For purposes of this definition, Dating Violence includes but is not limited to sexual or physical abuse or the threat of such abuse.

E.   **Domestic Violence** – violence on the basis of sex committed by a current or former spouse or intimate partner of the Complainant; by a person with whom the Complainant shares a child in common; by a person with whom the Complainant cohabitates or has cohabitated as a spouse or intimate partner; by a person similarly situated to a spouse of the Complainant under the domestic violence laws of the State; or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic violence laws of the State.

F.   **Education Program or Activity** – for purposes of these Procedures, this means any locations, events, or circumstances in which the College exercises substantial control over both the Respondent(s) and the context in which the alleged sexual harassment occurs.

It also means any building owned or controlled by a student organization that is officially recognized by the College.

G. **Formal Complaint** – a verbal or written report alleging sexual harassment against a Respondent that objectively can be understood as a request for the College to investigate the allegation(s) and make a policy violation determination. A Formal Complaint initiates a formal grievance process in which parties are entitled to due process protections. A Formal Complaint is separate and distinct from a Report, which provides only notice to the College of an allegation or concern about sexual harassment and provides an opportunity for the Title IX Coordinator to provide information, resources, and supportive measures.

H. **Informal Resolution** – a resolution reached regarding an allegation of sexual harassment without going through the entire formal grievance process. Informal Resolution may include mediation, facilitated dialogue, conflict coaching, restorative justice, or other models of alternative dispute resolution. Informal Resolution cannot be used for a student's allegation of sexual harassment against a College employee.

I. **Report** – notice to the College of an allegation or concern about sexual harassment that provides an opportunity for the Title IX Coordinator to provide information, resources, and supportive measures. When the College receives a Report of alleged Sexual harassment, the College is deemed to have knowledge of conduct that reasonably may constitute sexual harassment.

J. **Respondent** – an individual who has been reported to engage in conduct that could constitute Sexual Harassment.

K. **Retaliation** – to intimidate, threaten, coerce, or discriminate against any person by the College, a student, employee, or a person authorized by the College to provide aid, benefit, or service under the College's education program or activity, for the purpose of interfering with any right or privilege secured by law or policy, or because the person has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these Procedures.

The exercise of rights protected by the First Amendment does not constitute retaliation. It is also not retaliation for the College to pursue Policy violations against those who make materially false statements in bad faith in the course of a resolution under these Procedures.

L. **Sexual Assault** – an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting system.

M. **Sexual Harassment** – a form of sex discrimination that means harassment on the basis of sex. Sexual Harassment includes hostile environment harassment; *quid pro quo* harassment; or any instance of sexual assault, dating violence, domestic violence, or stalking.

Hostile environment harassment is unwelcome sex-based conduct, which based on the

totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the College's education program or activity.

Hostile environment harassment is a fact-specific inquiry that includes consideration of the degree to which the conduct affected the Complainant's ability to access the College's education program or activity; the type, frequency, and duration of the conduct; the parties' ages, roles, previous interactions, and other factors that may be relevant; the location of the conduct and the context in which the conduct occurred; and any other sexual harassment in the College's education program or activity.

Quid pro quo harassment is when a College employee or agent who provides an aid, benefit, or service under the College's education program or activity and explicitly or impliedly conditions the provision of such aid, benefit, or service on a person's participation in unwelcome sexual conduct.

N. **Stalking** – engaging in a course of conduct on the basis of sex, directed at the Complainant, which would cause a reasonable person to fear for his/her safety or the safety of others or suffer substantial emotional distress.

For purposes of this definition, "course of conduct" means two or more acts, including but not limited to acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

O. **Standard of Evidence** – the College uses preponderance of the evidence as the standard for proof of whether a violation of this policy has occurred. In the student due process hearing and employee grievance process, legal terms like "guilt", "innocence" and "burden of proof" are not applicable. Student and employee due process hearings are conducted to take into account the totality of all evidence available from all relevant sources. The College will find the Respondent either "responsible" or "not responsible" for violating these Procedures.

P. **Supportive Measures** – individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party that are offered to restore or preserve educational access, protect safety, or deter sexual harassment. Examples of support measures are referral to counseling, medical, or other healthcare services; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; leaves of absences; increased security and monitoring of certain areas of the College; and other similar measures.

Q. **Title IX Coordinator** – for the purposes of these Procedures, the Title IX Coordinator refers to Danielle Ruffin, Dean of Student Affairs. The Title IX Coordinator's office is in the Student Services Building Room111F. The phone number is 252-862-1267 and the email is dpruffin4929@roanokechowan.edu.

II.   **SCOPE AND APPLICABILITY**

A. **These Procedures apply to the conduct of and protect:**

1. College students and applicants for admission into the College;
2. College employees and applicants for employment;
3. College student organizations; and
4. Third parties participating or attempting to participate in a College education program or activity.

B. **These Procedures apply to conduct that occurs in any College Education Program or Activity or under circumstances where the College has disciplinary authority and of which the College has knowledge.**

C. When a party is participating in a dual enrollment program, the College will coordinate with the party's school district to determine jurisdiction and coordinate providing supportive measures based on the allegations and identities of the parties.

III. **REPORTING**

A. **Reporting to Local Law Enforcement**

Individuals may report sexual harassment directly to local law enforcement agencies by dialing 911. Individuals who make a criminal allegation may also choose to pursue the College's grievance procedure simultaneously. A criminal investigation into the matter does not release the College from its obligation to conduct its own investigation (nor is a criminal investigation determinative of whether sexual harassment has occurred). However, the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence. In the event of such a delay, the College must make available supportive measures when necessary to protect the parties and/or the College community.

Individuals may choose not to report alleged sexual harassment to law enforcement authorities. The College respects and supports individuals' decisions regarding reporting; nevertheless, the College may notify appropriate law enforcement authorities if legally required or warranted by the nature of the allegations.

B. **Reporting to College Officials**

The College's Title IX Coordinator oversees compliance with these Procedures and Title IX regulations. Questions about these Procedures should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to sexual harassment may do so by reporting the concern to the College's Title IX Coordinator in person, by mail, by telephone, by email, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report of alleged sexual harassment.

C. **Employees' Mandatory Reporting**

All College employees, including student-employees, other than those deemed

Confidential Employees, are Mandated Reporters and are expected to promptly report all known details of actual or suspected sexual harassment to appropriate officials immediately. Failure of a Mandated Reporter to report an incident of sexual harassment of which they become aware is a violation of College Policy and may subject the employee to disciplinary action.

D.   Confidential Employees' Reporting

Confidential Employees designated by the College are not required to report actual or suspected sexual harassment. Confidential Employees must, however, provide a Complainant with the Title IX Coordinator's contact information and offer options and resources without any obligation to inform an outside agency unless otherwise required by law.

E.   External Contact Information

Concerns about the College's application of these Procedures and compliance with certain federal civil rights laws may be addressed to:

Office for Civil Rights (OCR) U.S.
Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Email: OCR@ed.gov
Phone: (202) 453-6012

Equal Employment Opportunity Commission (EEOC)
131 M Street, NE Washington,
D.C. 20507
Email: info@eeoc.gov
Phone: 1-800-669-4000

IV.   GRIEVANCE PROCEDURES A.

Scope

1.   Use of these grievance procedures applies to reports alleging sexual harassment carried out by employees, students, or third parties.

2.   All reports of sexual harassment are taken seriously. At the same time, those accused of sexual harassment are presumed "not responsible" throughout this grievance procedure.

B.   Initial College Response and Assessment

1.   After receiving a report of sexual harassment, the Title IX Coordinator takes prompt and appropriate steps to:

    a. Communicate with the individual who reported the alleged conduct;

    b. Offer and implement supportive measures to eliminate and prevent the recurrence of sex harassment, deter retaliation, remedy the effects of sex harassment, and provide due process rights during a College investigation;

    c. Provide the individual with a copy of this Policy and Procedure; and

    d. Determine whether the alleged conduct, as described by the reporting party, falls within the scope of this policy and if so, initiate the investigation and resolution procedures outlined below.

    e. The Title IX Coordinator may delegate the authority to take some or all of these steps to a Deputy Title IX Coordinator.

2.   Supportive Measures

    a. Any Party may seek modification or reversal of the College's decision to provide, deny, modify, or terminate supportive measures applicable to the Party. A request to do so should be made in writing to the Title IX Coordinator.

    b. An impartial employee who has authority to modify or reverse the decision will determine whether to provide, deny, modify, or terminate the supportive measures if they are inconsistent with the definition of supportive measures as defined in this Procedure.

    c. The College will also provide the Parties with the opportunity to seek additional modification or termination of supportive measures applicable to them if circumstances materially change.

3.   There is no time limitation on providing a Formal Complaint to the Title IX Coordinator. However, if the Respondent is no longer subject to the College's jurisdiction and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be more limited or impossible.

4.   False Allegations and Evidence

    a. Deliberately false and/or malicious accusations under this Policy or Procedure are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a determination of a Policy violation.

    b. Witnesses and Parties who knowingly provide false evidence, tamper with or destroy evidence, or deliberately mislead an official conducting an investigation or resolution process can be subject to discipline under

appropriate College policies, procedures, and rules.

5.   Emergency Removals/Administrative Leave

    a. The College may remove a student Respondent, upon receipt of a report, Formal Complaint, or at any time during the grievance process, on an emergency basis when the College performs an individualized safety and risk analysis and determines that an imminent and serious threat to the health or safety of any student or other individual justifies removal.

        i.   The risk analysis is performed by the behavior assessment team must recommend to the appropriate College official to implement or stay an emergency removal of a student and the conditions and duration of such emergency removal.

        ii.   In all cases in which an emergency removal is imposed, the student shall be given notice and an opportunity to challenge the removal decision immediately following the removal by submitting a written appeal to the President.

        iii.   Violation of an emergency removal under this Procedure is grounds for independent disciplinary action, up to and including suspension or expulsion.

    b. The College may place an employee on suspension with pay upon receipt of a report, Formal Complaint, or at any time during the grievance process. An employee does not have a right to appeal a determination to place the employee on suspension with pay pending the conclusion of the Title IX grievance procedure. Violation of the terms of the suspension is grounds for independent disciplinary action, up to and including dismissal.

6.   The Title IX Coordinator may administratively close a Formal Complaint of sexual harassment at any time if:

    a. The Complainant voluntarily withdraws any or all of the allegations in the Complaint and the Title IX Coordinator declines to initiate a Complaint;

    b. The Respondent is no longer enrolled or employed by the College;

    c. The College is unable to identify the Respondent after taking reasonable steps to do so; or

    d. The College determines the conduct alleged in the Complaint would not constitute a violation of this Policy and Procedure, even if proven.

       The Title IX Coordinator will notify the parties if a Formal Complaint of sexual harassment is closed under this section, including the reason(s) for closure, and direct the parties to the appropriate College office or department to resolve the report or complaint. All parties may appeal

against the Title IX Coordinator's dismissal of a Formal Complaint under this section by using the appeal procedures in Section VI, below.

7. Confidentiality/Privacy

    a. The College makes every effort to preserve the Parties' privacy. The College will not share the identity of any individual who has made a report of sexual harassment, any Complainant, any individual who has been reported to be the perpetrator of sexual harassment, any Respondent, or any witness, except as permitted or required by or to fulfill the purposes of applicable laws and regulations.

    b. Parties and Advisors are prohibited from unauthorized disclosure of information obtained by the College through these Procedures to the extent that information is the work product of the College, meaning it has been produced, compiled, or written by the College for purposes of its investigation and resolution of a Formal Complaint. It is also a violation of these Procedures to publicly disclose institutional work product that contains a Party or witness's personally identifiable information without authorization or consent.

8. Regardless of when alleged sexual harassment is reported, a Complainant must be participating in or attempting to participate in the College's education program or activity for a Formal Complaint to be investigated.

9. Consolidation

    The College may consolidate complaints of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against another party, when the allegations of sexual harassment arise out of the same facts or circumstances.

C. Informal Resolution

1. Any party may request the College facilitate an informal resolution to a sexual harassment complaint at any time prior to a final determination. The Title IX Coordinator may offer the parties the opportunity for informal resolution, too.

    a. Upon a request for informal resolution, the Title IX Coordinator determines whether informal resolution is appropriate based on the facts and circumstances of the case. The Title IX Coordinator ensures that any proposed informal resolution is consistent with the College's obligations to prevent and redress sexual harassment.

    b. A student's allegations of sexual harassment against a College employee are not eligible for informal resolution.

    c. The Title IX Coordinator provides the parties with written notice of proceeding with an informal resolution, including the allegations of sexual harassment, the requirements of the informal resolution process, the potential terms that may be requested or offered in informal resolution,

and what information the College will maintain, including any potential disclosures of information.

    d. The Title IX Coordinator also designates an independent, neutral person to facilitate the informal resolution, which could be the Title IX Coordinator.

2.   Informal resolution is voluntary.

    a. The Complainant and Respondent must provide written consent for informal resolution to take place.

    b. Any party has a right to end the informal resolution process at any time prior to agreeing to a resolution and begin or continue the formal investigation and grievance process.

3.   Informal resolution concludes the matter only when all parties have signed a written agreement that confirms resolution of the allegations.

    a. The resolution agreement must include a waiver of the parties' right to have a formal grievance process on the allegations that have been informally resolved.

    b. Parties are prohibited from revoking or appealing a resolution agreement. Should the Respondent violate the terms of an informal resolution agreement, such violation will subject the Respondent to an investigation and the formal grievance process contained in this procedure.

4.   If a resolution agreement is not reached, the College will continue with a formal investigation.

D.   Investigations

1.   The goal of a formal investigation is to reach a determination as to whether a Respondent has violated one or more College policies prohibiting sexual harassment and if so, remedy the effects of a violation.

    a. The Title IX Coordinator may include possible violations of other College policies that contributed to, arose from, or are otherwise related to alleged violations of this Policy and Procedure in the scope of an investigation.

    b. The Title IX Coordinator gives written notice to the Complainant and Respondent of the investigation, providing sufficient details to allow the parties to respond and prepare for initial interviews, including the identity of the parties involved (if known), the conduct alleged to be sexual harassment, the date and location of alleged incidents (if known), the specific policies implicated, a statement that the Respondent is presumed not responsible and a determination of responsibility is made at the conclusion of the process, information regarding the parties' right to an

advisor and the right to review relevant evidence, a statement that retaliation is prohibited, information about the confidentiality of the process, and notice that the College prohibits knowingly making false statements or submitting false information during the grievance process.

    c. The Title IX Coordinator designates an investigator to investigate the allegations of sexual harassment. The Title IX Coordinator may serve as the investigator if the Title IX Coordinator is not serving in another role throughout the grievance process.

    d. The investigator is also the decision-maker as to whether a Respondent has violated one or more College policies prohibiting sexual harassment, unless otherwise determined by the Title IX Coordinator.

2. Parties to an investigation can expect a prompt, thorough, and equitable investigation of complaints, including the opportunity for parties to ask questions, present witnesses and provide information regarding the allegations.

3. Parties and witnesses should cooperate in the investigation process to the extent required by law and this policy. If a party or witness chooses not to participate or becomes unresponsive, the College reserves the right to continue its grievance process without their participation to ensure a prompt resolution.

4. The standard of proof used in investigations is preponderance of the evidence. It is the College's responsibility to establish the standard of proof and gather evidence during investigations.

5. The College aims to bring all investigations to a resolution within thirty (30) days from the date the Title IX Coordinator determines an investigation will commence.

    a. Extensions of timeframe for good cause are allowed, so long as written notice and the reason for the delay is provided to the parties. Good cause includes:

        i.   The complexity and/or number of the allegations;

        ii.   The severity and extent of the alleged misconduct;

        iii.   The number of parties, witnesses, and other types of evidence involved;

        iv.   The availability of the parties, witnesses, and evidence;

        v.   A request by a party to delay an investigation;

        vi.   The effect of a concurrent criminal investigation or proceeding;

        vii.   Intervening holidays, College breaks, or other closures;

        viii.   Good faith efforts to reach a resolution; or ix.
                    Other unforeseen circumstances.

b. Investigations typically include interviews with the Complainant, the Respondent, and any witnesses, and the objective evaluation of any physical, documentary, or other evidence as appropriate and available. The College will give the Complainant and the Respondent written notice of any interview, meeting, or hearing at which a party is invited or expected to participate. This written notice may be via e-mail.

c. The Title IX Coordinator will inform the Complainant and Respondent at regular intervals of the status of its investigation.

d. The Parties have an equal opportunity to present witnesses and other evidence tending to prove or disprove the allegations.

6. Interviews conducted as part of an investigation under this Procedure may be recorded by the College. Recordings not authorized by the College are prohibited.

7. The Complainant and Respondent have the right to be accompanied by an advisor of their choosing during all stages of an investigation.

a. A party may elect to change advisors during the process.

b. All advisors are subject to the same rules:

    i.   During the investigation, the advisor's role is limited to providing advice, guidance, and support to the Complainant or Respondent. An advisor is not permitted to act as a participant or advocate during the investigative process.

    ii.   Advisors are expected to maintain the privacy of the records shared with them.

    iii. Advisors are expected to refrain from interfering with investigations.

    iv. Any advisor who oversteps their role or interferes during an investigation process will be warned once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave. The Title IX Coordinator determines whether the advisor may return or should be replaced by a different advisor.

8. Prior to finalizing a report, the investigator provides all parties an equal

opportunity to review any relevant evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint.

a. The Complainant and Respondent may submit a written response to the evidence, including any questions a party wants asked of another party or witness, within three (3) business days after receipt of the evidence.

    i.   Responses must be submitted to the investigator via email, mail, or hand delivery by 5:00 p.m. eastern standard time on the date responses are due.

    ii.   Responses may not exceed 10 double-spaced pages on

        8.5x11 paper with one-inch margins and 12-point font.

b. The investigator considers any responses received from the parties and conducts any further investigation necessary or appropriate.

9. Following an investigation, the investigator submits an investigative report and written determination to the parties that fairly summarizes relevant evidence. The report and determination includes a summary of the allegations; a summary of the response; a summary of the investigative steps taken to verify the allegations and response; a summary of the evidence relevant to a determination of responsibility; a determination on the question of responsibility, including rationale for the result and any discipline sanction that the College is permitted to share pursuant to State or federal law; and the procedures and permissible bases for the parties to appeal.

10. In cases where the Respondent is a student, after the investigative report and written determination has been sent to the parties, all parties shall have three (3) business days to request a hearing. If either party requests a hearing, the hearing procedures described in College Procedure 5.3.2.2, *Discipline and Appeal for Non-Academic Violations* shall be followed, except that 1) all parties shall have the right to participate in the hearing to the extent required by Title IX; and 2) a single hearing officer will be utilized in lieu of a committee.

E. The following sanctions may be imposed for those who have violated these

Procedures:
1. Students
    a. Verbal or Written Warning
    b. Restrictions
    c. Probation
    d. Administrative withdrawal from a course without refund
    e. Required Counseling
    f. No Contact Directive
    g. Suspension

        h.   Expulsion

        i.   Other consequences deemed appropriate to the specific violation

2.   Employees

        a.   Verbal or Written Warning

        b.   Performance Improvement Plan

        c.   Required Counseling

        d.   Required Training or Education

        e.   Transfer or reassignment

        f.   Demotion

        g.   Suspension with or without Pay

        h.   Dismissal

        i.   Other consequences or conditions of employment deemed appropriate to the specific violation

If the investigator or hearing officer finds student expulsion or employee suspension, demotion or dismissal is an appropriate sanction for a Respondent, but the investigator does not have authority to authorize such sanction, the investigator or hearing officer will make a recommendation of the sanction to the appropriate College official after the time for appeal has expired. If the investigator or hearing officer recommends the Respondent be expelled, suspended, demoted, or dismissed, during the time in which either party has to appeal, the Respondent shall remain in their current status (allowed on campus, on emergency removal, or on paid administrative leave) unless otherwise determined by the appropriate College official.

V. APPEALS

After the investigator submits their investigative report and written determination 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 would change the outcome;

B.   New evidence that was not reasonably available at the time of the decision that would change the outcome; and/or

C.   The Title IX Coordinator, investigator, or decision-maker had a bias or conflict of interest for or against complainants or respondents generally or the individual Complainant or Respondent that would change the outcome.

Parties must submit any appeal, specifying at least one of the grounds above, to the President of the College by 5:00 p.m. eastern standard time via email or mail, within three (3) business days of receiving the written determination of responsibility. Appeals may not exceed ten (10) double-spaced pages on 8.5x11 paper with one-inch margins and 12-point font.

The College notifies all parties when an appeal is filed and provides all parties with 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 by 5:00 p.m. eastern standard time via email or mail, within three (3) business days of receiving a copy of an appeal.

Within ten (10) days of receiving an appeal, the President shall conduct a review of the record, including the appeal(s) received, any written statements supporting or challenging the outcome, the investigation report and written determination, and any accompanying evidence prior to issuing a written decision to the Complainant and Respondent that describes the result of the appeal and the rationale for the result. If the appeal does not provide information that meets the grounds for appeal, the President will deny the appeal.

The President's written decision is final.

VI.   PROTECTION AGAINST RETALIATION

The College will not in any way retaliate against an individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these Procedures.

Retaliation is a violation of College policy regardless of whether the underlying allegations are ultimately found to have merit. Reports of retaliation are treated separately from reports or complaints of sexual harassment.

VII.   LIMITED IMMUNITY

The College community encourages the reporting of misconduct and crimes. Sometimes, complainants or witnesses are hesitant to report to College officials or participate in resolution processes because they fear they themselves may be accused of various policy violations. It is in the best interest of this College that as many complainants as possible choose to report to College officials and that witnesses come forward to share what they know. To encourage reporting, the College offers sexual harassment complainants and witnesses amnesty from minor policy violations.

VIII. SUSPENDING PROCEDURES

In cases of emergency or serious misconduct, the College reserves the right to suspend this process and may enact appropriate action for the welfare and safety of the College community.

IX.   STUDENT AND EMPLOYEE EDUCATION AND ANNUAL TRAINING

All College employees shall receive annual trainings on the following topics:

A.   The College's obligation to address sex discrimination in its education programs or activities;

B.   The scope of conduct that constitutes sex discrimination under Title IX, including the definition of "sex-based harassment"; and

C.   All applicable notification and information requirements.

In addition to the training that all College employees must receive, the Title IX Coordinator, investigators/decision-makers, those hearing appeals, and those involved in any informal resolution process shall receive annual trainings on the following topics:

A.   These grievance procedures;

B.   How to serve impartially, including avoiding prejudgment of facts at issue, conflicts of interest, and bias;

C.   Issues of relevance of questions and evidence; and

D.   The types of evidence that are impermissible regardless of relevance.

E.   In addition, for Title IX Coordinators: training on specific Title IX Coordinator responsibilities, the College's recordkeeping system, and Title IX recordkeeping requirements.

Each year, all students and employees will receive an electronic copy of these Procedures sent to their College email address of record. These Procedures will be maintained online in the College's website and a hard copy will be kept on file (in English and Spanish) in the Title IX Coordinator's office. Other translations will be made available upon request.

X.   RECORDKEEPING

The College maintains all records of Title IX grievance proceedings and all materials used to train Title IX personnel for seven years.

Adopted: 7.31.24

Legal Reference: Title IX of the Education Amendments Act of 1972, as amended, 20 U.S.C. 1681 *et seq.* and its implementing regulations; Office for Civil Right s, Q&A on the Title IX Regulations on Sexual Harassment (July 2021) ; Office for Civil Rights, Dear Educator Letter on Title IX and Sexual Misconduct (June 23, 2021)

Cross Reference: 3.3.7.1

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 Dean of Student Affairs 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 Affairs, even if the accident is perceived to be a 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 Affairs; 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 Dean of Student Affairs 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 Affairs. 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 a student's location concerning an emergency, they will normally be referred to the Dean of Student Affairs to determine 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 Affairs. 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 Affairs.

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 always be legible.

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 Affairs, 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 permitted 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 after the notice's posting, the vehicle will be towed according to 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 for 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 in the Student Services Center so that information and directions can be given to make the visit beneficial. The College does not encourage non-official visits. Individuals loitering or not registered at the receptionist desk will be asked to leave 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 participants' needs. 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 Assistant Registrar at (252) 862-1278.

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 252-862-1278.

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 include 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 the 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 252-862-1278.

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 business and industry needs and 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 Assistant Registrar at (252) 862-1278.

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)

The 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 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 finance, 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 can learn 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 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 can 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 during 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/ Director at (252) 862-1254 or (252) 862-1300.
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 Affairs 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) 862-1254 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 252-862-1278.

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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 and	3	0	0	3
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. Courses should preferably be taken the first semester, but no later than the second semester.

		Class	Lab	Clin	Cred
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

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)

		Class	Lab	Clin	Cred
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:

		Class	Lab	Clin	Cred
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:

		Class	Lab	Clin	Cred
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):

		Class	Lab	Clin	Cred
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
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   3
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 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 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.

	Class	Lab	Clinic	Credit
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 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 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

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 1
          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 3
CHM 132 Organic and Biochemistry   3 3 0 4
CIS 110 Introduction to Computers   2 2 0 3
CIS 115 Intro to Prog & Logic   2 3 0 3
ENG 114 Prof Research & Reporting   3 0 0 3
ENG 232 American Literature II   3 0 0 3
HIS 121 Western Civilization I   3 0 0 3
HIS 122 Western Civilization II   3 0 0 3
HUM 115   Critical Thinking   3 0 0 3
HUM 120 Cultural Studies   3 0 0 3
MAT 263 Brief Calculus   3 0 0 3
PSY 241 Developmental Psych   3 0 0 3
PSY 281 Abnormal Psychology   3 0 0 3
REL 212 Intro to New Testament   3 0 0 3
SOC 213   Sociology of the Family   3 0 0 3
SPA 111 Elementary Spanish I   3 0 0 3
SPA- 112 Elementary Spanish II   3 0 0 3

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)**

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	3
ENG	112	Writing/Res in the Disc	3	0	0	3
		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	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	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		2
EDU	216	Foundations of Education	3	0	0	3
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 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. Courses 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

COMPREHENSIVE ARTICULATION AGREEMENT

Transfer Course List
*UGETC - Indicates a Universal General Education Transfer Component Course

Community College Course		Transfer Designation
ACA 122	College Transfer Success	AA/AS Required Course
ACC 120	Prin of Financial Accounting	Pre-Major/Elective
ACC 121	Prin of Managerial Accounting	Pre-Major/Elective
ART 111	**Art Appreciation**	**UGETC: Humanities/Fine Arts – AA/AS**
ART 113	Art Methods and Materials	Pre-Major/Elective
ART 114	**Art History Survey I**	**UGETC: Humanities/Fine Arts – AA/AS**
ART 115	**Art History Survey II**	**UGETC: Humanities/Fine Arts – AA/AS**
ART 121	Two-Dimensional Design	Pre-Major/Elective
ART 122	Three-Dimensional Design	Pre-Major/Elective
ART 131	Drawing I	Pre-Major/Elective
ART 132	Drawing II	Pre-Major/Elective
ART 283	Ceramics I	Pre-Major/Elective
ART 284	Ceramics II	Pre-Major/Elective
BIO 111	**General Biology I**	**UGETC: Natural Sciences – AA/AS**
BIO 112	**General Biology II**	**UGETC: Natural Sciences – AS**
BIO 168	Anatomy and Physiology I	Pre-Major/Elective
BIO 169	Anatomy and Physiology II	Pre-Major/Elective
BIO 275	Microbiology	Pre-Major/Elective
BUS 110	Introduction to Business	Pre-Major/Elective
BUS 115	Business Law I	Pre-Major/Elective
BUS 137	Principles of Management	Pre-Major/Elective
CHM 131	Introduction to Chemistry	GEN ED: Natural Science
CHM 131A	Introduction to Chemistry Lab	GEN ED: Natural Science
CHM 132	Organic and Biochemistry	GEN ED: Natural Science
CHM 151	**General Chemistry I**	**UGETC: Natural Sciences – AA/AS**
CHM 152	**General Chemistry II**	**UGETC: Natural Sciences – AS**
CIS 110	Intro to Computers	GEN ED: Mathematics
CIS 115	Intro to Prog & Logic	GEN ED: Mathematics
CJC 111	Intro to Criminal Justice	Pre-Major/Elective
CJC 113	Juvenile Justice	Pre-Major/Elective
CJC 121	Law Enforcement Operations	Pre-Major/Elective
CJC 141	Corrections	Pre-Major/Elective
CJC 212	Ethics & Community Relations	Pre-Major/Elective
COM 231	**Public Speaking**	**UGETC: Communications – AA/AS**
CTS 115	Info Sys Business Concept	Pre-Major/Elective
DRA-111	**Theatre Appreciation**	**UGETC: Humanities/Fine Arts**
DRA-112	Literature of the Theatre	GEN ED: Humanities/Fine Arts
ECO 251	**Prin of Microeconomics**	**UGETC: Social/Behavioral Sci. – AA/AS**
ECO 252	**Prin of Macroeconomics**	**UGETC: Social/Behavioral Sci. – AA/AS**
EDU 131	Child, Family, and Community	Pre-Major/Elective
EDU 144	Child Development I	Pre-Major/Elective
EDU 145	Child Development II	Pre-Major/Elective

EDU 216	Foundations of Education	Pre-Major/Elective
EDU 221	Children with Exceptionalities	Pre-Major/Elective
ENG 111	**Writing & Inquiry**	**UGETC: English Comp - AA & AS**
ENG 112	**Writing/Research in the Disciplines**	**UGETC: English Comp - AA & AS**
ENG 114	Prof Research and Reporting	GEN ED: English Composition
ENG 232	**American Literature II**	**UGETC: Humanities/Fine Arts – AA/AS**
HEA 110	Personal Health/Wellness	Pre-Major/Elective
HIS 111	**World Civilizations I**	**UGETC: Social/Behavioral Sci.– AA/AS**
HIS 112	**World Civilizations II**	**UGETC: Social/Behavioral Sci.– AA/AS**
HIS 131	**American History I**	**UGETC: Social/Behavioral Sci.– AA/AS**
HIS 132	**American History II**	**UGETC: Social/Behavioral Sci.– AA/AS**
HIS 221	African-American History	Pre-Major/Elective
HSE 110	Introduction to Human Services	Pre-Major/Elective
HUM 115	Critical Thinking	GEN ED: Humanities/Fine Arts
HUM 120	Cultural Studies	GEN ED: Humanities/Fine Arts
MAT 143	**Quantitative Literacy**	**UGETC: Math – AA**
MAT 152	**Statistical Methods I**	**UGETC: Math – AA**
MAT 171	**Precalculus Algebra**	**UGETC: Math – AA/AS**
MAT 172	**Precalculus Trigonometry**	**UGETC: Math– AS**
MAT 263	**Brief Calculus**	**UGETC: Math– AS**
MAT 271	**Calculus I**	**UGETC: Math– AS**
MAT 272	**Calculus II**	**UGETC: Math– AS**
MUS 110	**Music Appreciation**	**UGETC: Humanities/Fine Arts – AA/AS**
MUS 112	**Introduction to Jazz**	**UGETC: Humanities/Fine Arts – AA/AS**
PED	All one-hour PED activity courses	Pre-Major/Elective
PED 110	Fit and Well for Life	Pre-Major/Elective
PSY 150	**General Psychology**	**UGETC: Social/Behavioral Sci.– AA/AS**
PSY 241	Developmental Psychology	GEN ED: Social/Behavioral Science
PSY 281	Abnormal Psychology	GEN ED: Social/Behavioral Science
SOC 210	**Introduction to Sociology**	**UGETC: Social/Behavioral Sci.– AA/AS**
SOC 213	Sociology of the Family	GEN ED: Social/Behavioral Science
SOC 220	Social Problems	GEN ED: Social/Behavioral Science
SPA 111	Elementary Spanish I	GEN ED: Humanities/Fine Arts
SPA 112	Elementary Spanish II	GEN ED: Humanities/Fine Arts

Course descriptions and requirements are available at http://www.nccommunitycolleges.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 2024

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 Maintenance HVACR	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		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 "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. Applicants 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

Point System A = 4, B = 3, C = 2

a. Completed Coursework   (8 points)

b. Grade-Point Average*   (10 points)
GPA ≥ 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.

Classes (Credits)	Grade	Points
BIO 168 (4)		
BIO 169 (4)		

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 Affairs 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 1st Year	Spring 1st Year
• BIO 168 Anatomy & Physiology I*	• BIO 169 Anatomy & Physiology II*
• PSY 150 General Psychology	• PSY 241 Developmental Psychology
• ENG 111 Writing & Inquiry*	
• ACA 122 College Transfer Success	

Fall 2nd Year	Spring 2nd Year
• CIS 110 Introduction to Computers	• 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 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 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 checkoffs 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.

Term 1		Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
{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 (Summer)				
Hum/Fine Arts	3	0	0	3
Term 4				
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 Experience	3	0	0	3
BUS 139 Entrepreneurship	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 5				
BUS 151 People Skills	3	0	0	3
BUS 225 Business Finance	2	2	0	3

	Class	Lab	Clinic	Credit
BUS 260 Business Communication	3	0	0	3
Elective	3	0	0	3
{PSY 150 General Psychology	3	0	0	3
or				
SOC 210 Introduction to Sociology	3	0	0	3}
Physical Education Elective	1	2	0	1
Semester Total				16-17

Total Semester Credit Hours in Program   68-69

Major Electives

	Class	Lab	Clinic	Credit
BUS 116 Business Law II	3	0	0	3
BUS 121 Business Math	3	2	0	3
BUS 230 Small Business Mgmt	3	3	0	0
BUS 245 Entrepreneurship II	3	0	0	3
DBA 110 Database Concepts	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

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 Prin of Microeconomics	3	0	0	3
or				
ECO 252 Prin 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)

	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

	Class	Lab	Clinic	Credit
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 Mngmt	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 the required transitional math and English 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 Oper	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 Rel	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 Corr	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 Oper	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/Res in the Disc	3	0	0	3
	Semester Total				15

Term 3

CJC 112	Criminology	3	0	0	3
CJC 212	Ethics & Community Rel	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

Criminal Justice Technology - 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	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

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	1
Or				
ACA 122 College Transfer Success	0	2	0	1}
BIO 168 Anatomy & Physiology I	3	3	0	4
CIS 110 Introduction to Computers	2	2	0	3
ENG 111 Writing and Inquiry	3	0	0	3
MAT 110 Math Measurement & Literacy	2	2	0	3
MED 121 Medical Terminology I	3	0	0	3
Semester Total				17

Term 2

		Class	Lab	Clinic	Credit
BIO 169	Anatomy & Physiology II	2	2	0	4
EMS 110	EMT	6	6	3	9
EMS 122	EMS Clinical Practicum I	0	0	3	1
ENG 112	Writing/Research in the Disc	3	0	0	3
{HUM 115	Critical Thinking	3	0	0	3
	or				
HUM 120	Cultural Studies	3	0	0	3}
{PSY 150	General Psychology	3	0	0	3
	or				
SOC 210	Introduction to Sociology	3	0	0	3}
	Semester Total				23

Term 3

EMS 130	Pharmacology	3	3	0	4
EMS 131	Advanced Airway Mgmt.	1	2	0	2
EMS 160	Cardiology I	2	3	0	3
EMS 240	Patients w/Spec Chall	1	2	0	2
EMS 250	Medical Emergencies	3	3	0	4
EMS 270	Life Span Emergencies	3	3	0	4
	Semester Total				19

Term 4

EMS 220	Cardiology II	2	3	0	3
EMS 221	EMS Clinical Practicum II	0	0	6	2
EMS 231	EMS Clinical Practicum III	0	0	9	3
EMS 241	EMS Clinical Practicum IV	0	0	12	4
EMS 260	Trauma Emergencies	1	3	0	2
EMS 285	EMS Capstone	1	3	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	1
	or				
ACA 122	College Transfer Success	0	2	0	1}
BIO 168	Anatomy & Physiology I	3	3	0	4
EMS 125	EMS instructor Methodology	2	2	0	3
EMS 280	EMS Bridging Course	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
{HUM 115	Critical Thinking	3	0	0	3
	or				

HUM 120	Cultural Studies	3	0	0	3}
	Semester Total				17

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 & Lit	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   73

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),

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.

The Social and Human Services (A45380)

Curriculum Description

The Social and Human Services curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and behavioral health services. Along with core courses, students take courses which prepare them for specialization in specific human service areas. Coursework includes the development of professional knowledge, skills, and values in human services. Opportunities for experiential learning allow students to apply knowledge and skills learned in the classroom. Graduates should qualify for positions in government, private, and nonprofit social and human services agencies. Graduates may choose to transfer and continue their education at a variety of colleges and universities.

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	Class	Lab	Clinic	Credit
Fall Semester I				
{ACA 111 College Student Success	1	0	0	1
or				
ACA 122 College Transfer Success	0	2	0	1}
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
SAB 110 Intro to Substance Abuse	3	0	0	3
SWK 110 Introduction to Social Work	3	0	0	3
Semester Total				16
Spring Semester I				
ENG 112 Writing/Research in the Disc	3	0	0	3
HSE 212 Group Dynamics	3	0	0	3
HSE 123 Interviewing Techniques For Human Srvcs	2	2	0	3
SAB 120 Intake & Assessment	3	0	0	3
SWK 113 Cultural Comp & Diversity	3	0	0	3
SWK 115 Community Resources	3	0	0	3
Semester Total				18
Fall Semester II				
BIO 111 General Biology I	3	3	0	4
HSE 210 Diversity Ethics and Trends	3	0	0	3
HSE 220 Case Management	3	0	0	3
SAB 135 Addictive Process	3	0	0	3
SWK 220 Ethical Considerations in Social Work	3	0	0	3
Semester Total				16
Spring Semester II				
CIS 110 Introduction to Computers	2	2	0	3
HSE 225 Crisis and Intervention Prin	3	0	0	3
HSE 223 Counseling Theories & Skills	3	0	0	3
Humanities/Fine Arts Elective	3	0	0	3
Physical Education Elective	0	2	0	1
SAB 210 Addiction & Recovery Couns	3	0	0	3
Semester Total				16

Total Semester Credit Hours in Program   67

Social and Human Services with Social Services Certificate (C4538D)

Term 1

	Class	Lab	Clinic	Credit
HSE 110 Intro to Human Services	2	2	0	3
HSE 123 Interviewing Techniques For Human Srvcs	2	2	0	3
HSE 225 Crisis and Intervention Prin	3	0	0	3
Semester Total				9

Term 2

	Class	Lab	Clinic	Credit
SWK110 Introduction to Social Work	3	0	0	3
SWK 113 Cultural Comp & Diversity	3	0	0	3
SWK 115 Community Resources	3	0	0	3
Semester Total				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

	Class	Lab	Clinic	Credit
ACA 122 College Transfer Success	2	0	0	1
CIS 110 Introduction to Computers	2	2	0	3
CTI 110 IT Foundations	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

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
CIS 119 Survey of Artificial Intel	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 115 Security Implementation	2	3	0	3
Semester Total				15

Term 4

	Class	Lab	Clinic	Credit
CIS 115 Intro to Prog & Logic	2	3	0	3
COM 231 Public Speaking	3	0	0	3
CTS 220 Adv Hardware/Software Supp	2	3	0	3
CTS 250 User Support & Software Eval	2	2	0	3
CTS 288 Professional Practices in IT	2	2	0	3
WBL 111 Work-Based Learning I	0	0	10	1
Semester Total				16

Total Semester Credit Hours in Program 69

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

		Class	Lab	Clinic	Credit
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
WBL111	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.

Term 1

		Class	Lab	Clinic	Credit
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 134	Text Entry & Formatting	2	0	2	2
	Humanities/Fine Arts Elective	3	0	0	3
	Semester Total				18

Term 2

		Class	Lab	Clinic	Credit
	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
	Physical Education Elective	1	0	0	1
	Semester Total				19

Term 3

		Class	Lab	Clinic	Credit
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 161	Medical Office Procedures	2	0	0	3
{WBL 111	Work-Based Learning	0	0	10	1
or					
WBL110	World of Work	1	0	0	1}
	Semester Total				19

Term 4

		Class	Lab	Clinic	Credit
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 263	Healthcare Cust Relations	3	0	0	3
OST 243	Medical Office Simulation	2	2	0	3
OST 289	Office Admin. Capstone	2	2	0	3
	Semester Total				18

Total Semester Credit Hours in Program   71

Major Program Electives

		Class	Lab	Clinic	Credit
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)

Term 1

		Class	Lab	Clinic	Credit
BUS 110	Introduction to Business	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
OST 148	Medical Insurance and Billing	3	0	0	3

	Class	Lab	Clinic	Credit
OST 149 Medical Legal Issues	3	0	0	3
OST 164 Office Editing	3	0	0	3
Semester Total				17

Term 2

	Class	Lab	Clinic	Credit
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 136 Word Processing	2	2	0	3
OST 243 Medical Simulation	2	2	0	3
OST 289 Administrative Office Mgt	2	2	0	3
ENG 111 Expository Writing	3	0	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 134 Text Entry & Formatting	2	2	0	3
OST 149 Medical Legal Issues	3	0	0	3
Semester Total				9

	Class	Lab	Clinic	Credit
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   18

Office Management - (A25370)

Curriculum Description

The Office Management curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software. Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, records management, and other topics depending on the subject area selected within this curriculum. Graduates should qualify for employment opportunities in a variety of office positions in business, government, and industry. Upon graduation, students may be eligible to sit for industry recognized certification exams.

	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 134 Text Entry & Formatting	2	0	0	3
Humanities/Fine Arts	3	0	0	3
Physical Education Elective				1
Semester Total				17

	Class	Lab	Clinic	Credit
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 181 Office Procedures	2	0	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 159 Office Ethics	3	0	0	3
OST 164 Office Editing	3	0	0	3
Major Program Elective	3	0	0	3
Semester Total				16

	Class	Lab	Clinic	Credit
Term 4				
ACC 121 Principles of Managerial Acctg	3	0	0	4
ACC 140 Payroll Accounting	1	2	0	2
BUS 135 Principles of Supervision	3	0	0	3
BUS 151 People Skills	3	0	0	3
OST 289 Office Admin Capstone	2	2	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

	Class	Lab	Clinic	Credit
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 & Format	2	2	0	3
OST 236 Adv. Word/Info Processing	2	2	0	3

Office Management 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 134 Text Entry & Formatting	2	0	0	3
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 136 Word Processing	2	0	0	3
OST 181 Office Procedures	2	0	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

Office Management (C25370)

	Class	Lab	Clinic	Credit
Term 1				
OST 134 Text Entry and Formatting	2	0	0	3
DBA 110 Database Concepts	2	3	0	3
Semester Total				6
Term 2				
OST 136 Word Processing	3	0	0	3
OST 181 Office Procedures		2	0	0	3
CIS 110 Introduction to Computers		2	2	0	3
Semester Total				9

Total Semester Credit Hours in Program   15

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

	Class	Lab	Clinic	Credit
COM 231 Public Speaking	3	0	0	3

Humanities/Fine Arts

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
ENG 232 American Literature II	3	0	0	3

Music

	Class	Lab	Clinic	Credit
MUS 110 Music Appreciation	3	0	0	3
MUS 112 Introduction to Jazz	3	0	0	3

Philosophy

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
ECO 251 Prin of Microeconomics	3	0	0	3
ECO 252 Prin of Macroeconomics	3	0	0	3

History

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
PSY 150 General Psychology	3	0	0	3

Sociology

	Class	Lab	Clinic	Credit
SOC 210 Introduction to Sociology	3	0	0	3

Mathematics (3-4 SHC)
Select one course from the following:

	Class	Lab	Clinic	Credit
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):

	Class	Lab	Clinic	Credit
BIO 111 General Biology I	3	3	0	4
or				
CHM 151 General Chemistry I	3	3	0	4
Subtotal				4

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
COM 231 Public Speaking	3	0	0	3

Humanities/Fine Arts

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
ENG 232 American Literature II	3	0	0	3

Music

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
ECO 251 Prin of Microeconomics	3	0	0	3
ECO 252 Prin of Macroeconomics	3	0	0	3

History

	Class	Lab	Clinic	Credit
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

	Class	Lab	Clinic	Credit
PSY 150 General Psychology	3	0	0	3

Sociology

	Class	Lab	Clinic	Credit
SOC 210 Introduction to Sociology	3	0	0	3

Mathematics (8 SHC)

	Class	Lab	Clinic	Credit
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):

	Class	Lab	Clinic	Credit
{BIO 111 General Biology I and	3	3	0	4
BIO 112 General Biology II or	3	3	0	4}
{CHM 151 General Chemistry I and	3	3	0	4
CHM 152 General Chemistry II	3	3	0	4}
Subtotal				8

	Class	Lab	Clinic	Credit
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)

	Class	Lab	Clinic	Credit
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
Subtotal				3

Social/Behavioral Sciences (6 SHC)

	Class	Lab	Clinic	Credit
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):

	Class	Lab	Clinic	Credit
BIO 168 Anatomy & Physiology I	3	3	0	4
BIO 169 Anatomy & Physiology II	3	3	0	4
Subtotal				8

	Class	Lab	Clinic	Credit
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
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)

	Class	Lab	Clinic	Credit
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)

	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

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 Supp	2	3	0	3
NOS 130 Windows Single User	2	2	0	3
Semester Total				6

	Class	Lab	Clinic	Credit
Term 3				
CTS 220 Adv Hardware/ Software Supp	2	3	0	3
Semester Total				3
Total Semester Credit Hours in Program				18

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

Industrial Systems Technology: Electrical Certificate (C50240HA)

	Class	Lab	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

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 Supp	2	3	0	3
CTI 141 Cloud and Storage Concept	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 134 Keyboarding	1	2	0	2
OST 149 Medical Legal Issues	3	0	0	3
Semester Total				8

	Class	Lab	Clinic	Credit
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 Management Certificate (C25370H)

	Class	Lab	Clinic	Credit
Term 1				
OST 134 Text Entry and Formatting	2	0	0	3
DBA 110 Database Concepts	2	3	0	3
Semester Total				6
Term 2				
OST 136 Word Processing	3	0	0	3
OST 181 Office Procedures	2	0	0	3
CIS 110 Introduction to Computers	2	2	0	3
Semester Total				9

Total Semester Credit Hours in Program   15

Social and Human Services with Social Services Certificate (C4538HD)

	Class	Lab	Clinic	Credit
Term 1				
HSE 110 Intro to Human Services	2	2	0	3
HSE 123 Interviewing Techniques for Human Services	2	2	0	3
HSE 225 Crisis and Intervention Princ	3	0	0	3
Semester Total				9
Term 2				
SWK 110 Introduction to Social Work	3	0	0	3
SWK 113 Cultural Comp & Diversity	3	0	0	3
SWK 115 Community Resources	3	0	0	3
Semester Total				9

Total Semester Credit Hours in Program   18

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 Oper.	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/Res in the Disc	3	0	0	3
	Semester Total				15
Term 3					
CJC 112	Criminology	3	0	0	3
CJC 212	Ethics & Community Rel	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

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 Educ	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

Semester Total   15

Total Semester Credit Hours in Program   37

Welding Technology Diploma - D50420H

		Class	Lab	Clinic	Credit
Term 1					
ACA 111	College Student Success	0	1	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 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 or ENG-025
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   30 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 and
Prerequisite (local): MAT 025
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 and
Prerequisite (local): MAT 025
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 III4   0   0   4
Prerequisite: COS 111 and COS 112 and
Prerequisite (local): MAT 025
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
Prerequisite (local): MAT 025
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 and
Prerequisite (local): MAT 025
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 and MAT 025
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 119 Survey of Artificial Intel   2   2   0   3
Prerequisite: None
Co-requisite: None

This course introduces students to artificial intelligence concepts. Topics include artificial intelligence concepts, applications, and ethics. Upon completion, students should be able to demonstrate the use of artificial intelligence and its ethical impacts in a variety of settings.

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   IT Foundations   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.

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 288   Professional Practices in IT 2   2   0   3
Prerequisite: None
Co-requisite: None

This course provides students with the business skills needed for success in the information technology field. Topics include portfolio development, resume design, interviewing techniques and professional practices. Upon completion, students should be able to prepare themselves and their work for a career in the information technology field.

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.

DRAMA

DRA 111 – Theatre Appreciation   3   0   0   3
Prerequisites: None
Co-requisites: None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.

TRANSITONAL AND SUPPLEMENTAL ENGLISH

ENG 025   College English Skills
Prerequisites: None
Co-requisites: None

This course provides the skills necessary for success in college English courses. Topics include reading and writing processes and strategies, such as critical thinking, text analysis, idea development, and application of writing conventions. Upon completion, students should be able to analyze readings and produce unified, coherent, well-developed paragraphs and essays using appropriate document design and standard written English while developing positive academic habits, learning strategies, and a growth mindset.

ENG 045   College English Skills 1 2 0 2
Prerequisites: None
Co-requisites: None

This course provides academic support for the successful completion of gateway English courses by supplementing and reinforcing classroom instruction. Emphasis is placed on developing a growth mindset, expanding skills in active reading and writing processes, applying editing and revision strategies, exercising standard writing conventions through contextualized instruction, and ethically using appropriate technology when reading and writing. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed essays using standard written English.

TRANSITIONAL AND SUPPLEMENTAL MATHEMATICS

MAT 025   Concepts of Essential Math/Sta 3 0 0 3
Prerequisites: None
Co-requisites: None

This course provides an opportunity to customize foundational math content and statistical concepts specific to real-world applications. Topics include decimals, percentages, ratios, proportions, solving basic equations, geometrical concepts, dimensional analysis, financial applications and elements of statistics and probability. Upon completion, students should be able to successfully demonstrate the use of mathematics, technology and statistical concepts to solve practical problems while developing positive academic habits, learning strategies and growth mindset.

MAT 035   Concepts of Algebra 3 0 0 3
Prerequisites: None
Co-requisites: None

This course covers algebraic concepts with an emphasis on application and analysis. Topics include rational/radical expressions and equations, solving

equations and inequalities, concepts of functions, factoring, and exponents. Upon completion, students should be able to successfully demonstrate mastery of algebraic concepts through application and analysis while developing positive academic habits, learning strategies and growth mindset.

MAT 045   Math Skills Support 1 2 0 2
Prerequisites: None
Co-requisites: None

This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course

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   Princes 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; ENG-025
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: BSP-4002
Set 4: ENG-025
Set 5: ENG-045
Co-requisite: ENG 045, 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, ENG 002 or ENG-025
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, ENG 002 or ENG-025
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, ENG 002 or ENG-025
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, ENG 002 or ENG-025
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, ENG 002 or ENG-025
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   Diversity Ethics and Trends 3   0 0 3
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 212   Group Dynamics   3   0 0 3
Prerequisite: None
Co-requisite: None

This course introduces the concepts of group processes and group dynamics. Emphasis is placed

on essential tools for understanding, participating in, and contributing to group processes. Upon completion, students should be able to identify and explain how people are influenced by their interactions in group settings and facilitate various groups

HSE 220   Case Management   2   2 0 3
Prerequisite: None
Co-requisite: None

This course covers a variety of tasks associated with professional case management. Topics include needs assessment, service planning, referral procedures, documentation, follow-up, and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

HSE 223   Counseling Theories & Skills   3 0 0 3
Prerequisite: None
Co-requisite: None

This course provides an in-depth exploration of foundational theories and practical techniques essential for those working in diverse human services settings. Emphasis is placed on self-awareness, problem-solving, decision-making, and personal growth. Upon completion, students should be able to apply these theories to real-life scenarios and develop professional skills crucial for fostering supportive relationships in various settings.

HSE 225   Crisis and Intervention Princ 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 & Lit 2   2   0   3
Prerequisite: Take One Set:
                 Set 1: DMA-010 -030
                 Set 2: DMA-025
                 Set 3: MAT-003
                 Set 4: B.S.P-4003
                 Set 5: MAT 025
Co-requisite: None

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data.
Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

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
Set 7: MAT-035
Set 8: MAT-045
Set 9: MAT-7035 or MAT-7045
Co-requisite: MAT-045

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 -030, and DRE-098
Set 2: DMA-010 -030, and ENG-002
Set 3: DMA-010 -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-045, 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 -030, and DRE-098
Set 2: DMA-010 -030, and ENG-002
Set 3: DMA-010 -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-045, 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 -050
Set 2: DMA-010 -050
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-045, 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.

MENTAL HEALTH

MHA 150   Mental Health Systems   3   0   0   3
Prerequisite: HSE 110
Co-requisite: None

This course introduces the treatment and services available at both public and private mental health facilities. Topics include intake procedures, admission criteria, history, and structure of mental health facilities. Upon completion, students should be able to demonstrate competence in articulating both the theory and practice of mental health services delivery. This course is a unique concentration requirement of the Mental Health concentration in

the Human Services Technology program.

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.

MHA 240   Advocacy   2 0 0 2
Prerequisite: HSE 110
Co-requisite: None

This course covers the roles and duties of the client advocate. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from contact initiation to termination. 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 Experience   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 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 place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS 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   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 MANAGEMENT

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 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-159 Office Ethics
Prerequisite: None
Co-requisite: None

This course introduces the complex ethical and legal issues involved in the role of administrative support personnel in a variety of offices. Emphasis is placed on ethics, diversity, morality, and ethical standards of the administrative support professional. Upon completion, students should be able to conduct themselves in an ethical manner appropriate to a variety of offices.

OST-161 Medical Office Procedures (MOA Program)
Prerequisite: None
Co-requisite: None

This course provides instruction on the skills and procedures needed in today's medical office. Topics include medical data entry, medical communications,

phone etiquette, use and maintenance of office equipment, inventory control, patient scheduling, and managing the financial aspects of a practice. Upon completion, students should be able to display skills and decision-making abilities essential in the medical office.

OST-181 Office Procedures
Prerequisite: None
Co-requisite: None

This course introduces the skills and procedures needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

OST 236   Adv Word Processing   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-263 Healthcare Customer Relations (MOA Program)

This course provides the soft skills necessary for effective communication and maintaining customer satisfaction in healthcare. Emphasis is placed on the importance of positive attitudes, techniques for handling difficult/angry customers, rephrasing blunt communication for better results, and the communication skills required to discuss topics such as insurance and billing issues with patients and other medical personnel. Upon completion, students should be able to communicate information in a professional manner.

OST 289   Office Admin Capstone   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.

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.

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: SPA 111
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 110 Intro to Addiction and recovery
Prerequisite: None
Co-requisite: None

This course provides an overview of the core concepts in addiction and recovery. Topics include the history of substance use, effects on society members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the origins of substance use, addiction, prevention, treatment, and recovery.

SAB 120   Intake and Assessment
Prerequisite: None
Co-requisite: None

This course covers processes for rapport building and procedures used to identify and evaluate individuals' strengths and weaknesses. Topics include diagnostic evaluation and placement, effective interviewing and communication techniques, and use of assessment tools. Upon completion, students should be able to establish rapport with individuals, recognize disorders, and obtain information for referrals and placement.

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 disorde

SAB 210 Addiction & Recovery Couns   3   0   0   3
Prerequisite: None
Co-requisite: None

This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.

INFORMATION SYSTEMS SECURITY

SEC 115   Security   2   3   0   3
Prerequisite: None
Co-requisite: None

This course introduces students to the different aspects of security implementation. Topics include the selection and implementation of different security solutions to monitor and secure various system environments. Upon completion, students should be able to recommend, apply, and integrate appropriate security solutions.

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.

SWK 110   Intro to Social Work   3   0   0   3
Prerequisite: None
Co-requisite: None

This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental and behavioral health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.

SWK 113   Cultural Comp & Diversity 3   0   0   3
Prerequisite: None
Co-requisite: None

This course examines and promotes understanding, sensitivity, awareness, and knowledge of various cultures and diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural social services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

SWK 115   Community Resources   3   0   0   3
Prerequisite: None
Co-requisite: None

This course introduces community resources essential to social work practice. Emphasis is placed on awareness of and interaction with community service personnel and stakeholders. Upon completion, students should be able to demonstrate the ability to assess critical community needs, identify resources and follow through with a plan of action for resolution.

SWK 220   Ethical Considerations
                        in Social Work   3   0   0   3
Prerequisite: None
Co-requisite: None

This course introduces the professional standards, values, and issues in social services. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to social work and apply various decision-making models to current issues.

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.

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   Web Dev Capstone Project   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
M.S. in Multidisciplinary Human Science (2015), Capella University
B.A. in Fine Arts/Art History minor (2013), Old Dominion University
MBA in Business Administration (2023), UNC-Pembroke

Chase Copeland (2025) .... Faculty, Mechantronics & Industrial Systems Technology
A.A.S. in Mechatronics Engineering Technology (2025) and A.A.S. in Industrial Systems Technology (2025),
Roanoke-Chowan Community College

Kristen Fajardo (2021)... Faculty, Psychology
B.S. in Psychology (1999), Old Dominion University
M.A. in Psychology (2016), American Public 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

Johnathan Jenkins (2025)...Faculty, Air Conditioning, Heating, & Refrigeration
A.A.S. in Air Conditioning, Heating & Refrigeration Technology (2025), 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

Victoria Rissmiller (2022).. Program Coordinator, Associate of Science/
Mathematics Instructor
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) ....Program Coordinator, Associate in Arts/ 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
Associate in Applied Science in Criminal Justice (2024), Roanoke-Chowan Community College

Janel Barnes (2025) ....Financial Aid Specialist
B.S. in Early Childhood Education (2015), Elizabeth City State University

Ernestine Britt (2017)....... Administrative Assistant to the Executive Vice President, Academic & Student Affairs
A.A.S. in Business Administration (2015), Roanoke-Chowan Community College

Shanequa Brockers (2025).. Admissions and Records Specialist
B.S. in Social Work (2011), Shaw University
M.S. in Human Services (2020), University of the Rockies

Lisa Bynum (2025)... TRiO Counselor
B.A. in Psychology (2011) and B.A. in Psychology (2017), North Carolina Central University

Alyssia Byrum (2024) ....Payroll & Benefits Specialist
BS in Business Administration with concentration in Finance (2024), East Carolina University

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)

Kelvin Douglas.. Marketing Coordinator
B.A. in Art (2014), Winston-Salem State University
Cara B. Edwards (1993)... Accounting Technician Cashier/AR

A.A.S. in General Office (1992), Roanoke-Chowan Community College

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

Aminitta Holloman (2023)... Administrative Assistant Trio Student Support Services
Associate in Applied Science in Human Services (2002), Roanoke-Chowan Community College

Michael Jefferson (2017) .... Associate Vice President of Academics and Institutional Effectiveness
Accreditation Liaison
and Dean, Transfer & Health Sciences
M.S. in Mathematics (2014), Elizabeth City State University
B.S. in Computer Science (2011), Elizabeth City State University

Johnny Jones (2022)...Plant Operations Supervisor
High School Diploma (1983), Ahoskie High School
Refrigeration Certification (2001), Roanoke-Chowan Community College

Helen Lassiter (2025) .... Recruitment and Student Life Coordinator
B.A. in Sociology (1998), Shaw University
Diploma in Medical Computer Specialist (1991), ECPI

Ms. Kimberly Lassiter (2023)... Executive Director of Human Resources
A.A.S in Business Administration (2001), Roanoke Chowan Community College
Certificate in Accounting (2001), Roanoke Chowan Community College
B.S. in Business Administration/Management (2003), Shaw University
Master of Business Administration (2006), Liberty University

Miranda Lassiter (2024)... Director, College & Career Readiness
A.A. in Business (2010), University of Phoenix
BS.. in Health Administration (2012), University of Phoenix
Master of Science in Human Services (2020), Purdue University Global

Timothy Lassiter, Sr. (2015)... Director of Facilities Management
A.A.S. in Air Conditioning, Heating & Refrigeration Technology (2017), Roanoke-Chowan Community College

Samantha Matthews (2024).. Director of Admissions
BS Criminal Justice (2008), Chowan University
M.A. in Human Services with Criminal Justice concentration (2014), Liberty University
M. Ed. School Counseling (2022), Liberty University

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

SaRatta Murphy (2023) .... Director, Small Business Center
B.S. in Marketing (2023), Western Governors University
Master of Business Administration (2023), Western Governors University

Ruchelle Ricks (2017)...Director, Financial Aid
B.S. in Accountancy (2001), Norfolk State University
Master of Business Administration (2020), Florida Institute of Technology

Danielle Ruffin (2023) ....Dean, Student Affairs
B.S. in Criminal Justice (2013), Elizabeth City State University
M.S. in Public Administration (2017), Strayer University

Charmaine Smith (2025)... Dean, Academic Affairs
BS in Business Administration (2000), East Carolina University
Master of Arts in Teaching (2002), East Carolina University
Post-Master's Certificate in Information Technology (2012), UNC - Greensboro
Master of Business Administration (2022), UNC - Pembroke

Timothy Stallings (2024)... Director of Advising
B.S. in Interdisciplinary Studies (2021), Elizabeth City State University

Melanie Temple (2023)..Director, Marketing & Recruitment/PIO
B.A., History, 1992 – University of North Carolina at Chapel Hill
M.S. in Instructional Technology, 2011 – East Carolina University
Distance Learning and Administration Certificate – East Carolina University

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

Octavia Woodley (2025) ....Assistant Registrar
B.S in Graphic Design (2012), ECSU
MFA in Graphic Design (2014), Full Sail University

Natasha Worthington (2025)... Dean of Workforce and Continuing Education
B.A. in Journalism & Mass Communication (2002), Chapel Hill University
M.A. in Education (Adult Education) (2009), completed 18 graduate hours in English, and
Education Specialist (EdS), Education Administration and Supervision (2023), East Carolina University

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.

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 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.

Suspension – Students are placed on suspension when they have less than 2.0 after two consecutive semesters on probation.

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.

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.

APPENDIX A: Credit for Prior Learning

Advanced Placement			
Course Exam	Minimum Score	Credit Hrs	RCCC Credit Awarded
Art			
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
English			
AP English Language & Composition	4	3	ENG-111
AP English Literature & Composition	4	3	ENG-111
History Social Sciences			
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			
STEM			
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	CHM-151 & CHM-152
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
World Languages & Cultures			
AP Spanish Language and Culture	3	6	SPA-111 & SPA-112

AP Spanish Literature and Culture	3	9	SPA-141 SPA-151 & SPA 212

CLEP			
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

CAMPUS MAP

(Map labels: MAINTENANCE & STORAGE; ROANOKE-CHOWAN HUMAN SERVICES CENTER; BASEBALL/SOFTBALL FEILD; YOUNG BUILDING G; STUDENT SERVICES CENTER H; FREELAND BUILDING D; DUPONT DAVIS CENTER F; INDUSTRIAL SKILLS CENTER; FREEMAN BUILDING C; JERNIGAN BUILDING B; RCCC ROAD; COMMUNITY COLLEGE ROAD; NORTH)

ROANOKE-CHOWAN COMMUNITY COLLEGE
"Where community and careers connect"

PO Box 1248
109 Community College Rd
Ahoskie NC 27910
(252) 862-1200
www.roanokechowan.edu

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)