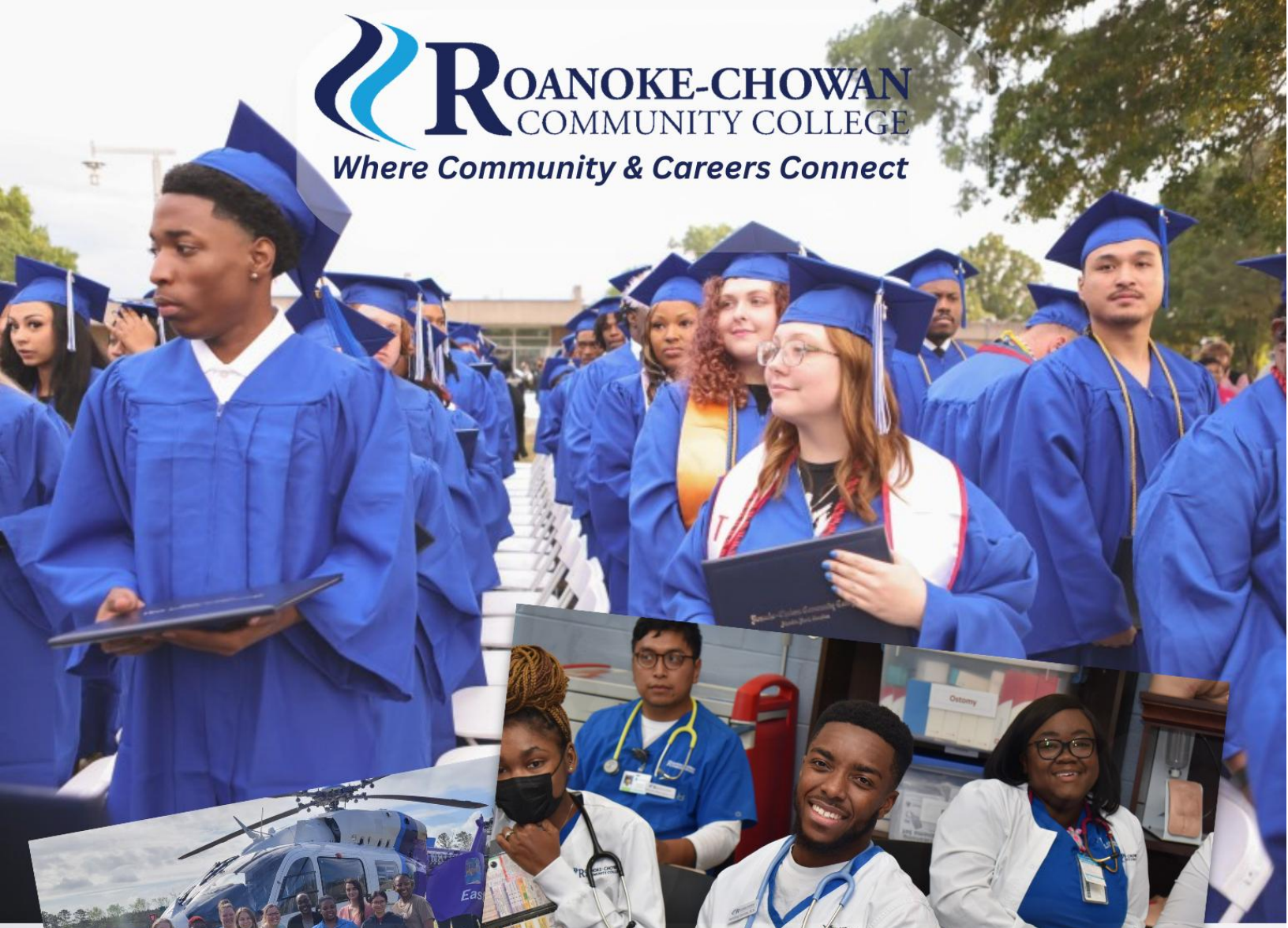
ROANOKE-CHOWAN COMMUNITY COLLEGE

Where Community & Careers Connect









2026-2027 Catalog

Official College Catalog

General Information • Academic Programs • Workforce Development

109 Community College Road, Ahoskie, NC

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 Affairs
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 who have 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
2026-2027

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

Appointed by the NC General Assembly

Sheila Eley	June 30, 2029
Diedra Evans	June 30, 2030
Dr. Mary Ruffin-Harrell	June 30, 2028
Dr. Renee Tyler	June 30, 2027
Dr. Otis Smallwood	June 30, 2028
Catherine Wilson	June 30, 2030
Albert Vann	June 30, 2027

Appointed by Hertford County Board of Commissioners

John Horton	June 30, 2030
Ray Faircloth, Jr.	June 30, 2027
Betty Pugh	June 30, 2028
Jeri Pierce	June 30, 2029

Appointed by Bertie County Board of Commissioners

Corey Balance, Sr.	June 30, 2030
Ronald Roberson	June 30, 2028

Appointed by Northampton County Board of Commissioners

Dr. Deborah Gatling	June 30, 2029
Dr. Keedra Whitaker	June 30, 2027

Student Government Association President

TBD

Administrative Officers

Dr. Murray Williams (2021).....College President
Bachelor of Business Administration in Computer Information Systems, Delta State
Master of Business Administration, Liberty University
Master of Christian Education, Luther Rice University
Doctor of Education in Leadership (2008), Liberty University
Education Specialist (2007), Liberty University

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 (2024)..... Vice President, Workforce and Institutional Advancement
A.A.S. in Toyota T-Ten & Race Car Performance (2002), Forsyth Technical Community College
B.S. in Professional Technical Education (2009), Eastern New Mexico University
M.S., Career and Technical Education, 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 may also 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:
In alignment with its mission, Roanoke-Chowan Community College implements a strategic action plan guided by five Institutional Goals. These goals support institutional effectiveness through ongoing planning, assessment, and continuous improvement. The College will:

Goal 1: Institutional Stability- Maintain institutional stability through sound management of human and fiscal resources

Goal 2: Branding and Marketing- Establish a distinctive brand and image that reflects the unique characteristics and values of the service area

Goal 3: Enrollment Management - Increase student access and success

Goal 4: Program Expansion- Develop and revise existing programs to meet labor market demands and to ensure graduates can earn a living wage.

Goal 5: Community Engagement- Support the growth and the development of the community's workforce and partnerships.

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 a.m. to 10 p.m. Monday through Thursday and 8 a.m. to Noon 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	2023	2024	2025	2026
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 2026 performance summary for R-CCC as compared to system averages and goals is:

Measure	System Excellence Level	R-CCC Performance 2026
Basic Skills Progress	1.236	1.731
Student Success Rate in College-Level English Course	1.090	0.724
Student Success Rate in College-Level Math Course	1.114	0.777
First-Year Student Progression	1.056	1.135
Curriculum Completion	1.056	0.916
Licensure Passing Rate Index	1.078	0.725
Transfer Rate	1.047	0.952

The 2026 Performance Measures for Student Success Report is available on the College website at https://wordpress.nccommunitycolleges.edu/wp-content/uploads/2026/05/2026-Performance-Measure-Report-260527.pdf

Admission Requirements

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

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

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

When to Apply

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

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

General Admissions

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.

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

c. 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.

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

e. 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.

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. Workforce and Continuing Education Programs
Applicants seeking admission to a workforce and continuing education program must complete the College's workforce and 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 and College Promise may not delay high school graduation to continue participation in the CCP program.

R-CCC offers the following two 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 Transfer and Career 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. Workforce-Continuing Education CTE classes leads to entry-level job credentials.

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 or senior.
b. Have an unweighted GPA of at least a 2.8 on high school courses OR demonstrate college readiness in English, reading and math on an approved assessment, 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.

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

d. Be a high school junior or senior.
e. 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
f. 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 Curriculum and Workforce-Continuing 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-10-2025/open

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 Marketing. 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 (75% point) will receive a grade of "W".

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.

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 requirements. 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 college shall give the student the option of receiving a temporary grade of "incomplete (IN)" or "absent from the final exam (AB)" for any course that the student was unable to complete because of being placed on State active duty status; however, the student must complete the course requirements within the period specified by the college to avoid receiving a failing grade for the course.
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). A student in an online or hybrid course will be administratively withdrawn following two consecutive weeks in a 16-week term (or one week in shorter academic terms) of missed assignments, missed attendance (for hybrid), and lack of communication with the instructor regarding course participation. Online instructors should have a clearly defined procedure to document students' attendance.

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. 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 for drops after the 60 percent point and before the 75 percent point of the course.

In the event a student must withdraw beyond the 75 percent point because of extraordinary circumstances beyond the student's control, the student may petition the VP, 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 VP, 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 Affairs, follow regular registration procedures, pay required tuition and fees, and abide by all college regulations. However, any person who is at least 65 years old may audit non-self-supporting basis courses without the payment of tuition and fees provided the individual meets the other criteria listed herein.

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. Students who audit a course and withdraw or are dropped from the course will be issued a grade of "W". 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 and may not transfer to other institutions.

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** for the next semester. The Registrar will notify students of their suspension status **in writing**.

Prior to readmission, the student 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 assigned when a student officially withdraws from a course after the 60 percent point but before the 75 percent point of the course. A "W" is assigned for administrative withdrawals resulting from disciplinary action (i.e., suspension, etc.).

*CE Credit by Examination. A student demonstrates proficiency in course content

through an approved examination. Credit hours only are awarded; however, the credit may not be accepted for transfer by other institutions.

*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.

A. If a student is dissatisfied with his or her grade, the student must first meet with the instructor who assigned the grade within ten (10) business days after official receipt of that grade. The instructor will make a written determination and provide it to the student. In cases where the student is unable to meet in person with the instructor, the student may contact the instructor by letter or email. If the instructor is no longer employed at the College, the student may proceed to step two.

B. If the student is still dissatisfied with the instructor's determination, within ten (10) business days thereafter, the student may meet with the Academic Dean. The student must present the instructor's written determination. In cases where the student is unable to meet in person with the Academic Dean, the student may contact the Dean by letter or email. The Academic Dean will make a written determination and provide it to the student.

C. If the student is dissatisfied with the Academic Dean's determination, within ten (10) business days thereafter, the student may file a written appeal with all documentary evidence to the Vice President of Academic and Student Services ("Vice President"). The Academic Dean shall also file a written response, attaching the instructor's prior written decision, to the Vice President. The Vice President shall perform an "on the record review" and will make a determination within ten (10) business days after receipt of the student's appeal. If needed for clarification, the Vice President may meet with the student or ask the student or Academic Dean to submit additional

information. The Vice President shall make a written determination and provide a copy of the decision to the student and the instructor. The Vice President's decision is final.

Make-Up Work

Instructors may establish procedures for make-up work. Students should consult the course syllabus and communicate with the instructor regarding eligibility, deadlines, and any conditions for completing missed assignments or examinations.

Grade Changes

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

Catalog of Record

Students in continuous attendance (summer term excluded) may graduate under the 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.

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 completion of a diploma or degree program.

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 and Fees – Curriculum Students Tuition Rates

At the publication of this catalog and effective July 1, 2026, 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.

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

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 or the National Student Clearinghouse website at https://www.studentclearinghouse.org/.

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.
8.

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 VP 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.

Library Services

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 may vary during the summer semesters. 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. Online access to the NC Community College catalog may be gained through the library's webpage at https://www.roanokechowan.edu/library-homepage. Interlibrary loan services are also available by user request through WorldCat.

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 various databases . All databases can be used by registered students and employees.

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 college-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) 862-1240, 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 Transfer and Career 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 ; club membership; 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.

Scholars 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.

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 with 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 or scan one of our QR codes for an electronic version. 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 and Medical Office Administration.

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 VP, Academic & Student Affairs. Longer suspensions from a class or activity, or dismissal on disciplinary

grounds, require action by the VP, 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. 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 Vice President of Academic/Student Affairs 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 VP, 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 Vice President of Academic/Student Affairs 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 resolutions 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.

SARA Complaint Processes and Procedures for Out-of-State Students

SARA-NC

Students not located in North Carolina and enrolled in R-CCC – which is an institution operating under SARA North Carolina (SARA-NC) – may submit complaints to the state portal agency, North Carolina State Education Assistance Authority (NCSEAA). Students wishing to submit complaints to NCSEAA may do so only after completing the R-CCC complaint process. Students should follow SARA-NC's Complaint Process and use the SARA-NC Complaint Form.

NC-SARA

For students located outside of North Carolina, each NC SARA Member state has a State Portal Entity/Liaison with their own grievance procedures. If an issue cannot be resolved through the grievance procedures for R-CCC and SARA North Carolina, a student located outside the state of North Carolina may file a complaint with the student complaint agency for the state in which they are located.

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, below7. 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.

Workforce and Continuing Education

The Workforce and Continuing Education 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 Workforce and Continuing Education 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 Workforce and Continuing Education 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 Dean for Workforce and Continuing Education concerning particular areas of interest or the Assistant Registrar at (252) 862-1307.

Enrollment and Attendance

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

Continuing Education Credits (CEU'S)

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

Registration and Fees

To register for most 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 approved courses pursuant to Career and College Promise

guidelines and college policy. Currently approved courses for high school students include Nurse Aide I, Pharmacy Technology, EMT, Fire Protection, Cardiovascular Technician, Medical Billing and Coding, Welding, HVAC, Automotive Technology, Barbering, Electrical Systems, and Natural Hair Care. Additional approved courses will be evaluated and added as needed.

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 Workforce and Continuing Education Division. To ensure confidentiality and to comply with federal regulations, your signed authorization is required to issue transcripts. For more information, call 252-862-1307.

Workforce and Continuing Education Courses

Workforce and Continuing Education (WCE) courses help prepare students for jobs or upgrade their current job skills. Classes may also be customized to meet the workforce needs of local employers, supervisors, and staff. WCE offerings include an array of Allied Health, Cosmetic Arts, Human Resources Development, Personal and Professional Development, Skilled Trades, Truck Driver and Public Safety training.

Allied Health

A variety of health occupation courses are offered through the WCE division. The courses are Nurse Aide I, Nurse Aide II, Phlebotomy, Medication Aide, EKG Technician, Pharmacy Technician, Dietary Management, Medical Billing and Coding, and Medical Assisting. 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 meet specific eligibility and enrollment requirements that vary for each course. An up-to-date immunization record is required for courses with a clinical component. For more information and details about specific requirements for Allied Health, call 252-862-1307.

Business and Industry

Through the NC Edge 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 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) 862-1307.

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 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 individuals 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 three 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 252-862-1307.

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.

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.

Curriculum Programs (CU)

The Curriculum Programs Division offers a broad range of degree, diploma, and certificate programs designed to meet the educational goals of students and the workforce needs of the community. Offered in both traditional and flexible formats, these programs prepare students for transfer opportunities, career advancement, and entry into high-demand professions.

Curriculum programs are organized into two primary areas: **College Transfer and Career and Technical Education**. College Transfer programs, including those serving traditional students and Early College populations, provide pathways for students to continue their education at four-year colleges and universities. Career and Technical Education programs are designed to equip students with the knowledge and skills needed for direct entry into the workforce. Additionally, the College serves a significant high school population through the **Career and College Promise program**, offering students the opportunity to earn college credit while completing their high school education.

The Division supports academic excellence and student success through high-quality instruction and strong partnerships with industry, educational institutions, and community organizations. Committed to accessibility and lifelong learning, Curriculum Programs provide affordable and meaningful educational opportunities that empower students to achieve their academic and career goals while contributing to the growth and vitality of the community.

College Transfer Programs
College Transfer programs provide students with the academic foundation needed to continue their education at four-year colleges and universities. These programs include general education and pre-major coursework designed to support a smooth transition and successful completion of a bachelor's degree.

Career and Technical Education (CTE) Programs
Career and Technical Education programs prepare students for immediate entry into the workforce by combining classroom instruction with hands-on training. These programs focus on developing technical, professional, and employability skills aligned with current industry standards and workforce needs.

Career and College Promise (CCP) Programs
Career and College Promise programs offer eligible high school students the opportunity to enroll in college courses while completing their high school education. Through structured pathways, students can earn college credit, explore career options, and accelerate progress toward postsecondary education and employment goals.

COLLEGE TRANSFER (CT)

Leads to continued education to a four-year college or university

College Transfer programs provide students with the academic foundation needed to continue their education at four-year colleges and universities. These programs include general education and pre-major coursework designed to support a smooth transition and successful completion of a bachelor's degree.

Transfer Guides are developed by University of North Carolina institutions to support North Carolina Community College (NCCC) students in achieving a smooth transfer to a four-year university. Designed for students following transfer pathways established through the Comprehensive Articulation Agreement (CAA) or other Uniform Articulation Agreements (UAAs), these **guides outline recommended coursework at the community college level**. By following a Transfer Guide, students can efficiently complete an associate degree while preparing for successful progression toward a related bachelor's degree at their intended university.

Bilateral Agreements are formal transfer agreements established between Roanoke-Chowan Community College and a particular four-year college or university. These agreements are designed to create a clear and structured pathway for students to transfer into designated academic programs. Bilateral Agreements outline agreed-upon coursework, admission requirements, and credit applicability to ensure that students can transition efficiently while minimizing loss of credit. Unlike statewide articulation agreements, **Bilateral Agreements are institution-specific** and often provide tailored guidance for students pursuing particular majors or transfer destinations.

- East Carolina University – Pirate Promise
- Elizabeth City State University
- Chowan University
- NC State University – Wolfpack Connect
- Appalachian State University
- NC A & T
- University of NC at Wilmington – Human Services Technology

Transfer Course List

COMPREHENSIVE ARTICULATION AGREEMENT

Transfer Course List

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

Community College Course Transfer Designation

Course Prefix	Course Title	Course CAA Transfer Designation
ACA 122	Transfer and Career 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**
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

Course Prefix	Course Title	Course CAA Transfer Designation
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 130	Acting I	Pre-Major/Elective
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 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**

Course Prefix	Course Title	Course CAA Transfer Designation
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**
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**
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; TAC Revised 10/05/2023; TAC Revised 1/19/2024; TAC Revised 1/24/2025; Editorial Revision 4/09/25;Editorial 10/10/25; TAC Revised 11/04/25.

Revised – November 2025

DEVELOPMENTAL EDUCATION

Curriculum Description

Developmental education is designed to bridge the gap between your current academic skills and the demands of college-level coursework. Whether you want to strengthen your foundation in math, reading, or English, or build your confidence through study skills and a growth mindset, these courses empower you to achieve your academic goals.

Placement is primarily determined by your high school GPA, ensuring you are matched with the exact support you need. Local placement testing may also be used to help personalize your academic path.

This curriculum is more than just preparation—it is a supportive launching pad. By fostering self-assurance and providing targeted instruction, developmental education helps you build a strong foundation, paving the way for your successful program completion and long-term college success. You've got this, and we are here to support you every step of the way!

Developmental Education Class Placement

What are the Placement Guides? These guides will help your advisor ensure that you follow the appropriate course sequence to enter your program's required English and Math gateway courses.

English Placement Guide

GPA	Requirements [Register for the following]	Credit	Sem Taken	Grade
GPA ≥ 2.8	ENG 111			
GPA 2.2-2.79	ENG 111 or ENG 110 **corequisite with** ENG 045			
GPA <2.2	ENG 025 is a **prerequisite** for ENG 111 or 110			

Math Placement Guide 1: MAT 143 and MAT 152

GPA	Requirements [Register for the following]	Credit	Sem Taken	Grade
GPA ≥ 2.8	MAT 143, MAT152, MAT 110, or MAT 112			
GPA 2.2-2.79	MAT 143, MAT152, MAT 110, or MAT 112 **corequisite with** MAT 045			
GPA <2.2	MAT 025 is a **prerequisite** for MAT 143, MAT152, or MAT 110			

Math Placement Guide 2: MAT 121 and MAT 171

GPA/ACT	Requirements [Register for the following]	Credit	Sem Taken	Grade
GPA ≥ 2.8	MAT 121 or MAT 171			
GPA 2.2-2.79	MAT 121 or MAT 171 **corequisite** with MAT 045			
GPA <2.2	MAT 035 is a prerequisite for MAT 121 or MAT 171			

Developmental Education Courses

Course	Course Title	Class	Lab	Credits
ENG 025	College English Skills	3	0	3
ENG 045	English Skills Support	1	2	2
MAT 025	Concepts of Essential Math/Statistics	3	0	3
MAT 035	Concepts of Algebra	3	0	3
MAT 045	Math Skills Support	1	2	2

ASSOCIATE IN ARTS

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.

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

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

Program Learning Outcomes (General Education Competencies)

1. Communicate effectively and purposefully in an oral capacity.
2. Utilize written communication to convey ideas.
3. Use digital technology to access, evaluate, and apply information to the needs or questions confronting them.
4. Demonstrate knowledge of their roles and responsibilities in a diverse world.
5. Apply critical thinking skills enabling them to think logically and solve problems.
6. Apply quantitative reasoning skills to solve problems

Program of Study

Students in the AA program will be required to earn a total of **60 – 61 semester hours**, including 45 semester hours (SHC) in general education and 15 semester hours (SHC) in other required hours.

- **45 GENERAL EDUCATION**
    - The general education common course pathway includes study in English composition, humanities and fine arts, social and behavioral sciences, natural sciences, and mathematics.
    - **31 – 33 (SHC)** Universal General Education Transfer Component (UGETC): courses transfer for equivalency credit.
        - (6 SHC) ENG 111 and ENG 112
        - (9 SHC) Communications/Humanities/Fine Arts in 2 different disciplines
        - (9 SHC) Social/Behavioral Sciences in 2 different disciplines
        - (3-5 SHC) Math
        - (4 SHC) Natural Sciences
    - **13-14 (SHC)** Additional General Education Hours: 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 the transfer university using the transfer guides.*
- **15 OTHER REQUIRED HOURS**
    - **1 (SHC)** ACA 122
    - **14 (SHC)** 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 using the transfer guides.*

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

Associate of Arts (A10100) Course Schedule

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 122	College Transfer Success	F, S, Su		0	2	0	0	1
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed.	3	0	0	0	3
		UGETC - Math			3	2	0	0	4
		GEN ED - Elective			3	0	0	0	2
		GEN ED - Elective			1	2	0	0	3
		GEN ED - Elective			3	2	0	0	3
		Totals			**15**	**4**	**0**	**0**	**16**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ENG 112	Writing/Res. in the Disc.	F, S, Su	ENG 111.	3	0	0	0	3
		UGETC – Hum/FA Elec. 1			3	0	0	0	3
		UGETC – Soc/Beh Elec.1			3	0	0	0	3
		UGETC - Natural Science			3	3	0	0	4
		GEN ED - Elective			3	0	0	0	3
		Totals			**15**	**2**	**0**		**16**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Hum/FA Elec. 2			3	0	0	0	3
		UGETC – Soc/Beh Elec.2			3	0	0	0	3
		GEN ED - Elective			3	0	0	0	3
		Pre-Major/Elective			3	0	0	0	3
		Pre-Major/Elective			3	0	0	0	2
		Totals			**13**	**2**	**0**		**14**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Hum/FA Elec. 3			3	0	0	0	3
		UGETC – Soc/Beh Elec. 3			3	0	0	0	3
		Pre-Major/Elective			3				3
		Pre-Major/Elective			3	2	0		3
		Pre-Major/Elective			3	0	0		3
		Totals			**13**	**2**	**0**		**15**

TOTAL REQUIRED CREDITS: 60 credit hours

Students who enroll with a GPA below 2.8 will be required to take development courses for Math and English. Please see Development Education, p. ###, for information on prerequisites for gateway Math and English courses.

ASSOCIATE IN ARTS IN TEACHER PREP

Curriculum Description

The Associate in Arts (AA) 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.

Program of Study

Students in the AA in Teacher Prep program will be required to earn a total of **60 – 61 semester hours**, including **45 semester hours (SHC) in general education** and **15 semester hours (SHC) in other required hours**.

- 45 GENERAL EDUCATION
    - The general education common course pathway includes study in English composition, humanities and fine arts, social and behavioral sciences, natural sciences, and mathematics.
    - **31 – 33 (SHC)** Universal General Education Transfer Component (UGETC): courses transfer for equivalency credit.
        - (6 SHC) ENG 111 and ENG 112
        - (9 SHC) Communications/Humanities/Fine Arts in 2 different disciplines
        - (6 SHC) Social/Behavioral Sciences in 2 different disciplines
        - (3-4 SHC) Math
        - (4 SHC) Natural Sciences
    - **17-18 (SHC)** Additional General Education Hours
        - (3 SHC) SOC 225
        - (14 – 15 SHC) 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 the transfer university using the transfer guides. 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.*
- 15 OTHER REQUIRED HOURS
    - **1 (SHC)** ACA 122
    - **14 (SHC)** Education
        - (4 SHC) EDU 187
        - (3 SHC) EDU 216
        - (4 SHC) EDU 279
        - (3 SHC) EDU 250

*Students who have completed Teacher Cadet or Teaching as a Profession course 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.

Associate of Arts (A1010T) Course Schedule

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 122	College Transfer Success	F, S, Su		0	2	0	0	1
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed.	3	0	0	0	3
		UGETC - Math			3	2	0	0	3-4
		GEN ED - Elective			1	2	0	0	3
		GEN ED - Elective			3	2	0	0	3
		Totals			**15**	**4**	**0**	**0**	**13-14**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ENG 112	Writing/Res. in the Disc.	F, S, Su	ENG 111.	3	0	0	0	3
		UGETC – Hum/FA Elec. 1			3	0	0	0	3
		UGETC – Soc/Beh Elec.1			3	0	0	0	3
		UGETC - Natural Science			3	3	0	0	4
		GEN ED - Elective			3	0	0	0	3
		Totals			**15**	**2**	**0**	**0**	**16**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Hum/FA Elec. 2			3	0	0	0	3
		UGETC – Soc/Beh Elec.2			3	0	0	0	3
		GEN ED - Elective			3	0	0	0	3
	EDU 187	Teach and Learn for All	F		3	0	0	0	4
	EDU 216	Foundations of Edu	F		3	0	0	0	3
		Totals			**13**	**2**	**0**	**0**	**16**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Hum/FA Elec. 3			3	0	0	0	3
		GEN ED - Elective			3	0	0	0	3
	SOC 225	Social Diversity	S		3	0	0	0	3
	EDU 279	Literacy Dev and Inst	S		3	2	0	0	4
	EDU 250	Teacher License Prep	S		3	0	0	0	3
		Totals			**13**	**2**	**0**	**0**	**16**

TOTAL REQUIRED CREDITS: 61-62 credit hours

ASSOCIATE IN GENERAL EDUCATION - NURSING

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 (BSN) 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

Program of Study

Students in the AA in Teacher Prep program will be required to earn a total of **60 – 61 semester hours**, including **52-54 semester hours (SHC) in general education** and **7-8 semester hours (SHC) in other required hours**.

- 52-54 GENERAL EDUCATION
    - The general education common course pathway includes study in English composition, humanities and fine arts, social and behavioral sciences, natural sciences, and mathematics.
        - (6 SHC) English Composition: ENG 111 and ENG 112
        - (9 SHC) Humanities/Fine Arts
            - (6 SHC) ART 111, MUS 110, HUM 115
            - (3 SHC) ENG 232
        - (15 SHC) Social/Behavioral Sciences
            - (9 SHC) PSY 150, 240, SOC 210
            - (3 SHC) SOC 213, 225
            - (3 SHC) HIS 131, 132
        - (16 SHC) Natural Sciences
            - (8 SHC) BIO 168, 169
            - (4 SHC) BIO 275
            - (4 SHC) CHM 151
        - (7-8 SHC) Math
            - (4 SHC) MAT 152
            - (3-4 SHC) MAT 143, 171
- 7 - 8 OTHER REQUIRED HOURS
    - **1 (SHC)** ACA 122
    - **6 - 7 (SHC)** Social Behavior Science/Elective
        - ECO 251 or ECO 252 or Electives must be selected from the Transfer Course List in the Comprehensive Articulation Agreement. Suggested electives include foreign language, speech, culture and computer science.

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

For additional information about Blocks 4 and 5 (which contain nursing courses) of the Five Block Degree Plan located within the Uniform Articulation Agreement between the University of North Carolina RN to BSN please visit: http://www.nccommunitycolleges.edu/academic-programs/college- transferarticulation-agreements/uniform-articulation-agreement-rn-bsn.

*Denotes courses (23 Semester Hours of Credit) in Block 1 of the Five Block Degree Plan that are completed as part of the North Carolina Community College AAS Nursing degree.

Associate in General Education – Nursing (A1030N) Course Schedule

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 122	College Transfer Success	F, S, Su		0	2	0	0	1
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed.	3	0	0	0	3
	MAT 152	Statistical Methods I		See Dev. Ed.	3	2	0	0	4
		UGETC – Hum/FA Elec. 1			3	0	0	0	3
		UGETC - Natural Science 1			3	3	0	0	4
		Totals			**15**	**4**	**0**	**0**	**15**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ENG 112	Writing/Res. in the Disc.	F, S, Su	ENG 111.	3	0	0	0	3
		UGETC – Hum/FA Elec. 2			3	0	0	0	3
		UGETC – Soc/Beh Elec.1			3	0	0	0	3
		UGETC - Natural Science 2			3	3	0	0	4
		UGETC - MAT			3	2	0	0	4
		Totals			**15**	**2**	**0**		**17**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Hum/FA Elec. 3			3	0	0	0	3
		UGETC – Soc/Beh Elec.2			3	0	0	0	3
		UGETC – Soc/Beh Elec.3			3	0	0	0	3
		UGETC - Natural Science 3			3	3	0	0	4
		Soc/Beh/Elective 1			3	0	0	0	3
		Totals			**13**	**2**	**0**		**16**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Soc/Beh Elec.4			3	0	0	0	3
		UGETC – Soc/Beh Elec. 5			3	0	0	0	3
		UGETC - Natural Science 4			3	3	0	0	4
		Soc/Beh/Elective 2			3	0	0	0	3
		Totals			**13**	**2**	**0**		**13**

TOTAL REQUIRED CREDITS: 61 credit hours

ASSOCIATE IN SCIENCE

Curriculum Description

The Associate in Science (AS) 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) enable North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

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

Program Learning Outcomes (General Education Competencies)

1. Communicate effectively and purposefully in an oral capacity.
2. Utilize written communication to convey ideas.
3. Use digital technology to access, evaluate, and apply information to the needs or questions confronting them.
4. Demonstrate knowledge of their roles and responsibilities in a diverse world.
5. Apply critical thinking skills enabling them to think logically and solve problems.
6. Apply quantitative reasoning skills to solve problems

Program of Study

Students in the AS program will be required to earn a total of **60 – 61 semester hours**, including **45 semester hours (SHC) in general education** and **15 semester hours (SHC) in other required hours**.

- 45 GENERAL EDUCATION
    - The general education common course pathway includes study in English composition, humanities and fine arts, social and behavioral sciences, natural sciences, and mathematics.
    - **34 (SHC)** Universal General Education Transfer Component (UGETC): courses transfer for equivalency credit.
        - (6 SHC) ENG 111 and ENG 112
        - (6 SHC) Communications/Humanities/Fine Arts in 2 different disciplines
        - (6 SHC) Social/Behavioral Sciences in 2 different disciplines
        - (8 SHC) Math – two courses
        - (8 SHC) Natural Sciences
    - **11 (SHC)** Additional General Education Hours: 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 the transfer university using the transfer guides.*
- 15 OTHER REQUIRED HOURS
    - **1 (SHC)** ACA 122
    - **14 (SHC)** 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 using the transfer guides.*

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.

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 122	College Transfer Success	F, S, Su		0	2	0	0	1
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed.	3	0	0	0	3
		UGETC – Hum/FA Elec. 1			3	0	0	0	3
		UGETC – Soc/Beh Elec.1			3	0	0	0	3
		UGETC – Math 1			3	2	0	0	4
		Totals			**15**	**4**	**0**	**0**	**14**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ENG 112	Writing/Res. in the Disc.	F, S, Su	ENG 111.	3	0	0	0	3
		UGETC – Hum/FA Elec. 2			3	0	0	0	3
		UGETC – Soc/Beh Elec.2			3	0	0	0	3
		UGETC – Math 2			3	3	0	0	4
		GEN ED - Elective			3	0	0	0	3
		Totals			**15**	**2**	**0**	**0**	**16**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Natural Science	F		3	0	0	0	4
		GEN ED - Elective			3	0	0	0	3
		GEN ED - Elective			3	2	0	0	3
		Pre-Major/Elective			3	0	0	0	2
		Pre-Major/Elective				0	0	0	3
		Totals			**13**	**2**	**0**	**0**	**15**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Natural Science	F, S		3	0	0	0	4
		GEN ED - Elective			3	0	0	0	2
		Pre-Major/Elective			3	0	0	0	3
		Pre-Major/Elective			3	2	0	0	3
		Pre-Major/Elective			3	0	0	0	3
		Totals			**13**	**2**	**0**	**0**	**15**

TOTAL REQUIRED CREDITS: 60 credit hours

ASSOCIATE IN SCIENCE IN TEACHER PREP

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.

Program of Study

Students in the AA in Teacher Prep program will be required to earn a total of **60 semester hours**, including **45 semester hours (SHC) in general education** and **15 semester hours (SHC) in other required hours**.

- 45 GENERAL EDUCATION
    - The general education common course pathway includes study in English composition, humanities and fine arts, social and behavioral sciences, natural sciences, and mathematics.
    - **31 – 33 (SHC)** Universal General Education Transfer Component (UGETC): courses transfer for equivalency credit.
        - (6 SHC) Communication: ENG 111 and ENG 112
        - (6 SHC) Communications/Humanities/Fine Arts in 2 different disciplines
        - (3 SHC) Social/Behavioral Sciences in 2 different disciplines
        - (8 SHC) Math: MAT 171 and 172
        - (8 SHC) Natural Sciences
    - **14 – 15 (SHC)** Additional General Education Hours
        - (3 SHC) SOC 225
        - (11-12 SHC) 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 the transfer university using the transfer guides. 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.*
- 15 OTHER REQUIRED HOURS
    - **1 (SHC)** ACA 122
    - **14 (SHC)** Education
        - (4 SHC) EDU 187
        - (3 SHC) EDU 216
        - (4 SHC) EDU 279
        - (3 SHC) EDU 250

*Students who have completed Teacher Cadet or Teaching as a Profession course 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.

Associate of Science in Teacher Preparation (A1040T) Course Schedule

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 122	Transfer/Career Success	F, S, Su		0	2	0	0	1
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed.	3	0	0	0	3
	MAT 171	Precalculus Algebra	F	See Dev. Ed.	3	2	0	0	3-4
		GEN ED - Elective			1	2	0	0	3
		GEN ED - Elective			3	2	0	0	3
		Totals			**15**	**4**	**0**	**0**	**13-14**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ENG 112	Writing/Res. in the Disc.	F, S, Su	ENG 111.	3	0	0	0	3
		UGETC – Hum/FA Elec. 1			3	0	0	0	3
	MAT 172	Precalculus Trigonometry	S	MAT 171	3	0	0	0	3
		UGETC - Natural Science			3	3	0	0	4
		GEN ED - Elective			3	0	0	0	3
		Totals			**15**	**2**	**0**	**0**	**16**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Hum/FA Elec. 2			3	0	0	0	3
		UGETC – Soc/Beh Elec.2			3	0	0	0	3
		GEN ED - Elective			3	0	0	0	3
	EDU 187	Teach and Learn for All	F		3	0	0	0	4
	EDU 216	Foundations of Edu	F		3	0	0	0	3
		Totals			**13**	**2**	**0**	**0**	**16**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		UGETC – Hum/FA Elec. 3			3	0	0	0	3
		GEN ED - Elective			3	0	0	0	3
	SOC 225	Social Diversity	S		3	0	0	0	3
	EDU 279	Literacy Dev and Inst	S		3	2	0	0	4
	EDU 250	Teacher License Prep	S		3	0	0	0	3
		Totals			**13**	**2**	**0**	**0**	**16**

TOTAL REQUIRED CREDITS: 60 credit hours

CAREER AND TECHNICAL EDUCATION (CTE)

Associate in Applied Sciences Degrees, Diplomas, and Certificates

Leads directly to a career – workforce pathway

Career and Technical Education programs prepare students for immediate entry into the workforce by combining classroom instruction with hands-on training. These programs focus on developing technical, professional, and employability skills aligned with current industry standards and workforce needs.

Turn Your Experience into College Credit: CPL for Technical Careers

Your real-world experience matters here. Credit for Prior Learning (CPL) is a powerful framework that allows you to earn college-level academic credit for the skills, knowledge, and competencies you have already gained outside the traditional classroom.

If you are pursuing a Career and Technical Education (CTE) pathway—such as Industrial Systems, Mechatronics, HVAC, Business, or Public Safety—CPL offers an alternative, accelerated route toward completing your degree, diploma, or certificate. Instead of spending time and tuition retraining in skills you already master, you can potentially receive college credit for:

- **On-the-Job Training & Industry Credentials:** Awarded certificates, state or national licenses, or documented corporate training.
- **Military Experience:** Joint Services Transcripts (JST) aligned with college-level technical outcomes.
- **Continuing Education to Curriculum (ConEd to CU):** Successfully completed workforce development courses, industry training, or public safety academies taken through Continuing Education that align directly with curriculum course outcomes.

CPL honors your professional background, lowers your educational costs, and shortens your time to graduation. Connect with an academic advisor today to evaluate your credentials and see how your experience can jumpstart your academic journey.

Learn more about CPL on the NCCCS website Resources for Students.

ASSOCIATE DEGREE NURSING (ADN)

Curriculum Description

The Associate Degree Nursing (ADN) 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

- ☐ Complete an Application for Admission to Roanoke-Chowan Community College (R-CCC) online by visiting the R-CCC website at Roanoke-Chowan Community College
- ☐ 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.
- ☐ 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)

- ☐ 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.
- ☐ 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.
- ☐ Applicant must be listed as a Certified Nurse Aide with the NC Division of Health Service Regulation Registry.
- ☐ Applicant must submit evidence of cardiopulmonary resuscitation certification (CPR) at the BLS/Health Care Provider Level from the American Heart Association.
- ☐ 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.
- ☐ 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.
  1. 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.
  2. Applicants will be allowed to *retest one time* during the admissions process for admission into fall semester.

- 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.

Criteria	Assessment	Maximum Points
CRITERION 1	Completed Course Work and GPA	18 points
CRITERION 2	Kaplan Entrance Exam Test Score	50 points
CRITERION 3	Related Experience	6 points

The points an applicant receives from each of these criteria will be added together. The applicants who receive the highest number of points will be considered for admission to the program. After the criteria have been applied, the date of original application to the ADN program will be utilized to determine priority for admission in circumstances where applicants have achieved the same score.

Criterion 1: Completed Course Work (8 points) and GPA (10 points) = TOTAL 18 points

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

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

- Completed Coursework (8 points)
- 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.

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

- BIO 168 Anatomy & Physiology I*
- PSY 150 General Psychology
- ENG 111 Writing & Inquiry*
- ACA 122 Transfer and Career Success

Fall 2nd Year

- CIS 110 Introduction to Computers

Spring 1st Year

- BIO 169 Anatomy & Physiology II*
- PSY 241 Developmental Psychology

Spring 2nd Year

- HUM 115 Critical Thinking*
- ENG 112 Writing/Research in the Disciplines*

Or

- ENG 114 Professional Research & Reporting*

*Highly recommended for completion prior to entering the ADN Program

Criminal Background Check and Drug Screening

The ADN Program requires a clinical component and a criminal background check with a drug screening is required by most clinical agencies. A student's criminal record will affect the student's opportunity for successfully completing the clinical portion of the course and therefore will limit the student's ability to progress in the program. If a student is unable to attend any clinical site, due to the criminal background check and/or drug screening, the student will be dismissed from the program.

Transfer Students

Applicants desiring to transfer into Roanoke-Chowan Community College Associate Degree Nursing program must

meet the same admission criteria required of all nursing students. The applicant must follow the same procedure required by R-CCC for all transfer students as outlined in the R-CCC catalog. A transfer student is defined as a student who has completed all requirements for progression to the next semester at the college from which they are transferring. Admission for the transfer student is on a "space-available" basis, not to exceed 10% of total program enrollment. Twenty-five percent of credit hours are required to be completed at this College for the degree to be conferred.

In addition to the catalog requirements, the student may be requested to provide course outlines for all nursing courses for which the applicant is seeking credit, scores from any standardized test(s) like the Kaplan Entrance Test, taken at former schools, and a letter of recommendation from clinical instructor who most recently supervised applicant. The ADN Program Director along with the Registrar will evaluate the outlines and determine the amount of credit to be awarded. Applicant must complete or receive transfer credit for coursework required in curriculum sequence prior to point of entrance into 'NUR' course with a grade of "C" or above in related coursework and an "80" (B) or better in 'NUR' courses.

Due to the rapidly changing technology in nursing studies, any student seeking transfer to the ADN program after more than one-year lapse in nursing education will be asked to demonstrate proficiency in core nursing competencies by means of theory (written exam) and clinical (skills) performance evaluations with a score of "80" (B) or better. The proficiency exam will be administered by the nursing faculty at a scheduled time, to be announced during the application process.

All applicants seeking advanced placement as a transfer student must complete ALL of the above admission requirements on or before March 1. Applicants seeking advanced placement as a transfer student for the spring semester must complete ALL 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:

1. Achieve an overall course grade of 80% without rounding and successfully pass all clinical/lab requirements.
2. 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.

Associate Degree in Nursing (A45110) Course Schedule

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 122	Transfer/Career Success	F, S, Su	None	0	2	0	0	1
	BIO 168	Anatomy and Physiology	F, Su	None	3	3	0	0	4
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed.	3	0	0	0	3
	PSY 150	General Psychology	F, S, Su	None	3	0	0	0	3
	NUR 111	Intro to Health Concepts	F		4	6	6	0	8
		Totals			**15**	**4**	**0**	**0**	**19**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BIO 169	Anatomy and Physiology II	S, Su	BIO 168	3	3	0	0	4
	NUR 112	Health Illness Concepts	S		3	0	6	0	5
	NUR 113	Family Health Concepts	S		3	0	6	0	5
	NUR 117	Pharmacology	S		1	3	0	0	2
	PSY 241	Developmental Psychology	S		3	0	0	0	3
		Totals			**15**	**2**	**0**	**0**	**19**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	NUR 114	Holistic Health Concepts	F		3	0	6	0	5
	NUR 211	Health Care Concepts	F		3	0	6	0	5
	NUR 212	Health Systems Concepts	F		3	0	6	0	5
		Totals			**13**	**2**	**0**	**0**	**18**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ENG 112	Writing/Res. In Discipline	F, S, Su	ENG 111	3	0	0	0	3
	HUM 115	Critical Thinking	F, S, Su	None	3	0	0	0	3
	NUR 213	Complex Health Care Con	S		4	3	15	0	10
		Totals			**13**	**2**	**0**	**0**	**16**

TOTAL REQUIRED CREDITS: 72 credit hours

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 startup, 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.

Student Learning Outcomes

By the time a student completes the program they should be able to:

1. Demonstrate an understanding of HVAC system operations including sequence of operation for each unit type heating and cooling as well as component function.
2. Demonstrate job-ready skills including safe work practices, tool usage, and basic system diagnostics.
3. Students will be able to measure and evaluate HVAC system performance including airflow, temperature split (Delta T) and overall system operation as well as fabricate simple ductwork.

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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A/C, Heating, & Refrigeration Technology: AAS Degree (A35100)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	AHR 110	Intro to Refrigeration	F	None.	2	6	0	0	5
	AHR 112	Heating Technology	F	None	2	4	0	0	4
	AHR 151	HVAC Duct Systems I	F	None	1	3	0	0	2
	AHR 111	HVACR Electricity	F	None	2	2	0	0	3
	ISC 112	Industrial Safety	F	None	2	0	0	0	2
	WLD 113	Soldering and Brazing I	F	None	2	0	0	0	2
		Totals							**19**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 113	Comfort Cooling	S	None	2	4	0	0	4
	AHR 114	Heat Pump Technology	S	None	2	4	0	0	4
	AHR 130	HVAC Controls	S	None	2	2	0	0	3
	AHR 160	Refrigerant Certification	S	None	1	0	0	0	1
	AHR 180	HVAC Customer Relations	S	None	1	0	0	0	1
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
		Totals							**19**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 115	Refrigeration Systems	F	None	1	3	0	0	2
	AHR 120	HVAC-R Maintenance	F	None	1	3	0	0	2
	AHR 211	Residential System Design	F	None	2	2	0	0	3
	AHR 212	Advanced Comfort Systems	F	None	2	6	0	0	4
	COM 231	Public Speaking	F	None	3	0	0	0	3
		Soc/Beh Sci Elective	F, S, Su	None	3	0	0	0	3
		Totals							**17**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 170	Heating Lab	S	None	0	3	0	0	1
	AHR 171	Cooling Lab	S	None	0	3	0	0	1
	AHR 213	HVAC/R Building Code	S	None	1	2	0	0	2
	BPR 130	Print Reading/Constr.	S	None	3	0	0	0	3
	MAT 110	Math Meas. & Literacy	S	See Dev. Ed	2	2	0	0	3
	PED 110	Fit and Well for Life	F, S, Su	None	1	2	0	0	2
		Hum/Fine Arts Elective	F, S, Su	None	3	0	0	0	3
		Totals							**15**

Total Required Hours: 70 Credit Hours

A/C, Heating, & Refrigeration: Diploma (D35100)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	AHR 110	Intro to Refrigeration	F	None.	2	6	0	0	5
	AHR 112	Heating Technology	F	None	2	4	0	0	4
	AHR 120	HVAC-R Maintenance	F	None	1	3	0	0	2
	AHR 151	HVAC Duct Systems I	F	None	1	3	0	0	2
	AHR 111	HVACR Electricity	F	None	2	2	0	0	3
	WLD 113	Soldering and Brazing I	F	None	2	0	0	0	2
		Totals							**19**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 113	Comfort Cooling	S	None	2	4	0	0	4
	AHR 114	Heat Pump Technology	S	None	2	4	0	0	4
	AHR 130	HVAC Controls	S	None	2	2	0	0	3
	AHR 160	Refrigerant Certification	S	None	1	0	0	0	1
	AHR 180	HVAC Customer Relations	S	None	1	0	0	0	1
	MAT 110	Math Meas. & Literacy	S	See Dev. Ed	2	2	0	0	3
		Totals							**16**

SUMMER SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	PED 110	Fit and Well for Life	F, S, Su	None	1	2	0	0	2
		Totals							**5**

Total Required Hours: 40 Credit Hours

A/C, Heating, & Refrigeration: Basic Certificate (C35100D)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 110	Intro to Refrigeration	F	None.	2	6	0	0	5
	AHR 111	HVACR Electricity	F	None	2	2	0	0	3
		Totals							**8**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 112	Heating Technology	S	None	2	4	0	0	4
	AHR 160	Refrigerant Certification	S	None	1	0	0	0	1
	AHR 120	HVACR Maintenance	S	None	1	3	0	0	2
		Totals							**7**

Total Required Hours: 15 Credit Hours

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 111	HVACR Electricity	F	None	2	2	0	0	3
	ELC 111	Introduction to Electricity	F	None	2	2	0	0	3
		Totals							**6**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 113	Comfort Cooling	S	None	2	4	0	0	4
	AHR 114	Heat Pump Technology	S	None	2	4	0	0	4
	AHR 130	HVAC Controls	S	None	2	2	0	0	3
	AHR 160	Refrigerant Certification	S	None	1	0	0	0	1
		Totals							**12**

Total Required Hours: 18 Credit Hours

-END-

BUSINESS ADMINISTRATION (BUS)

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.

Student Learning Outcomes

By the time a student completes the program they should be able to:

1. Apply basic business terminology, concepts, and principles across functional areas including management, marketing, finance, and operations.
2. Develop and analyze common business documents related to human resources, finance, bookkeeping, management, and marketing.
3. Demonstrate the ability to apply foundational business knowledge and practical skills by successfully completing tasks and simulations aligned with entry-level business and administrative job functions.

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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Business Administration: AAS Degree (A25120)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	ACC 120	Principles of Financial Acct.	F	None	3	2	0	0	4
	BUS 110	Introduction to Business	F	None.	3	0	0	0	3
	CIS 110	Introduction to Computers	F, S, Su	None	3	0	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	MAT 143	Quantitative Literacy	S, SU	See Dev. Ed	2	2	0	0	3
		Totals							**17**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACC 121	Prin of Managerial Acct.	S	ACC 120	3	2	0	0	4
	BUS 115	Business Law I	S	None	3	0	0	0	3
	BUS 135	Principles of Supervision	S	None	2	2	0	0	3
	ENG 112	Writing/Research in Disc	F, S, Su	None	2	2	0	0	3
	MKT 120	Principles of Marketing	S	None	2	2	0	0	3
		Totals							**16**

SUMMER SEMESTER 1

Area	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	HUM 115	Critical Thinking Skills	F, S	None	3	0	0	0	3
		Totals							**3**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BUS 240	Business Ethics	F	None	3	0	0	0	3
	BUS 137	Principles of Management	F	None	3	0	0	0	3
	BUS 139	Entrepreneurship	F	None	3	0	0	0	3
	ECO 251	Princ. Of Microeconomics	F	None	3	0	0	0	3
	MTK 223	Customer Experience	F	None	3	0	0	0	3
	WBL 110	World of Work	F, S, Su	None	1	0	0	0	1
		Totals							**16**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BUS 151	People Skills	S	None	3	0	0	0	3
	BUS 225	Business Finance	S	None	2	2	0	0	3
	BUS 230	Small Business Mgmt	S	None	3	0	0	0	3
	BUS 260	Business Communication	S	ENG 111	3	0	0	0	3
	SOC 210	Introduction to Sociology	S	None	3	0	0	0	3
	PED 110	Fit and Well for Life	F, S, Su	None	1	2	0	0	2
		Totals							**17**

Total Required Hours: 69 Credit Hours

Business Administration: Diploma (D25120)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	ACC 120	Principles of Financial Acct.	F	None	3	2	0	0	4
	BUS 110	Introduction to Business	F	None.	3	0	0	0	3
	BUS 137	Principles of Management	F	None	3	0	0	0	3
	BUS 240	Business Ethics	F	None	3	0	0	0	3
	ECO 251	Princ. Of Microeconomics	F	None	3	0	0	0	3
		Totals							**17**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BUS 115	Business Law I	S	None	3	0	0	0	3
	BUS 135	Principles of Supervision	S	None	2	2	0	0	3
	BUS 151	People Skills	S	None	3	0	0	0	3
	CIS 110	Introduction to Computers	F, S, Su	None	3	0	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	MKT 120	Principles of Marketing	S	None	3	0	0	0	3
	SOC 210	Introduction to Sociology	S	None	3	0	0	0	3
		Totals							**21**

Total Required Hours: 38 Credit Hours

Business Administration: Accounting Certificate (C25120A)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACC 120	Principles of Financial Acct.	F	None	3	2	0	0	4
	BUS 121	Business Math	F	None	2	2	0	0	3
		Totals							**7**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACC 121	Prin of Managerial Acct.	S	ACC 120	3	2	0	0	4
	ACC 140	Payroll Accounting	S	ACC 120	1	2	0	0	2
	BUS 225	Business Finance	S	None	2	2	0	0	3
		Totals							**9**

Total Required Hours: 16 Credit Hours

-END-

COSMETOLOGY (COS)

Curriculum Description

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses

Student Learning Outcomes

By the time a student completes the program they should be able to:

1. Demonstrate knowledge of the blood exposure procedure as legally required by recitation of the procedure.
2. Perform repetitive practical applications of eyebrow waxing and arching.
3. Demonstrate skills and knowledge to ensure adherence to safety measures within a simulated salon setting.

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	COS 111	Cosmetology Concepts 1	F	None	4	0	0	0	4
	COS 112	Salon I	F	None	0	24	0	0	8
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	MAT 110	Math Measurement & Lit.	F, S	See Dev. Ed	2	2	0	0	3
		Totals							**19**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BUS 110	Introduction to Business	F	None.	3	0	0	0	3
	BUS 115	Business Law I	S	None	3	0	0	0	3
	COS 113	Cosmetology Concepts II	S	COS 111	4	0	0	0	4
	COS 114	Salon II	S	COS 112	0	24	0	0	8
		Totals							**18**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COS 115	Cosmetology Concepts III	F	COS 111	4	0	0	0	4
	COS 116	Salon III	F	COS 112	0	12	0	0	4
	PSY 150	General Psychology	F, S, Su	None	3	0	0	0	3
	HUM 115	Critical Thinking	F, S	None	3	0	0	0	3
		Totals							**14**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BUS 230	Small Business Mgmt	S	None	3	0	0	0	3
	COM 231	Public Speaking	F, S, Su	None	3	0	0	0	3
	COS 117	Cosmetology Concepts IV	S	COS 111	2	0	0	0	2
	COS 118	Salon IV	S	COS 112	0	21	0	0	7
	MKT 223	Customer Service	S	None	3	0	0	0	3
		Totals							**18**

Total Required Hours: 69 Credit Hours

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COS 111	Cosmetology Concepts 1	F	None	4	0	0	0	4
	COS 112	Salon I	F	None	0	24	0	0	8
		Totals							**12**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COS 113	Cosmetology Concepts II	S	COS 111	4	0	0	0	4
	COS 114	Salon II	S	COS 112	0	24	0	0	8
		Totals							**12**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	COS 115	Cosmetology Concepts III	F	COS 111	4	0	0	0	4
	COS 116	Salon III	F	COS 112	0	12	0	0	4
	ENG 102	Applied Communications	F	None	3	0	0	0	3
		Totals							**12**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COS 117	Cosmetology Concepts IV	S	COS 111	2	0	0	0	2
	COS 118	Salon IV	S	COS 112	0	21	0	0	7
	PSY 101	Applied Psychology	S, Su	None	3	0	0	0	3
		Totals							**12**

Total Required Hours: 48 Credit Hours

-END-

CRIMINAL JUSTICE TECHNOLOGY (CJC)

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.

Credit for Prior Learning

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 coordinator, 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

Student Learning Outcomes

By the time a student completes the program they should be able to:

1. Increase student access and success
2. Communicate effectively within the criminal justice culture verbally and in writing.
3. Students will be able to use critical thinking skills to produce a quality criminal justice writing sample.
4. Students will be able to evaluate and apply the functions, roles, and constitutional principles within the criminal justice system.

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

Criminal Justice Technology: AAS Degree (A55180)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	CIS 110	Introduction to Computers	F, S, Su	None	3	0	0	0	3
	CJC 111	Intro to Criminal Justice	F	None	3	0	0	0	3
	CJC 221	Investigative Principles	F	None	3	2	0	0	4
	CJC 231	Constitutional Law	F	None	3	0	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
		Totals							**17**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 113	Juvenile Justice	S	None	3	0	0	0	3
	CJC 121	Law Enforcement Oper.	S	None	3	0	0	0	3
	CJC 132	Court Proced. & Evid.	S	None	3	0	0	0	3
	CJC 141	Corrections	S	None	3	0	0	0	3
	ENG 112	Writing/Res. In the Disc.	S	ENG 111	3	0	0	0	3
	MAT 143	Quantitative Literacy	F, S	See Dev. Ed	2	2	0	0	3
		Totals							**18**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 112	Criminology	F	None	3	0	0	0	3
	CJC 122	Community Policing	F	None	3	0	0	0	3
	CJC 212	Ethics & Comm. Relations	F	None	3	0	0	0	3
	CJC 213	Substance Abuse	F	None	3	0	0	0	3
	CJC 232	Civil Liability	F	None	3	0	0	0	3
	PSY 150	General Psychology	F, S, Su	None	3	0	0	0	3
		Totals							**18**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 131	Criminal Law	S	None	3	0	0	0	3
	CJC 225	Crisis Intervention	S	None	3	0	0	0	3
	CJC 241	Community Based Corr.	S	None	3	0	0	0	3
	PED 110	Fit and Well for Life	F, S, Su	None	1	2	0	0	2
	SOC 210	Introduction to Sociology	S	None	3	0	0	0	3
	WBL 110	World of Work	F, S, Su	None	1	0	0	0	1
		Hum/Fine Arts Elective	F, S, Su	None	3	0	0	0	3
		Totals							**18**

Total Required Hours: 71 Credit Hours

Criminal Justice: Diploma (D55180)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Introduction to Computers	F, S, Su	None	3	0	0	0	3
	CJC 111	Intro to Criminal Justice	F	None	3	0	0	0	3
	CJC 221	Investigative Principles	F	None	3	2	0	0	4
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	PSY 150	General Psychology	F, S, Su	None	3	0	0	0	3
		Totals							**16**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 121	Law Enforcement Oper.	S	None	3	0	0	0	3
	CJC 131	Criminal Law	S	None	3	0	0	0	3
	CJC 141	Corrections	S	None	3	0	0	0	3
	CJC 213	Substance Abuse	F	None	3	0	0	0	3
	ENG 112	Writing/Res. In the Disc.	S	ENG 111	3	0	0	0	3
		Totals							**15**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 112	Criminology	F	None	3	0	0	0	3
	CJC 212	Ethics & Comm. Relations	F	None	3	0	0	0	3
	CJC 225	Crisis Intervention	S	None	3	0	0	0	3
	CJC 241	Community Based Corr.	S	None	3	0	0	0	3
		Totals							**12**

Total Required Hours: 43 Credit Hours

Criminal Justice: Public Safety Certificate (C55180A)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 111	Intro to Criminal Justice	F	None	3	0	0	0	3
	CJC 221	Investigative Principles	F	None	3	2	0	0	4
		Totals							**7**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 141	Corrections	S	None	3	0	0	0	3
	CJC 225	Crisis Intervention	S	None	3	0	0	0	3
		Totals							**9**

Total Required Hours: 16 Credit Hours

-END-

EARLY CHILDHOOD EDUCATION (EDU)

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

Program Outcomes

By the time a student completes the program they should be able to:

1. Create diverse activities for various subject areas, across domains while focusing on a target skill for their potential students to learn.
2. Plan courses for their next term.
3. Complete a PowerPoint presentation, that focuses on the topic of appropriate toys for young children.
4. Make selections for young children that are developmentally appropriate.

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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Early Childhood Education: AAS Degree B-K License Transfer Track (A55220BK)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 122	Transfer & Career Success	F, S, Su	None	0	2	0	0	1
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	EDU 119	Intro to Early Childhood Ed	F	None	4	0	0	0	4
	EDU 131	Child, Family, & Comm.	F	None	3	0	0	0	3
	EDU 144	Child Development I	F	None	3	0	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
		Totals							**17**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EDU 145	Child Development II	S	None	3	0	0	0	3
	EDU 146	Child Guidance	S	None	3	0	0	0	3
	EDU 151	Creative Activities	S	None	3	0	0	0	3
	EDU 153	Health, Safety, & Nutrition	S	None	3	0	0	0	3
	ENG 112	Writing/Res. In the Disc.	S	ENG 111	3	0	0	0	3
	MAT 143	Quantitative Literacy	F, S	See Dev. Ed	2	2	0	0	3
		Totals							**18**

SUMMER SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		Natural Science Elective	F, S, Su	None	3	0	0	0	4
		Soc/Beh Science Elective	F, S, Su	None	3	0	0	0	3
		Totals							**7**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EDU 221	Children w/Exceptionalities	F	None	3	0	0	0	3
	EDU 234	Infants, Toddlers, & Twos	F	None	3	0	0	0	3
	EDU 251	Exploration Activities	F	None	3	0	0	0	3
	EDU 280	Language & Literacy Exp.	F	None	3	0	0	0	3
	PSY 150	General Psychology	F, S, Su	None	3	0	0	0	3
		Totals							**15**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COM 231	Public Speaking	S	None	3	0	0	0	3
	EDU 216	Foundations in Education	S	None	3	0	0	0	3
	EDU 250	Teacher Licensure Prep	S	None	3	0	0	0	3
	EDU 284	Early Childhood Capstone	S	None	1	9	0	0	4
		Hum/Fine Arts Elective	S	None	3	0	0	0	3
		Totals							**16**

Total Required Hours: 73 Credit Hours

Early Childhood Education: AAS Degree Career Entry Track (A55220CE)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	EDU 119	Intro to Early Childhood Ed	F	None	4	0	0	0	4
	EDU 131	Child, Family, & Comm.	F	None	3	0	0	0	3
	EDU 144	Child Development I	F	None	3	0	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
		Totals							**17**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EDU 145	Child Development II	S	None	3	0	0	0	3
	EDU 146	Child Guidance	S	None	3	0	0	0	3
	EDU 151	Creative Activities	S	None	3	0	0	0	3
	EDU 153	Health, Safety, & Nutrition	S	None	3	0	0	0	3
	ENG 112	Writing/Res. In the Disc.	S	ENG 111	3	0	0	0	3
	MAT 143	Quantitative Literacy	F, S	See Dev. Ed	2	2	0	0	3
		Totals							**18**

SUMMER SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		Natural Science Elective	F, S, Su	None	3	0	0	0	3
		Soc/Beh Science Elective	F, S, Su	None	3	0	0	0	3
		Totals							**6**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EDU 221	Children w/Exceptionalities	F	None	3	0	0	0	3
	EDU 234	Infants, Toddlers, & Twos	F	None	3	0	0	0	3
	EDU 251	Exploration Activities	F	None	3	0	0	0	3
	EDU 280	Language & Literacy Exp.	F	None	3	0	0	0	3
	PSY 150	General Psychology	F, S, Su	None	3	0	0	0	3
		Totals							**15**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COM 231	Public Speaking	S	None	3	0	0	0	3
	EDU 261	Early Childhood Admin. I	S	None	3	0	0	0	3
	EDU 262	Early Childhood Admin. II	S	None	3	0	0	0	3
	EDU 284	Early Childhood Capstone	S	None	1	9	0	0	4
		Totals							**13**

Total Required Hours: 69 Credit Hours

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EDU 119	Intro to Early Childhood Ed	F	None	4	0	0	0	4
	EDU 131	Child, Family, & Comm.	F	None	3	0	0	0	3
		Totals							**7**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EDU 153	Health, Safety, & Nutrition	S	None	3	0	0	0	3
	EDU 145	Child Development II	S	None	3	0	0	0	3
	EDU 146	Child Guidance	S	None	3	0	0	0	3
		Totals							**9**

Total Required Hours: 16 Credit Hours

-END-

EMERGENCY MEDICAL SCIENCE (EMS)

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.

Credit for Prior Learning

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.

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

Emergency Medical Science: AAS Degree (A45340)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	BIO 168	Anatomy & Physiology I	F, Su	None	3	3	0	0	4
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	MAT 110	Math, Meas. And Literacy	F	See Dev. Ed	2	2	0	0	3
	MED 121	Medical Terminology 1	S, SU	None	3	0	0	0	3
		Totals							**17**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BIO 169	Anatomy & Physiology II	S, Su	None	3	3	0	0	4
	EMS 110	EMT			6	6	3	0	9
	EMS 122	EMS Clinical Practicum I			0	0	3	0	1
	ENG 112	Writing/Res. In Discipline	F, S, Su	None	3	0	0	0	3
	HUM 115	Critical Thinking	F, S	None	3	0	0	0	3
	SOC 210	Intro to Sociology	F, S, Su	None	3	0	0	0	3
		Totals							**23**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EMS 130	Pharmacology			3	3	0	0	4
	EMS 131	Advanced Airway Mgmt.			1	2	0	0	2
	EMS 160	Cardiology I			2	3	0	0	3
	EMS 240	Patients w/ Spec Chall			1	2	0	0	2
	EMS 250	Medical Emergencies			3	3	0	0	4
	EMS 270	Life Span Emergencies			3	3	0	0	4
		Totals							**19**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EMS 220	Cariology II			2	3	0	0	3
	EMS 221	EMS Clinical Practicum II			0	0	6	0	2
	EMS 231	EMS Clinical Practicum III			0	0	9	0	3
	EMS 241	EMS Clinical Practicum IV			0	0	12	0	4
	EMS 260	Trauma Emergencies			1	3	0	0	2
	EMS 285	EMS Capstone			1	3	0	0	2
		Totals							**16**

Total Required Hours: 75 Credit Hours

Emergency Medical Science: Bridging Option (A45340B)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	BIO 168	Anatomy & Physiology I	F, Su	None	3	3	0	0	4
	EMS 125	EMS Instructor Method.			2	2	0	0	3
	EMD 280	EMS Bridging Course			2	2	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	HUM 115	Critical Thinking	F, S	None	3	0	0	0	3
		Totals							**17**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BIO 169	Anatomy & Physiology II	S, Su	None	3	3	0	0	4
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	EMS 235	EMS Management			2	0	0	0	2
	ENG 112	Writing/Res. In Discipline	F, S, Su	None	3	0	0	0	3
	MAT 110	Math, Meas. And Literacy	F	See Dev. Ed	2	2	0	0	3
	SOC 210	Intro to Sociology	F, S, Su	None	3	0	0	0	3
		Totals							**18**

Total Required Hours: 35 Credit Hours

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INDUSTRIAL SYSTEMS TECHNOLOGY: ELECTRICAL (IST)

Curriculum Description

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as life-long learners.

Program Outcomes

By the time a student completes the program they should be able to:

1. Trouble shoot circuits proficiently to install/repair electrical wiring using modern equipment and standards.
2. Ability to wire and trouble shoot industrial motors.

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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Industrial Systems Technology: Basic Certificate (C50240F)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ATR 112	Intro to Automation	F	None	2	3	0	0	3
	ELC 111	Intro to Electricity	F	None	2	2	0	0	3
		Totals							**6**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ELC 120	Intro to Wiring	S	None	2	2	0	0	3
	ELC 128	Intro to PLC	S	None	2	3	0	0	3
		Totals							**6**

Total Required Hours: 12 Credit Hours

Industrial Systems Technology: Electrical Certificate (C50240A)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ELC 111	Intro to Electricity	F	None	2	2	0	0	3
	ELC 113	Residential Wiring	F	None	2	6	0	0	4
	ELC 117	Motors and Controls	F	None	2	6	0	0	4
	ELC 118	National Electrical Code	F	None	1	2	0	0	2
	ISC 112	Industrial Safety	F	None	2	0	0	0	2
		Totals							**15**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACC 121	Prin of Managerial Acct.	S	ACC 120	3	2	0	0	4
	ACC 140	Payroll Accounting	S	ACC 120	1	2	0	0	2
	BUS 225	Business Finance	S	None	2	2	0	0	3
		Totals							**9**

Total Required Hours: 16 Credit Hours

--END--

INFORMATION TECHNOLOGY: SUPPORT AND SERVICES (IT)

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.

Program Outcomes

By the time a student completes the program they should be able to:

1. Engage students in job shadowing experiences that enhance their awareness of career opportunities in the field of IT.
2. Use critical thinking skills to analyze procedures and provide effective IT solutions

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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Information Technology: AAS Degree (A25590T)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 122	Transfer & Career Success	F, S, Su	None	1	0	0	0	1
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	CTI 110	IT Foundations	F	None	2	2	0	0	3
	CTI 120	Network & Sec Foundation	F	None	2	2	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	MAT 143	Quantitative Literacy	S, SU	See Dev. Ed	2	2	0	0	3
	PED 110	Fit and Well for Life	F, S, Su	None	1	2	0	0	2
		Totals							**18**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CTI 141	Cloud & Storage Concept	S	None	1	4	0	0	3
	CTS 120	Hard/Software Support	S	None	2	3	0	0	3
	CTS 130	Spreadsheet	S	None	2	2	0	0	3
	NOS 110	Operating Sys. Concepts	S	None	2	3	0	0	3
	NOS 130	Windows Single User	S	None	2	2	0	0	3
	SOC 210	Introduction to Sociology	S	None	3	0	0	0	3
		Totals							**18**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 119	Survey of Artificial Intel	F	None	2	2	0	0	3
	CTS 115	Info Sys. Bus. Concepts	F	None	3	0	0	0	3
	CTS 155	Tech Support Functions	F	None	2	2	0	0	3
	DBA 110	Database Concepts	F	None	1	3	0	0	3
	HUM 115	Critical Thinking	F	None	3	0	0	0	3
	SEC 115	Security Implementation	F	None	1	3	0	0	3
		Totals							**18**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 115	Intro to Prog & Logic	S	None	2	3	0	0	3
	COM 231	Public Speaking	S	None	3	0	0	0	3
	CTS 220	Adv Hard/Software Supp	S	None	2	3	0	0	3
	CTS 250	User Support & Soft Eval	S	None	2	2	0	0	3
	CTS 288	Professional Practices IT	S	None	2	2	0	0	3
	WBL 111	Work-Based Learning I	S	None	0	0	0	10	1
		Totals							**16**

Total Required Hours: 70 Credit Hours

Information Technology: Desktop Technician Certificate (C25590C)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	CTI 110	IT Foundations	F	None	2	2	0	0	3
	CTI 120	Network & Sec Foundation	F	None	2	2	0	0	3
		Totals							**9**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CTS 120	Hard/Software Support	S	None	2	3	0	0	3
	NOS 130	Windows Single User	S	None	2	2	0	0	3
		Totals							**6**

SUMMER SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CTS 220	Adv Hard/Software Supp	S	None	2	3	0	0	3
		Totals							**3**

Total Required Hours: 18 Credit Hours

Information Technology: Core Certificate (C25590D)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	CTI 110	IT Foundations	F	None	2	2	0	0	3
	CTI 120	Network & Sec Foundation	F	None	2	2	0	0	3
		Totals							**9**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 115	Intro to Prog & Logic	S	None	2	3	0	0	3
	CTS 120	Hard/Software Support	S	None	2	3	0	0	3
	CTI 141	Cloud & Storage Concept	S	None	1	4	0	0	3
		Totals							**9**

Total Required Hours: 18 Credit Hours

-END-

MECHATRONICS ENGINEERING TECHNOLOGY (MET)

Curriculum Description

These curricula are designed to prepare students through the study and application of principles from mathematics, natural sciences, technology, and applied processes. Course work includes mathematics, natural sciences, engineering sciences, and technology. Graduates should qualify for occupations such as technical service providers, materials and technology testing services, process improvement technicians, engineering technicians, industrial and technology managers, or research Technicians.

A course of study that prepares the students to use basic engineering principles and technical skills in developing and testing automated, servomechanical, 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.

Student Learning Outcomes

By the time a student completes the Mechatronics program, they should be able to:

1. Apply industry-standard terminology, symbols, concepts, and safety practices across electrical, mechanical, fluid power, and automation systems.
   1.1. Courses: ELC 112, 117, 213; MEC 130, 111; HYD 110; ATR 112, 211; ELC 128, 228; ISC 112
2. Apply foundational scientific, mathematical, and technical communication skills to analyze, troubleshoot, and document industrial automation and electromechanical systems.
   2.1. Courses: MAT 171, PHY 131, ELC 112, ELC 213, HYD 110, CIS 110
3. Demonstrate proficiency in installing, operating, and maintaining industrial equipment, including electrical circuits, mechanical drives, fluid power systems, motors, controls, and robotics.
   3.1. Courses: ATR 112, ATR 211; ELC 112, 117; MEC 111, 130; HYD 110; MNT 110; ISC 112
4. Program, configure, and integrate automation technologies—including PLCs, sensors, instrumentation, and robotic systems—to support efficient and safe industrial operations.
   4.1. Courses: CIS 110; DFT 119; ATR 211, ELC 213, ATR 112, ELC 128, 228

Program Of Study: Overview

Students will take the following courses:

- 15 hours in general education courses.
  - Communications
    - 6-ENG 111 or 110 and COM 231
  - Humanities/Fine Arts
    - 3-HUM 115 or PHI 240
  - Social/Behavioral Sciences
    - 3-SOC 210
  - Natural Sciences/Mathematics
    - 3-MAT 121 (pre-requisite for PHY 131)
- 36 hours in major hours broken down as such:
  - 16 hours Engineering
    - 3-ATR 112 Intro to Automation
    - 4-ELC 213 Instrumentation
    - 5-ELC 112 DC/AC Electricity (basic electricity)
    - 4-PHY 131 Physics-Mechanics (physics)
  - 5- hours technical core
    - 3-CIS 110 Introduction to Computers
    - 2-ISC 112 Industrial Safety
  - 15-hour program major

        - 2-DFT 119 Basic CAD (drawing)
        - 4-ELC 117 Motors and Controls (machines)
        - 3-HYD 110 Hydraulics/Pneumatics I (fluid mechanics)
        - 3-MEC 130 Mechanisms (mechanical drives)
        - 3-ELC 128 Intro to PLC (programmable logical controllers
    - 25-Other Major Hours
        - 1-ACA 111 or ACA 122
        - 3-ATR 211 Robot Programming
        - 3-ELC 111 Intro to Electricity
        - 4-ELC 113 Residential Wiring
        - 2-ELC 118 national Electrical Code
        - 4-ELC 228 PLC Applications
        - 3-MEC 111 Machine Processes I
        - 2-MNT 110 Intro to Maintenance Procedures
        - 1-WBL 111 Work-Based Learning I
        - 2-WLD 112 Basic Welding Processes

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 122	College Transfer	F, S, Su	None	0	2	0	0	1
	CIS 110	Intro to Computers	F, S, Su	None	2	2	0	0	3
	ISC 112	Industrial Safety	F		2	0	0	0	2
	ENG 111	Writing and Inquiry	F, S, SU	See Dev. Ed.	3	0	0	0	3
	ELC 112	DC/AC Electricity	F		3	6	0	0	5
	HUM 115	Critical Thinking	F, S		3	0	0	0	3
		Totals			**13**	**10**	**0**	**0**	**17**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	MAT 121	Algebra/Trigonometry I	F, S	See Dev. Ed.	2	2	0	0	3
	ELC 113	Residencial Wiring	S		2	6	0	0	4
	ELC 117	Motors and Controls	S		2	6	0	0	4
	HYD 110	Hydraulics/Pneumatics I	S		2	3	0	0	3
	SOC 210	Intro to Sociology	F, S, Su		3	0	0	0	3
		Totals			**11**	**17**	**0**	**0**	**17**

SUMMER SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	DFT 119	Basic CAD	S		1	2	0	0	2
	PHY 131	Physics – Mechanics			3	2	0	0	4
	COM 231	Public Speaking	F, S, Su		3	0	0	0	3
	WBL 111	World of Work	F, S		1	0	0	0	1
		Totals			**9**	**15**	**0**	**0**	**10**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ATR 112	Intro to Automation	F		2	3	0	0	3
	ELC 111	Intro to Electricity	F		2	2	0	0	3
	ELC 118	National Electric Code	F		1	2	0	0	2
	ELC 128	Intro to PLC	F		2	3	0	0	3
	MEC 111	Machine Processes1	F		1	4	0	0	3
	MNT 110	Intro to Maint. Procedures	F		1	3	0	0	2
		Totals			**9**	**15**	**0**	**0**	**16**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ATR 211	Robot Programming	S		2	3	0	0	3
	ELC 228	PLC Applications	S		2	3	0	0	4
	MEC 130	Mechanisms	S		2	2	0	0	3
	ELC 213	Instrumentation	S		3	2	0	0	4
	WLD 112	Basic Welding Processes	S		1	3	0	0	2
		Totals			**12**	**10**	**0**	**0**	**16**

TOTAL REQUIRED CREDITS: 76 credit hours

MEDICAL OFFICE ADMINISTRATION (MOA)

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.

Student Learning Outcomes

By the time a student completes the program they should be able to:

1. Understanding of the important role that customer service plays in the healthcare setting through personal experience. Communicate effectively and solve problems virtually.
2. Access to the American Society of Administrative Professionals (ASAP) and explore the resources offered by that organization.
3. Build interpersonal skills through teamwork assignments.

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	BUS 110	Introduction to Business	F	None	3	0	0	0	3
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	MAT 143	Quantitative Literacy	F, S,	See Dev. Ed	2	2	0	0	3
	OST 134	Text Entry & Formatting	F	None	2	2	0	0	3
	HUM 115	Critical Thinking	F, S	None	3	0	0	0	3
		Totals							**19**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	SOC 210	Intro to Sociology	F, S, Su	None	3	0	0	0	3
	CTS 130	Spreadsheet	F	None	2	2	0	0	3
	ENG 112	Writing/Research in Disc	F, S, Su	None	3	0	0	0	3
	OST 136	Word Processing	S	None	2	2	0	0	3
	BUS 137	Principles of Management	S	None	3	0	0	0	3
	PED 110	Fit and Well for Life	F, S, Su	None	1	2	0	0	2
		Totals							**17**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACC 120	Principles of Financial Acct	F	None	3	2	0	0	4
	OST 148	Medical Ins. And Billing	F	None	3	0	0	0	3
	OST 149	Medical Legal Issue	F	None	3	0	0	0	3
	OST 164	Office Editing	F	None	3	0	0	0	3
	OST 161	Medical Office Procedures	F	None	2	2	0	0	3
	WBL 110	World of Work	F, S	None	1	0	0	0	1
		Totals							**17**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BUS 260	Business Communications	S	None	3	0	0	0	3
	MED 121	Medical Terminology I	S	None	3	0	0	0	3
	MED 122	Medical Terminology II	S	None	3	0	0	0	3
	OST 263	Healthcare Cust Relations	S	None	3	0	0	0	3
	OST 243	Medical Office Simulation	S	None	2	2	0	0	3
	OST 289	Office Admin. Capstone	S	None	2	2	0	0	3
		Totals							**18**

Total Required Hours: 71 Credit Hours

Medical Office Administration: Diploma (D25310)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BUS 110	Introduction to Business	F	None	3	0	0	0	3
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	OST 148	Medical Ins. And Billing	F	None	3	0	0	0	3
	OST 149	Medical Legal Issue	F	None	3	0	0	0	3
	OST 164	Office Editing	F	None	3	0	0	0	3
		Totals							**15**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	MAT 143	Quantitative Literacy	F, S,	See Dev. Ed	2	2	0	0	3
	MED 121	Medical Terminology I	S	None	3	0	0	0	3
	MED 122	Medical Terminology II	S	None	3	0	0	0	3
	OST 134	Text Entry & Formatting	F	None	2	2	0	0	3
	OST 136	Word Processing	S	None	2	2	0	0	3
	OST 243	Medical Office Simulation	S	None	2	2	0	0	3
	OST 289	Office Admin. Capstone	S	None	2	2	0	0	3
		Totals							**24**

Total Required Hours: 39 Credit Hours

Medical Office Administration: Receptionist Certificate (C25310)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	OST 134	Text Entry & Formatting	F	None	2	2	0	0	3
	OST 149	Medical Legal Issue	F	None	3	0	0	0	3
		Totals							**9**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	OST 136	Word Processing	S	None	2	2	0	0	3
	MED 121	Medical Terminology I	S	None	3	0	0	0	3
	MED 122	Medical Terminology II	S	None	3	0	0	0	3
		Totals							**9**

Total Required Hours: 18 Credit Hours

SOCIAL AND HUMAN SERVICES (SHS)

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

Program Outcomes

By the time a student completes the program they should be able to:

1. Students will apply critical thinking skills enabling them to think logically and identify community problems.
2. Students will demonstrate abilities to communicate effectively in an oral capacity.
3. Students will demonstrate Professional Ethics required in a human service setting.

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	HSE 110	Intro to Human Services	F	None	2	2	0	0	3
	PSY 150	General Psychology	F, S, Su	None	3	0	0	0	3
	SAB 110	Intro to Substance Abuse	F	None	3	0	0	0	3
	SWK 110	Introduction to Social Work	F	None	3	0	0	0	3
		Totals							**16**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ENG 112	Writing/Res. In the Disc.	S	ENG 111	3	0	0	0	3
	HSE 212	Group Dynamics	S	None	3	0	0	0	3
	HSE 123	Interviewing Techniques	S	None	3	0	0	0	3
	SAB 120	Intake & Assessment	S	None	3	0	0	0	3
	SWK 113	Cultural Comp & Diversity	S	None	3	0	0	0	3
	SWK 115	Community Resources	S	None	3	0	0	0	3
		Totals							**18**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BIO 111	General Biology I	F	None	3	3	0	0	4
	HSE 210	Diversity Ethics & Trends	F	None	3	0	0	0	3
	HSE 220	Case Management	F	None	3	0	0	0	3
	SAB 135	Addictive Process	F	None	3	0	0	0	3
	SWK 220	Ethical Considerations	F	None	3	0	0	0	3
		Totals							**16**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Intro to Computers	F, S, Su	None	2	2	0	0	3
	HSE 225	Crisis & Intervention Prev.	S	None	3	0	0	0	3
	HSE 223	Counseling Theor & Skills	S	None	3	0	0	0	3
	PED 110	Fit and Well for Life	F, S, Su	None	1	2	0	0	2
	SAB 210	Addiction & Recov. Coun.	S	None	3	0	0	0	3
		Hum/Fine Arts Elective	F, S, Su	None	3	0	0	0	3
		Totals							**17**

Total Required Hours: 67 Credit Hours

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
		Totals							**9**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	SWK 110	Introduction to Social Work	F	None	3	0	0	0	3
	SWK 113	Cultural Comp & Diversity	S	None	3	0	0	0	3
	SWK 115	Community Resources	S	None	3	0	0	0	3
		Totals							**9**

Total Required Hours: 18 Credit Hours

-END-

WELDING TECHNOLOGY (WLD)

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.

Instructions include 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.

Program Outcomes

By the time a student completes the program they should be able to:

1. Weld open butt plates with backing strip in the vertical position with SMAW using 7018 rods.
2. Weld open butt plates with backing strip in the horizontal position with 7018 rods
3. Weld open butt plates with backing strip in the vertical position using FCAW

Program Of Study: Course Schedule

A course schedule by semester outlines the sequence of courses students are recommended to complete each term. It is designed to guide students through their program efficiently while ensuring all graduation requirements are met in a structured and timely manner.

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Welding Technology: Diploma (D50420)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	ENG 102	Applied Comm. II	F, Su	None	3	0	0	0	3
	ISC 112	Industrial Safety	F, Su	None	2	0	0	0	2
	WLD 110	Cutting Processes	F	None	1	3	0	0	2
	WLD 115	SMAW (Stick) Plate	F	None	2	9	0	0	5
	WLD 121	GMAW (MIG) FACAW	F	None	2	6	0	0	4
	WLD 141	Symbols & Specifications	F	None	2	2	0	0	3
		Totals			**7**	**20**	**0**	**0**	**20**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	MAT 110	Math Measure. & Lit	F, S	None	2	2	0	0	3
	WLD 112	Basic Welding Processes	S	None	1	3	0	0	2
	WLD 116	SMAW (Stick) Plate/Pipe	S	WLD 115	1	9	0	0	4
	WLD 131	GTAW (TIG) Plate	S	None	2	6	0	0	4
	WLD 151	Fabrication I	S	None	2	6	0	0	4
	PED 110	Fit and Well for Life	F, S, Su	None	1	2	0	0	2
		Totals			**6**	**24**	**0**	**0**	**18**

TOTAL REQUIRED CREDITS: 38 credit hours

Welding Plate Certificate (C50420C)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	WLD 110	Cutting Processes	F	None	1	3	0	0	2
	WLD 115	SMAW (Stick) Plate	F	None	2	9	0	0	5
	WLD 121	GMAW (MIG) FACAW	F	None	2	6	0	0	4
	WLD 141	Symbols & Specifications	F	None	2	2	0	0	3
		Totals			**7**	**20**	**0**	**0**	**14**

TOTAL REQUIRED CREDITS: 14 credit hours

Welding Pipe Certificate (C50420B)

Effective: Fall 2026

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	WLD 112	Basic Welding Processes	S	None	1	3	0	0	2
	WLD 116	SMAW (Stick) Plate/Pipe	S	WLD 115	1	9	0	0	4
	WLD 121	GTAW (TIG) Plate	S	None	2	6	0	0	4
	WLD 151	Fabrication I	S	None	2	6	0	0	4
		Totals			**6**	**24**	**0**	**0**	**14**

TOTAL REQUIRED CREDITS: 14 credit hours

NCCCS HIGH SCHOOL PROGRAMS

Program Overview

The North Carolina Community College System (NCCCS) offers high school students the opportunity to enroll in college-level courses through the **Career and College Promise (CCP) Program**. This program allows eligible students to earn college credit while simultaneously completing high school graduation requirements.

Within the CCP framework, students may participate in two primary pathway options:

- **College Transfer Pathways**, which are designed for students planning to continue their education at a four-year college or university
- **Career and Technical Education (CTE) Pathways**, which provide workforce-focused training and may lead to certificates, diplomas, or industry-recognized credentials

Through these pathways, students can earn college credit that may be applied toward a **certificate, diploma, or associate degree**, depending on their program of study.

In addition to CCP, the NCCCS partners with local school districts to offer **Cooperative Innovative High Schools (CIHS)**, including Early College High Schools. CIHS programs provide a more structured, cohort-based model in which students work toward both a high school diploma and significant college credit or an associate degree.

R-CCC's Early College is a small, specialized school located on our college campus that allows students up to five years to graduate with both a diploma and an associate degree or certificate. Information regarding available Early College program offerings align with the college's traditional programs.

All dual enrollment courses are held to the same academic standards as traditional college courses, and successful completion results in credit being recorded on the student's permanent college transcript. In accordance with North Carolina legislation, **tuition is waived** for approved CCP courses; however, students may be responsible for certain fees, books, or materials.

Participation in these programs enhances college readiness, supports career exploration, reduces time to degree completion, and provides a clear and supported transition from high school to postsecondary education.

CCP-ASSOCIATE IN ARTS *(P1012C)*

Curriculum Description

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. Students should review the transfer guide for their preferred to assist in determining the courses. https://www.cfnc.org/plan-your-future/plan-for-college/transfer-student-planner/to-unc-system-institutions/transfer-guides/

Program of Study

Students in the CCP – AA program will be required to earn a total of 32–41 semester hours, with a minimum of 32 semester hours (SHC) in general education.

- 31-32 (SHC) GENERAL EDUCATION
  - The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement 31 – 33 (SHC). Universal General Education Transfer Component (UGETC): courses transfer for equivalency credit.
    - (6 SHC) ENG 111 and ENG 112
    - (9 SHC) Communications/Humanities/Fine Arts in 2 different disciplines
    - (9 SHC) Social/Behavioral Sciences in 2 different disciplines
    - (3-4 SHC) Math
    - (4 SHC) Natural Sciences
- 1 OTHER REQUIRED HOURS
  - 1 (SHC) ACA 122

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the associate in arts degree, except for mathematics courses.

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.

Fall Semester 1

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed.	3	0	0	0	3
	UGETC - Math			3	2	0	0	3-4
	Totals			**3**	**0**	**0**	**0**	**6**

Spring Semester1

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
ENG 112	Writing/Res. in the Disc.	F, S, Su	ENG 111.	3	0	0	0	3
	UGETC – Hum/FA Elec. 1			3	0	0	0	3
	UGETC – Soc/Beh Elec.1			3	0	0	0	3
	Totals			**6**	**0**	**0**	**0**	**9**

Fall Semester2

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	UGETC – Hum/FA Elec. 2			3	0	0	0	3
	UGETC – Soc/Beh Elec.2			3	0	0	0	3
	Totals			**6**	**0**	**0**	**0**	**6**

Spring Semester 2

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	UGETC – Hum/FA Elec. 3			3	0	0	0	3
	UGETC – Soc/Beh Elec. 3			3	0	0	0	3
	UGETC - Natural Science			3	3	0	0	4
	Totals			**3**	**0**	**0**	**0**	**10**

TOTAL REQUIRED CREDITS: 32 - 33 credit hours

CCP - Associate in General Education – Nursing (P1032C)

Curriculum Description

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. https://www.cfnc.org/plan-your-future/plan-for-college/transfer-student-planner/to-unc-system-institutions/transfer-guides/

Program of Study

Students in the CCP – AGE-N program will be required to earn 35–43 semester hours, with a minimum of 35 semester hours (SHC) in general education.

- 24 (SHC) GENERAL EDUCATION
  - The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement
  - 34 (SHC). Universal General Education Transfer Component (UGETC): courses transfer for equivalency credit.
    - (6 SHC) ENG 111 and ENG 112
    - (3 SHC) Communications/Humanities/Fine Arts in 2 different disciplines
    - (6 SHC) Social/Behavioral Sciences in 2 different disciplines
    - (8 SHC) Natural Sciences
- 1 OTHER REQUIRED HOURS
  - 1 (SHC) ACA 122

High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree, except for mathematics courses in the Associate in Science.

CCP-Associate In General Education - Nursing (P1012C)

Fall Semester 1

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
ACA 122	College Transfer	F, S, Su		0	2	0	0	1
BIO 168	Anatomy & Physiology I	F, Su		3	3	0	0	4
ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed.	3	0	0	0	3
	Totals			**3**	**0**	**0**	**0**	**8**

Spring Semester 1

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
BIO 169	Anatomy & Physiology II	S, Su		3	3	0	0	4
ENG 112	Writing/Res. in the Disc.	F, S, Su	ENG 111.	3	0	0	0	3
	Totals			**6**	**0**	**0**	**0**	**7**

Fall Semester 2

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
HUM 115	Critical Thinking	F, S, Su		3	0	0	0	3
PSY 150	General Psychology	F, S, Su		3	0	0	0	3
	Totals			**3**	**0**	**0**	**0**	**6**

Spring Semester 2

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
SOC 210	Introduction to Sociology	F, S, Su		3	0	0	0	3
	Totals			**6**	**0**	**0**	**0**	**3**

TOTAL REQUIRED CREDITS: 24 credit hours

--END--

Curriculum Description

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. https://www.cfnc.org/plan-your-future/plan-for-college/transfer-student-planner/to-unc-system-institutions/transfer-guides/

Program of Study

Students in the CCP – AS program will be required to earn 35–43 semester hours, with a minimum of 35 semester hours (SHC) in general education.

- 34 (SHC) GENERAL EDUCATION
  - The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement
  - 34 (SHC). Universal General Education Transfer Component (UGETC): courses transfer for equivalency credit.
    - (6 SHC) ENG 111 and ENG 112
    - (6 SHC) Communications/Humanities/Fine Arts in 2 different disciplines
    - (6 SHC) Social/Behavioral Sciences in 2 different disciplines
    - (8 SHC) Math
    - (8 SHC) Natural Sciences
- 1 OTHER REQUIRED HOURS
  - 1 (SHC) ACA 122

High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree, except for mathematics courses in the Associate in Science.

CCP-Associate In Arts (P1012C)

Fall Semester 1

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed.	3	0	0	0	3
	UGETC - Natural Science							4
	Totals			**3**	**0**	**0**	**0**	**7**

Spring Semester 1

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
ENG 112	Writing/Res. in the Disc.	F, S, Su	ENG 111.	3	0	0	0	3
	UGETC – Math 1			3	0	0	0	4
	UGETC - Natural Science			3	0	0	0	4
	Totals			**6**	**0**	**0**	**0**	**11**

Fall Semester 2

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	UGETC – Hum/FA Elec. 1			3	0	0	0	3

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	UGETC – Soc/Beh Elec. 1			3	0	0	0	3
	UGETC - Math 2			3	2	0	0	4
	Totals			**3**	**0**	**0**	**0**	**10**

Spring Semester 2

Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	UGETC – Hum/FA Elec. 2			3	0	0	0	3
	UGETC – Soc/Beh Elec. 2			3	0	0	0	3
	Totals			**6**	**0**	**0**	**0**	**6**

TOTAL REQUIRED CREDITS: 34 - 35 credit hours

CAREER AND TECHNICAL EDUCATION PATHWAYS (CTEP)

Curriculum Description

Career and College Promise programs offer eligible high school students the opportunity to enroll in college courses while completing their high school education. Through structured pathways, students can earn college credit, explore career options, and accelerate progress toward postsecondary education and employment goals.

A/C, Heating, & Refrigeration Tech: Heat Pump Certificate (C35100HA)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 110	Intro to Refrigeration	F	None.	2	6	0	0	5
	AHR 111	HVACR Electricity	F	None	2	2	0	0	3
		Totals							**8**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 113	Comfort Cooling	S	None	2	4	0	0	4
	AHR 114	Heat Pump Technology	S	None	2	4	0	0	4
	AHR 160	Refrigerant Certification	S	None	1	0	0	0	1
		Totals							**9**

Total Required Hours: 17 Credit Hours

A/C, Heating, & Refrigeration Tech: Heating and Cooling Certificate (C35100HB)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 110	Intro to Refrigeration	F	None.	2	6	0	0	5
	AHR 111	HVACR Electricity	F	None	2	2	0	0	3
		Totals							**8**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 112	Heating Technology	S	None	2	4	0	0	4
	AHR 213	HVACR Building Code	S	None	1	2	0	0	2
		Totals							**6**

Total Required Hours: 14 Credit Hours

A/C, Heating, & Refrigeration Tech: Basic Certificate (C35100HD)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 110	Intro to Refrigeration	F	None.	2	6	0	0	5

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 120	HVACR Maintenance	S	None	1	3	0	0	2
		Totals							**7**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	AHR 111	HVACR Electricity	F	None	2	2	0	0	3
	AHR 112	Heating Technology	S	None	2	4	0	0	4
	AHR 160	Refrigerant Certification	S	None	1	0	0	0	1
		Totals							**8**

Total Required Hours: 15 Credit Hours

Business Administration: Basic Certificate (C25120HA)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BUS 110	Introduction to Business	F	None.	3	0	0	0	3
	BUS 137	Principles of Management	F	None	3	0	0	0	3
	CIS 110	Introduction to Computers	F, S, Su	None	3	0	0	0	3
		Totals							**9**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	BUS 115	Business Law I	S	None	3	0	0	0	3
	BUS 230	Small Business Mgmt	S	None	3	0	0	0	3
	MKT 120	Principles of Marketing	S	None	3	0	0	0	3
		Totals							**9**

Total Required Hours: 18 Credit Hours

Cosmetology: Diploma (D55140H)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COS 111	Cosmetology Concepts 1	F	None	4	0	0	0	4
	COS 112	Salon I	F	None	0	24	0	0	8
		Totals							**12**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COS 113	Cosmetology Concepts II	S	COS 111	4	0	0	0	4
	COS 114	Salon II	S	COS 112	0	24	0	0	8
		Totals							**12**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	COS 115	Cosmetology Concepts III	F	COS 111	4	0	0	0	4

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	COS 116	Salon III	F	COS 112	0	12	0	0	4
	ENG 102	Applied Communications	F	None	3	0	0	0	3
		Totals							**13**

SPRING SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COS 117	Cosmetology Concepts IV	S	COS 111	2	0	0	0	2
	COS 118	Salon IV	S	COS 112	0	21	0	0	7
	PSY 101	Applied Psychology	S, Su	None	3	0	0	0	3
		Totals							**12**

Total Required Hours: 49 Credit Hours

Criminal Justice: Diploma (D55180H)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Introduction to Computers	F, S, Su	None	3	0	0	0	3
	CJC 111	Intro to Criminal Justice	F	None	3	0	0	0	3
	CJC 221	Investigative Principles	F	None	3	2	0	0	4
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
	PSY 150	General Psychology	F, S, Su	None	3	0	0	0	3
		Totals							**16**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 121	Law Enforcement Oper.	S	None	3	0	0	0	3
	CJC 131	Criminal Law	S	None	3	0	0	0	3
	CJC 141	Corrections	S	None	3	0	0	0	3
	CJC 213	Substance Abuse	F	None	3	0	0	0	3
	ENG 112	Writing/Res. In the Disc.	S	ENG 111	3	0	0	0	3
		Totals							**15**

FALL SEMESTER 2

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 112	Criminology	F	None	3	0	0	0	3
	CJC 212	Ethics & Comm. Relations	F	None	3	0	0	0	3
	CJC 225	Crisis Intervention	S	None	3	0	0	0	3
	CJC 241	Community Based Corr.	S	None	3	0	0	0	3
		Totals							**12**

Total Required Hours: 43 Credit Hours

Criminal Justice Technology: Public Safety Certificate (C55180PS)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 111	Intro to Criminal Justice	F	None	3	0	0	0	3
	CJC 221	Investigative Principles	F	None	3	2	0	0	4
		Totals							**7**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CJC 141	Corrections	S	None	3	0	0	0	3
	CJC 225	Crisis Intervention	S	None	3	0	0	0	3
		Totals							**9**

Total Required Hours: 16 Credit Hours

Early Childhood Education: Diploma (D55220H)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	COM 231	Public Speaking	S	None	3	0	0	0	3
	EDU 119	Intro to Early Childhood Ed	F	None	4	0	0	0	4
	EDU 151	Creative Activities	S	None	3	0	0	0	3
	EDU 153	Health, Safety, & Nutrition	S	None	3	0	0	0	3
	EDU 221	Children w/Exceptionalities	F	None	3	0	0	0	3
	HEA 110	Personal Health/Wellness	F, S, Su	None	3	0	0	0	3
	SPA 111	Elementary Spanish	F	None	3	0	0	0	3
		Totals							**22**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EDU 131	Child, Family, & Comm.	F	None	3	0	0	0	3
	EDU 144	Child Development I	F	None	3	0	0	0	3
	EDU 145	Child Development II	S	None	3	0	0	0	3
	EDU 146	Child Guidance	S	None	3	0	0	0	3
	ENG 111	Writing and Inquiry	F, S, Su	See Dev. Ed	3	0	0	0	3
		Totals							**15**

Total Required Hours: 37 Credit Hours

Early Childhood Education: Preschool Certificate (C55220HP)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EDU 119	Intro to Early Childhood Ed	F	None	4	0	0	0	4
	EDU 153	Health, Safety, & Nutrition	S	None	3	0	0	0	3
		Totals							**7**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	EDU 131	Child, Family, & Comm.	F	None	3	0	0	0	3
	EDU 145	Child Development II	S	None	3	0	0	0	3
	EDU 146	Child Guidance	S	None	3	0	0	0	3
		Totals							**9**

Total Required Hours: 16 Credit Hours

Industrial Systems Technology: Electrical Certificate (C50240HA)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ELC 111	Intro to Electricity	F	None	2	2	0	0	3
	ELC 113	Residential Wiring	F	None	2	6	0	0	4
	ELC 117	Motors and Controls	F	None	2	6	0	0	4
	ELC 118	National Electrical Code	F	None	1	2	0	0	2
	ISC 112	Industrial Safety	F	None	2	0	0	0	3
		Totals							**16**

Industrial Systems Technology: Basic Certificate (C50240HB)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ATR 112	Intro to Automation	F	None	2	3	0	0	3
	ELC 111	Intro to Electricity	F	None	2	2	0	0	3
		Totals							**6**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ELC 120	Intro to Wiring	S	None	2	2	0	0	3
	ELC 128	Intro to PLC	S	None	2	3	0	0	3
		Totals							**6**

Total Required Hours: 12 Credit Hours

Information Technology: Basic Certificate (C25590DP)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	CTI 110	IT Foundations	F	None	2	2	0	0	3
	CTI 120	Network & Sec Foundation	F	None	2	2	0	0	3
		Totals							**9**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 115	Intro to Prog & Logic	S	None	2	3	0	0	3
	CTS 120	Hard/Software Support	S	None	2	3	0	0	3
	CTI 141	Cloud & Storage Concept	S	None	1	4	0	0	3
		Totals							**9**

Total Required Hours: 18 Credit Hours

Information Technology: Desktop Support Technician Certificate (C25590CP)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	CTI 110	IT Foundations	F	None	2	2	0	0	3
	CTI 120	Network & Sec Foundation	F	None	2	2	0	0	3
		Totals							**9**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CTS 120	Hard/Software Support	S	None	2	3	0	0	3
	NOS 130	Windows Single User	S	None	2	2	0	0	3
		Totals							**6**

SUMMER SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CTS 220	Adv Hard/Software Supp	S	None	2	3	0	0	3
		Totals							**3**

Total Required Hours: 18 Credit Hours

Mechatronics Engineering: Basic Certificate (C40350HA)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ELC 128	Intro to PLC	F	None	2	3	0	0	3
		Totals							**3**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ATR 112	Intro to Automation	S	None	2	3	0	0	3
	HYD 110	Hydraulics/Pneumatics I	S	None	2	3	0	0	3
	MEC 130	Mechanisms	S	None	2	2	0	0	3
		Totals							**9**

Total Required Hours: 12 Credit Hours

Medical Office Administration: Receptionist Certificate (C25310H)

FALL SEMESTER

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	CIS 110	Introduction to Computers	F, S, Su	None	2	2	0	0	3
	OST 134	Text Entry & Formatting	F	None	2	2	0	0	3
	OST 149	Medical Legal Issue	F	None	3	0	0	0	3
		Totals							**9**

SPRING SEMESTER

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	OST 136	Word Processing	S	None	2	2	0	0	3
	MED 121	Medical Terminology I	S	None	3	0	0	0	3
	MED 122	Medical Terminology II	S	None	3	0	0	0	3
		Totals							**9**

Total Required Hours: 18 Credit Hours

Social and Human Services: Social Services Certificate (C45380H)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	SWK 110	Introduction to Social Work	F	None	3	0	0	0	3
	SWK 220	Ethical Considerations	F	None	3	0	0	0	3
		Totals							**9**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	SWK 113	Cultural Comp & Diversity	S	None	3	0	0	0	3
	SWK 115	Community Resources	S	None	3	0	0	0	3
		Totals							**9**

Total Required Hours: 18 Credit Hours

Welding Technology: Diploma (D50420H)

Effective: Fall 2026

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	ACA 111	College Student Success	F, S, Su	None	1	0	0	0	1
	WLD 110	Cutting Processes	F	None	1	3	0	0	2
	WLD 115	SMAW (Stick) Plate	F	None	2	9	0	0	5
	WLD 121	GMAW (MIG) FACAW	F	None	2	6	0	0	4
	WLD 141	Symbols & Specifications	F	None	2	2	0	0	3
		Totals			**7**	**20**	**0**	**0**	**15**

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	WLD 116	SMAW (Stick) Plate/Pipe	S	WLD 115	1	9	0	0	4

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	WLD 131	GTAW (TIG) Plate	S	None	2	6	0	0	4
	ENG 102	Applied Comm. II	F, Su	None	3	0	0	0	3
		Totals			**6**	**24**	**0**	**0**	**11**

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	WLD 151	Fabrication I	S	None	2	6	0	0	4
	PED 110	Fit and Well for Life	F, S, Su	None	1	2	0	0	2
	MAT 110	Math Measure. & Lit	F, S	None	2	2	0	0	3
	WLD 112	Basic Welding Processes	S	None	1	3	0	0	2
	ISC 112	Industrial Safety	F	None	2	0	0	0	2
		Totals			**7**	**20**	**0**	**0**	**13**

TOTAL REQUIRED CREDITS: 39 credit hours

Welding Technology: Plate Certificate (C50420H)

FALL SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	WLD 110	Cutting Processes	F	None	1	3	0	0	2
	WLD 115	SMAW (Stick) Plate	F	None	2	9	0	0	5
	WLD 121	GMAW (MIG) FACAW	F	None	2	6	0	0	4
	WLD 141	Symbols & Specifications	F	None	2	2	0	0	3
		Totals			**7**	**20**	**0**	**0**	**14**

TOTAL REQUIRED CREDITS: 14 credit hours

Welding Technology: Pipe Certificate (C50420HB)

Effective: Fall 2026

SPRING SEMESTER 1

Grade	Prefix No.	Title	Sem. Offer	Pre/Co-Req	Class	Lab	Clinical	Work	Credit
	WLD 112	Basic Welding Processes	S	None	1	3	0	0	2
	WLD 116	SMAW (Stick) Plate/Pipe	S	WLD 115	1	9	0	0	4
	WLD 131	GTAW (TIG) Plate	S	None	2	6	0	0	4
	WLD 151	Fabrication I	S	None	2	6	0	0	4
		Totals			**6**	**24**	**0**	**0**	**14**

TOTAL REQUIRED CREDITS: 14 credit hours

Workforce and Continuing Education (WCE)

The Workforce and Continuing Education (WCE) 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 WCE Division offers a variety of non-credit courses and certificate programs in areas such as: Allied Health, College and Career Readiness, Cosmetic Arts, Human Resources Development, Public Safety, Skilled Trades, Truck Driver Training, small business development through our Small Business Center, and customized training through the NCEdge program for local business and industry.

The WCE 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 WCE 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.

Allied Health

Roanoke-Chowan Community College offers a strong selection of Allied Health courses each term to prepare students for nationally recognized certifications and entry into high-demand healthcare careers. As demand for skilled healthcare workers continues to rise, students who complete our Allied Health training programs gain access to a wide range of in-demand career paths across hospitals, clinics, long-term care facilities, and medical offices. These courses provide the essential skills, hands-on experience, and certifications needed to begin a successful career in the healthcare industry.

Offerings vary each term based on student interest and may include the following:

- Nurse Aide I
- Nurse Aide II
- EKG Monitoring
- Medical Assisting
- Nutrition/Dietary Manager
- Medical Billing and Coding
- Phlebotomy
- Pharmacy Technician
- Medication Aide

College and Career Readiness

The College & Career Readiness program offers adults in our region a pathway to strengthen foundational skills, earn a high school diploma or equivalency, and move forward into college, career training, or employment with confidence.

- Adult Basic Education (ABE): The ABE program at helps adults develop essential academic and life skills needed for success at home, in the workplace, and in the community. ABE courses are designed for learners who want to improve reading, writing, mathematics, communication, and digital literacy skills.
- High School Equivalency (HSE): The HSE program at Roanoke-Chowan Community College provides instruction and support to help adult learners prepare for and successfully complete the GED Test or HiSET Exam.

Cosmetic Arts

Roanoke-Chowan Community College offers training in Cosmetic Arts for students seeking to build professional skills and pursue licensure in the rapidly growing beauty and personal care industry. Our programs in Barbering and Natural Hair Care Specialist provide comprehensive instruction that prepares students for state board examinations and entry into rewarding careers in salons, barbershops, spas, and entrepreneurial settings.

Courses emphasize core industry standards including sanitation and safety, client consultation, hair and scalp analysis, cutting and styling techniques, natural hair maintenance, and professional business practices. Students gain hands-on experience that builds confidence and readiness for careers as licensed barbers, natural hair care specialists, or independent practitioners.

Students pursuing Cosmetic Arts training at Roanoke-Chowan Community College gain the skills and confidence needed to enter a profession built on artistry, technique, and exceptional client service. Whether students are beginning a new career or expanding their current skills, these programs offer a strong pathway into a creative, people-centered profession.

Human Resources Development (HRD)

Roanoke-Chowan Community College's Human Resources Development (HRD) program provides comprehensive workforce preparation for individuals seeking to enter, re-enter, or advance in today's competitive job market. Designed to build confidence and strengthen employability, the HRD program helps students identify career goals, improve workplace readiness, and develop the essential skills employers expect across all industries.

Coursework emphasizes communication, problem-solving, professionalism, digital skills, teamwork, financial literacy, and effective job search strategies, equipping students with the tools needed for long-term career success. These courses are designed to meet learners where they are, whether they need foundational computer training, career exploration, or advanced preparation for job applications and interviews.

Students in the HRD program also have the opportunity to prepare for and complete the National Career Readiness Certification (NCRC) test, a nationally recognized credential that measures workplace skills in applied math, workplace documents, and graphic literacy. Earning the NCRC can significantly enhance a student's résumé and demonstrate workforce readiness to employers.

Many HRD classes are offered tuition-free for individuals who meet eligibility requirements, including those who are *un*employed, *under*employed, seeking career advancement, or facing barriers to employment.

Personal and Professional Development

Roanoke-Chowan Community College offers a wide array of Professional and Personal Development courses designed to support career advancement, skill enhancement, and lifelong learning. These programs provide flexible, practical training opportunities for individuals seeking to strengthen workplace competencies, explore new interests, or qualify for entry-level employment in a variety of fields.

Course offerings include *Basic Computer Skills* for individuals who want to build confidence with technology; *ServSafe® Certification* for those pursuing or advancing careers in food service and hospitality; and *Effective Teacher Training*, which satisfies North Carolina Department of Public Instruction requirements for individuals seeking to work as substitute teachers in public schools.

We also offer *Notary Public Certification*, preparing students to fulfill state commissioning requirements, and *NCFAST* Part 1 and Part 2 training to equip learners with the foundational knowledge needed for entry-level employment as Income Maintenance Caseworkers within the Department of Social Services.

Public Safety

Roanoke-Chowan Community College is committed to supporting the training needs of individuals preparing for careers in emergency services, as well as those seeking to strengthen safety skills in the workplace and community. Our Public Safety programs offer high-quality instruction, hands-on practice, and certification opportunities designed to prepare students for critical response roles and enhance public safety preparedness.

Core offerings include *Basic and Advanced EMT*, which provides training for emergency medical response and prepares students for state and national certification exams; *Heartsaver CPR*, ideal for community members, educators, and workplace responders; *BLS Provider CPR*, designed for healthcare professionals and first responders; and the *Defensive Driver* 4-Hour course, which promotes safe driving habits and accident prevention awareness.

In addition to scheduled classes, we provide in-service training tailored to the needs of local fire, EMS, and law enforcement departments, ensuring that agencies can maintain required credentials and sharpen mission-critical skills. Additional Public Safety training and certification offerings include: Firefighter, Fire Officer, Fire Instructor, D/O Aerial and Pumps,

EVD, Chief 101, FLSE, Technical Rescue, and Telecommunication.
Public Safety offerings vary by term and are responsive to regional training demands. Students and agencies are encouraged to inquire about upcoming courses or request specialized training to support departmental or workforce needs by calling (252) 862-1389.

Skilled Trades

Roanoke-Chowan Community College offers comprehensive training in Skilled Trades and Manufacturing to prepare students for in-demand careers in industry, construction, and maintenance. Our programs provide hands-on instruction, technical knowledge, and practical experience to equip learners with the skills employers seek in local manufacturing plants, service industries, and maintenance operations.

Course offerings include:

- *Welding* provides training in multiple welding processes and preparing students for entry-level and advanced fabrication work
- *Heating and Air Conditioning* teaches installation, repair, and maintenance of HVAC systems
- *Electrical* covers residential, commercial, and industrial electrical skills
- *Carpentry* focuses on construction, repair, and woodworking techniques
- *Automotive Inspection* prepares students for vehicle inspection and repair roles
- *Maintenance Mechanics* trains students in the mechanical, electrical, and hydraulic systems needed to support plant operations and facility upkeep

Students gain practical, hands-on experience using industry-standard tools, equipment, and technology, ensuring they are workforce-ready upon program completion. Emphasis is placed on safety, problem-solving, and technical precision, key skills for success in manufacturing and trade environments. Many programs also prepare students to pursue industry-recognized certifications that enhance employability and career advancement opportunities. These courses are ideal for individuals entering the workforce, seeking career changes, or upgrading skills to meet evolving industry demands.

These programs emphasize real-world skills, workplace safety, and industry standards to ensure graduates are prepared for immediate employment or career advancement.

Truck Driver Training

Roanoke-Chowan Community College offers a comprehensive Truck Driver Training program designed to prepare students for a rewarding career in the transportation industry. This program provides the knowledge, hands-on driving experience, and professional skills necessary to obtain a Commercial Driver's License (CDL) and succeed as a professional truck driver.

Students receive instruction in vehicle operation, safety regulations, defensive driving, cargo handling, pre-trip inspections, and industry compliance standards, along with practical experience behind the wheel of a commercial truck under the guidance of experienced instructors. The program emphasizes industry best practices, workplace professionalism, and safe driving techniques to ensure graduates are fully prepared for employment in the transportation sector.

Completion of the program opens a variety of career pathways, including positions as local, regional, or long-haul truck drivers, delivery drivers, freight haulers, logistics coordinators, and distribution drivers. Graduates are prepared to work for trucking companies, logistics firms, distribution centers, and government agencies, or to pursue entrepreneurial opportunities as independent owner-operators.

To enroll, students must meet the following requirements by the first day of class:

- CDL-A Permit issued by the North Carolina Division of Motor Vehicles (NCDMV)
- NC DOT–Approved Medical Examiner's Certification
- Official Driving Record from the NCDMV

- Drug Test completed at an approved testing site

WCE for High School Students

Eligible students in grades 9-12 that meet Career and College Promise program eligibility requirements for CTE can enroll in and train for high-demand careers and earn valuable certifications that lead straight to the workforce while still in high school. The following class options are available for high school students:

- Allied Health: Nurse Aide I, EKG Tech, Medical Billing and Coding, Pharmacy Technician
- Cosmetic Arts: Barbering and Natural Hair Care Specialist
- Public Safety: Emergency Medical Technician (EMT) and Fire Protection
- Skilled Trades: Automotive Technology, Electrical Systems, HVAC

NOTE: *Nurse Aide I* and *Pharmacy Technician* require students to be in 11th/12th grade or at least 16½ years old to enroll.

CREDIT FOR PRIOR LEARNING

Overview

The Credit for Prior Learning (CPL) program recognizes that students may acquire valuable knowledge and skills through work experience, workforce training, military service, industry certifications, and other forms of prior learning. CPL provides students with the opportunity to receive academic credit for this learning, helping to accelerate their progress toward certificates, diplomas, and degrees.

Through established evaluation methods—such as industry-recognized credentials, standardized assessments, portfolios, and aligned Workforce and Continuing Education (WCE) coursework—students may demonstrate competency in specific subject areas.

By validating prior learning, CPL reduces duplication of coursework, lowers educational costs, and shortens the time required to complete a program. This initiative supports the College's commitment to student success, workforce readiness, and lifelong learning by creating flexible pathways that honor the diverse experiences students bring to their education.

Learn more about CPL on the NCCCS website Resources for Students.

Advanced Placement (AP) Exams

Any applicable AP exam offered by the College Board may be considered for Prior Learning credit.

- A minimum score of 3 can earn 3-4 semester hours for each exam.
- A score of 4 or 5 can earn up to 12 semester hours for each exam.

Exams must have been taken within the last five years. Official transcripts from CollegeBoard will be required.

Course Exam	Minimum Score	Credit Hrs	RCCC Credit Awarded
AP Art History	4	6	ART-114 & ART-115
AP Music Theory	3	3	MUS-110
AP English Language & Composition	4	3	ENG-111
AP English Literature & Composition	4	3	ENG-111
AP European History	3	6	HIS-121 & HIS-122
AP Macroeconomics	3	3	ECO-252
AP Microeconomics	3	3	ECO-251
AP Psychology	3	3	PSY-150
AP United States History	3	6	HIS-131 & HIS-132
AP Biology	3	8	BIO-111 & BIO-112
AP Chemistry	3	8	CHM-151 & CHM-152
AP Computer Science A	3	3	CIS-110
AP Statistics	4	4	MAT-152
AP Spanish Language and Culture	3	6	SPA-111 & SPA-112

College Level Examination Program (CLEP)

Exam	Minimum Score	Credit Hours	RCCC College Credit
American Literature	50	3	ENG-232
Biology	50	3	BIO-110
Chemistry	50	4	CHM-151
College Algebra	50	3	MAT 171
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

Exam	Minimum Score	Credit Hours	RCCC College Credit
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

Industry Credentials and Licensees

Students who hold active, valid credentials listed in the **NCCCS System-wide CPL Crosswalk** are eligible for direct credit.

Credential / License	Issuing Body	NCCCS Equivalent Course	Credit Hours
Fundamental Payroll Certification	American Payroll Association	**ACC140, Payroll Accounting**	2
NCCCER Electrical Lineman	National Center for Construction Education & Research (NCCER)	**ELEC111, Intro to Electricity**	3
NCCER Electrical Technician Level 1	National Center for Construction Education & Research (NCCER)	**ELEC113, Residential Wiring (4SHC)** **AND** **ISC100, Workplace Safety (1SHC)**	4, 1
NCCER Heating, Ventilating, and Air Conditioning Level 1	National Center for Construction Education & Research (NCCER)	**AHR110, Intro to Refrigeration**	5
ESCO Employment Ready: Air Conditioning or ESCO Employment Ready: Basic Refrigeration and Charging	ESCO Group Successful completion of ESCO Air Conditioning & Basic Refrigeration and Charging Exams	AHR110, Intro to Refrigeration	5
NCCER Heating, Ventilating, and Air Conditioning - Level 2-3	National Center for Construction Education & Research (NCCER)	ELEC111, Into to Electricity (3SHC) AND AHR111, HVACR Electricity (3SHC) AND AHR11t4, Heat Pump Technology (4SHC)	
ESCO Employment Ready: Duct and Envelope Testing	ESCO Group	AHR151, HVAC Duct Systems I	2
ESCO Employment Ready: Heat Pump	ESCO Group	AHR114, Heat Pump Technology	4
ESCO Employment Ready: HVAC Electrical	ESCO Group	AHR111, HVACR Electricity (3SHC) OR ELC111, Intro to Electricity (3SHC)	3, 3
CFC/EPA Certification Section 608 (Universal)	NC State Board of Refrigeration Examiners, or ESCO Group or other appropriate EPA approved entity	AHR160, Refrigerant Certification	1
NC Correctional Officer - General	NC Department of Justice (NC DOJ)	CJC 141, Corrections (3SHC) AND CJC 225, Crisis Intervention (3SHC) Plus, one of the following: CJC 232, Civil Liability (3SHC) OR CJC 233, Correctional Law (3SHC)	
Sheriffs' Detention Officer	NC Department of Justice (NC DOJ)	CJC 141, Corrections (3SHC) AND CJC 225, Crisis Intervention (3SHC)	

Credential / License	Issuing Body	NCCCS Equivalent Course	Credit Hours
		Plus, one of the following: CJC 232, Civil Liability (3SHC) OR CJC 233, Correctional Law (3SHC)	
NC Probation and Parole Officer – General or Probationary	NC Department of Justice (NC DOJ)	CJC 241, Community-Based Corrections (3SHC)	
NC Juvenile Justice Officer – General or Probationary	NC Department of Justice (NC DOJ)	CJC 113, Juvenile Justice (3SHC)	
NC Juvenile Court Counselor – General or and Probationary	NC Department of Justice (NC DOJ)	CJC 113, Juvenile Justice (3SHC)	
Child Development Associate (CDA) Credential **Completion of:** **Non-Expired Center-Based Infant-Toddler CDA Credential** **OR** **Non-Expired Center-Based Preschool CDA Credential** **OR** **Non-Expired Family Child Care CDA Credential**	CDA Council for Professional Recognition	EDU119, Intro to Early Childhood Education (4SHC) AND EDU151, Creative Activities (3SHC)	
Associate Professional in Human Resource (aPHR)	Society for Human Resource Management	BUS153, Human Resource Management (3SHC)	
Certified Medical Administrative Assistant (CMAA)	National Health Career Association	OST243, Med Office Simulation (3SHC) OR OST288, Medical Office Admin Capstone	
NCCER Welding - Level 1	National Center for Construction Education & Research (NCCER)	WLD110, Cutting Processes (2SHC) AND WLD112, Basic Welding (2SHC) AND WLD115, Process SMAW Plate (5SHC)	
NCCER Welding - Level 2	National Center for Construction Education & Research (NCCER)	WLD121, GMAW/FCAW/Plate (4SHC) AND WLD131, GTAW/TIG Plate (4SHC) AND WLD141, Symbols and Specifications (3SHC)	
AWS SENSE- Flux Cored Arc Welding (FCAW)	AWS SENSE	WLD121, GMAW/MIG FCAW/Plate (4SHC)	
AWS SENSE- Gas Metal Arc Welding (GMAW)	AWS SENSE	WLD121, GMAW/MIG FCAW/Plate (4SHC) OR WLD122, GMAW/MIG/Plate/Pipe (4SHC)	
AWS SENSE- Shielded Metal Arc Welding (SMAW)	AWS SENSE	WLD115, SMAW Plate (5SHC) OR WLD116, SMAW Plate/Pipe (4SHC)	
Industrial Maintenance Mechanic CMRP	Society for Maintenance & Reliability Professionals - SMRP	MNT110, Intro to Maintenance Procedures (2SHC) OR MNT165,	

Credential / License	Issuing Body	NCCCS Equivalent Course	Credit Hours
		Mechanical Industrial Systems (2SHC) OR MEC130, Mechanisms (3SHC)	
Mechatronics - Industrial Electricity 1	Packaging Machinery Manufacturers Institute – PMMI	ELC111, Intro to Electricity (3SHC) AND ELC117, Motors and Controls <4SHC)	
Mechatronics - Programmable Logic Controllers (PLCs) 1	Packaging Machinery Manufacturers Institute – PMMI	ELC128, Intro to PLC (3SHC)	

Military Experience and Learning

Credit will be awarded based on the Joint Services Transcript (JST) or CCAF transcript, utilizing American Council on Education (ACE) recommendations for college-level equivalency.

Continuing Education and Curriculum Transfer

Courses completed through Continuing Education (CE) may be considered for transfer to CU in accordance with institutional policies and academic program requirements. Transferability and course equivalencies are determined through an official evaluation process and may vary by program.

Students seeking information regarding transfer credit, course equivalencies, or applicability toward degree requirements should contact the **Registrar's Office** for guidance and the most current transfer information.

North Carolina and NCCCS High School Articulation Agreement

This agreement establishes a mechanism for "seamless transition" and ensures that students receive applicable college credit for "articulated" high school courses as defined by the statewide Comprehensive Articulation Agreement (CAA).

General Provisions

1. **Criteria for Awarding Credit:** To receive articulated credit, the student must:
    - Enroll at the Community College within **two years** of their high school graduation date.
    - Earn a final grade of **B or higher** in the high school course.
    - Earn a score of **93 or higher** on the standardized NCDPI Career and Technical Education (CTE) post-assessment (or meet the current state-approved credentialing threshold).
2. **Transcripting:** Credit will be awarded as articulated credit on the college transcript. It will count toward graduation requirements but will not be used in the calculation of the student's college GPA.
3. **Governance:** This agreement is subject to the policies of the **State Board of Community Colleges** and the **North Carolina State Board of Education**.

Course Agreement Chart

The following table outlines the alignment between NCDPI Career and Technical Education courses and the NCCCS Combined Course Library (CCL) equivalents as it relates to course offerings provided by R-CCC. The statewide articulation agreement include courses not listed below.

NCDPI Course Code	**High School Course Title**	**NCCCS Course Code**	**College Course Title**	**Credit Hours**
CC10	Microsoft Word and PowerPoint	OST-136	Word Processing	
CI30 and CI31	Cybersecurity I and II	SEC-110	Security Concepts	
CD10	Adobe Visual Design I	DME-110	Intro to Media Technology	
CD11	Adobe Visual Design II	DME-115	DME-115 Graphic Design Tools	
ME11	Entrepreneurship I	BUS-139	Entrepreneurship I	
FE11	Early Childhood Education I	EDU 119	Intro to Early Child. Ed.	4
FE12	FE12 Early Childhood Education II	EDU-151	Creative Activities	
BD10	Multimedia & Webpage Design	WEB 110	Internet/Web Fundamentals	3
IC00, IC41, AND IC42	Core and Sustainable Construction, Electrical Trades I, and Electrical Trades II	ELC-113	Residential Wiring	
IC61 AND IC62	Drafting I and Drafting II - Architectural	DFT-119	Basic CAD	
IM61	Welding Technology I	WLD-110	Cutting Processes	
IM61 AND IM62	Welding Technology I AND Welding Technology II	WLD-110	Cutting Processes AND WLD-115 SMAW (Stick) Plate	
IM63	Welding Technology III	WLD-121	GMAW (MIG) FCAW/Plate	
AS32	Agriculture Mechanics II	WLD-112	Basic Welding Processes	

Academic Course Descriptions & Terminology

Curriculum Courses

A

ACA 111
Course ACA-111
Course Title College Student Success
Class 1 Lab 0 Clinical 0 Work 0 Credit 1

Course Description
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
Course ACA-122
Course Title Transfer & Career Success
Class 0 Lab 2 Clinical 0 Work 0 Credit 1

Course Description
This course introduces students to career and transfer opportunities while building skills for academic success, career exploration, and transfer preparation, ensuring readiness for success in community college and beyond. Topics include transfer agreements with public and independent institutions, programs and processes that facilitate transfer, and transfer tools and resources; career topics include career exploration and information and skills such as resume writing, portfolio development, and professional communication. Upon completion, students will be able to identify the community college program that matches their transfer and career goals, navigate transfer policies and processes, use Transfer Guides, develop an academic plan for future success, and identify professional application materials.

ACC -120
Course ACC-120
Course Title Prin of Financial Accounting
Class 3 Lab 2 Clinical 0 Work 0 Credit 4

Course Description
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
Course ACC-121
Course Title Prin of Managerial Accounting
Class 3 Lab 2 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take ACC-120

AHR-110
Course AHR-110
Course Title Intro to Refrigeration
Class 2 Lab 6 Clinical 0 Work 0 Credit 5

Course Description
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
Course AHR-111
Course Title HVACR Electricity
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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
Course AHR-112
Course Title Heating Technology
Class 2 Lab 4 Clinical 0 Work 0 Credit 4

Course Description
This course covers the fundamentals of heating systems. Topics include safety, instrumentation, system operating, efficiency testing, electrical power, and control systems. Upon completion, students should be able to perform maintenance, service, and testing for major components of a heating system.

AHR-113
Course AHR-113
Course Title Comfort Cooling
Class 2 Lab 4 Clinical 0 Work 0 Credit 4

Course Description
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
Course AHR-114
Course Title Heat Pump Technology
Class 2 Lab 4 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take One: AHR-110 or AHR-113

AHR-115
Course AHR-115
Course Title Refrigeration Systems
Class 2 Lab 4 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take AHR-110

AHR-120
Course AHR-120
Course Title HVACR Maintenance
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

Course Description
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
Course AHR-130
Course Title HVAC Controls
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Prerequisite Take One: AHR-111, ELC-111, or ELC-112

AHR-151
Course AHR-151
Course Title HVAC Duct Systems I
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

Course Description
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
Course AHR-160
Course Title Refrigerant Certification
Class 1 Lab 0 Clinical 0 Work 0 Credit 1

Course Description
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.

State Requisites*
Corequisite Take AHR-110 AHR-113 or AHR-120;

AHR-170
Course AHR-170
Course Title Heating Lab
Class 0 Lab 3 Clinical 0 Work 0 Credit 1

Course Description
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.

State Requisites*
Corequisite Take AHR-112

AHR-171
Course AHR-171
Course Title Comfort Cooling Lab
Class 0 Lab 3 Clinical 0 Work 0 Credit 1

Course Description
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.

State Requisites*
Corequisite Take AHR-113

AHR-180
Course AHR-180
Course Title HVACR Customer Relations
Class 1 Lab 0 Clinical 0 Work 0 Credit 1

Course Description
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
Course AHR-211
Course Title Residential System Design
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course introduces the principles and concepts of conventional residential heating and cooling system design. Emphasis is placed on using tables, worksheets, and/or appropriate software to calculate a residential load based on Air Conditioning Contractors of America (ACCA) standards. Upon completion of the course students should be able to calculate a heating and cooling residential load.

AHR-212
Course AHR-212
Course Title Advanced Comfort Systems
Class 2 Lab 6 Clinical 0 Work 0 Credit 4

Course Description
This course covers advanced comfort systems for residential and commercial applications. Emphasis is placed on the application, maintenance, and servicing of residential and commercial advanced comfort systems. Upon completion, students should be able to test, analyze, troubleshoot, and service multiple types of residential and commercial advanced comfort systems.

State Requisites*
Prerequisite Take AHR-114

AHR-213
Course AHR-213
Course Title HVACR Building Code
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
This course covers the North Carolina codes that are applicable to the design of HVACR systems. Topics include current North Carolina codes as applied to HVACR design and service industries. 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-111
Course ART-111
Course Title Art Appreciation
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

ART-114
Course ART-114
Course Title Art History Survey I
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

ART-115
Course ART-115
Course Title Art History Survey II
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

ART-113
Course ART-113
Course Title Art Methods and Materials
Class 0 Lab 6 Clinical 0 Work 0 Credit 3

Course Description
This course provides an overview of media and techniques. Emphasis is placed on exploration and manipulation of materials. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes.

ATR-112
Course ATR-112
Course Title Intro to Automation
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Description
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
Course ATR-211
Course Title Robot Programming
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Description
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.

B

BIO-111
Course BIO-111
Course Title General Biology I
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Description
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.

BIO-112
Course BIO-112
Course Title General Biology II
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take BIO-111

BIO-168
Course BIO-168
Course Title Anatomy and Physiology I
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Description
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO-169
Course BIO-169
Course Title Anatomy and Physiology II
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take BIO-168

BIO-275
Course BIO-275
Course Title Microbiology
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take One: BIO 111, BIO 163, BIO 165, or BIO 168

BPR-111
Course BPR-111
Course Title Print Reading
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
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
Course BPR-130
Course Title Print Reading-Construction
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

BUS-110
Course BUS-110
Course Title Introduction to Business
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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.

BUS-115

Course BUS-115
Course Title Business Law I
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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.

BUS-135

Course BUS-135
Course Title Principles of Supervision
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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

Course BUS-137
Course Title Principles of Management
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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.

BUS-139

Course BUS-139
Course Title Entrepreneurship I
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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

Course BUS-151
Course Title People Skills
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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

Course BUS-225
Course Title Business Finance
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description

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
Course BUS-230
Course Title Small Business Management
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course BUS-240
Course Title Business Ethics
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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-260
Course BUS-260
Course Title Business Communication
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Prerequisite Take One: ENG-110 or ENG-111

C

CHM-131
Course CHM-131
Course Title Introduction to Chemistry
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

CHM-131A
Course CHM-131A
Course Title Intro to Chemistry Lab
Class 0 Lab 3 Clinical 0 Work 0 Credit 1

Course Description
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.

State Requisites*
Corequisite Take CHM-131

CHM-151
Course CHM-151
Course Title General Chemistry I
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Description
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.

CHM-152
Course CHM-152
Course Title General Chemistry II
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take CHM-151

CIS-110
Course CIS-110
Course Title Introduction to Computers
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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.

CIS-115
Course CIS-115
Course Title Intro to Prog & Logic
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Description
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.

CIS-119
Course CIS-119
Course Title Survey of Artificial Intel.
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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.

CJC-111
Course CJC-111
Course Title Intro to Criminal Justice
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

CJC-112
Course CJC-112
Course Title Criminology
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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-122
Course CJC-122
Course Title Community Policing
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course CJC-131
Course Title Criminal Law
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course CJC-132
Course Title Court Procedure & Evidence
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course CJC-141
Course Title Corrections
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course CJC-212
Course Title Ethics & Comm Relations
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course CJC-213
Course Title Substance Abuse
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course CJC-221
Course Title Investigative Principles
Class 3 Lab 2 Clinical 0 Work 0 Credit 4

Course Description
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
Course CJC-225
Course Title Crisis Intervention
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course CJC-231
Course Title Constitutional Law
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course CJC-232
Course Title Civil Liability
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course CJC-241
Course Title Community-Based Corrections
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

COM-231
Course COM-231
Course Title Public Speaking
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

COS-111
Course COS-111
Course Title Cosmetology Concepts I
Class 4 Lab 0 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Corequisite Take COS-112

COS-112
Course COS-112
Course Title Salon I
Class 0 Lab 24 Clinical 0 Work 0 Credit 8

Course Description
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.

State Requisites*
Corequisite Take COS-111

COS-113
Course COS-113
Course Title Cosmetology Concepts II
Class 4 Lab 0 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take All: COS-111 and COS-112

COS-114
Course COS-114
Course Title Salon II
Class 0 Lab 24 Clinical 0 Work 0 Credit 8

Course Description
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.

State Requisites*
Prerequisite Take All: COS-111 and COS-112

COS-115
Course COS-115
Course Title Cosmetology Concepts III
Class 4 Lab 0 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take All: COS-111 and COS-112

COS-116
Course COS-116
Course Title Salon III
Class 0 Lab 12 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take All: COS-111 and COS-112

COS-111
Course COS-111
Course Title Cosmetology Concepts I
Class 4 Lab 0 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Corequisite Take COS-112

COS-118
Course COS-118
Course Title Salon IV
Class 0 Lab 21 Clinical 0 Work 0 Credit 7

Course Description
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.

State Requisites*
Prerequisite Take All: COS-111 and COS-112

CTI-110
Course CTI-110
Course Title IT Foundations
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course provides an introduction to technology concepts and current trends in IT. Topics include foundational concepts across various IT domains such as, but not limited to, artificial intelligence, database fundamentals, programming principles, and web development. Upon completion, students should be able to demonstrate knowledge in core IT areas and apply skills critical for their academic and professional success.

CTI-120
Course CTI-120
Course Title Network & Sec Foundations
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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
Course CTI-141
Course Title Cloud & Storage Concepts
Class 1 Lab 4 Clinical 0 Work 0 Credit 3

Course Description
This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.

CTI-175
Course CTI-175
Course Title Intro to Wireless Technology
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course introduces the student to the technologies and standards of wireless telecommunications. Topics include the design, implementation, configuration, security, standards and protocols of wireless local area networks (WLAN). Upon completion, students should be able to design, implement, and administer wireless local area networks.

CTS-115
Course CTS-115
Course Title Info Sys Business Concepts
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

CTS-120
Course CTS-120
Course Title Hardware/Software Support
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Description
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
Course CTS-130
Course Title Spreadsheet
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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-220
Course CTS-220
Course Title Adv Hard/Software Support
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Description

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.

State Requisites*
Prerequisite Take CTS-120

CTS-289
Course CTS-289
Course Title System Support Project
Class 1 Lab 4 Clinical 0 Work 0 Credit 3

Course Description
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.

State Requisites*
Prerequisite Take All: CTI-110, CTI-120, and CTS-115

CTS-288
Course CTS-288
Course Title Professional Practices in IT
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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.

D

DBA-110
Course DBA-110
Course Title Database Concepts
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Description
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.

DFT-119
Course DFT-119
Course Title Basic CAD
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

E

ECO-251
Course ECO-251
Course Title Prin of Microeconomics
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure,

and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

ECO-252

Course ECO-252
Course Title Prin of Macroeconomics
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

EDU-119

Course EDU-119
Course Title Intro to Early Child Education
Class 4 Lab 0 Clinical 0 Work 0 Credit 4

Course Description
This course introduces the foundations of culturally responsive, equitable and inclusive early childhood education, planning intentional developmentally appropriate experiences, learning activities, and teaching strategies for indoor and outdoor environments for all young children, guidance techniques, and professionalism. 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, guidance techniques, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to implement developmentally appropriate environments, guidance techniques, schedules, and teaching strategies across developmental domains to support culturally, linguistically, and ability diverse children and their families in inclusive settings, and design a personal career/professional development plan.

EDU-131

Course EDU-131
Course Title Child, Family, and Community
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

EDU-144

Course EDU-144
Course Title Child Development I
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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

Course EDU-145
Course Title Child Development II
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

EDU-146

Course EDU-146
Course Title Child Guidance
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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

Course EDU-151
Course Title Creative Activities
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

This course introduces developmentally supportive, diverse, equitable, and inclusive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials and activities that align with the NC Foundations for Early Learning and Development. Emphasis is placed on best practices providing process-driven culturally diverse, learning experiences in art, music, creative movement, dance, and dramatic play integrated across all domains and academic content in indoor/outdoor environments for every young child age birth through age eight. Upon completion, students should be able to observe, examine, create, adapt, and advocate for developmentally appropriate creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

EDU-153

Course EDU-153
Course Title Health, Safety and Nutrition
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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-187

Course EDU-187
Course Title Teaching and Learning for All
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Description

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.

EDU-216

Course EDU-216
Course Title Foundations of Education
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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

Course EDU-221

Course Title Children With Exceptionalities
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Prerequisite Take one set:
Set 1: EDU-144 and EDU-145
Set 2: PSY-244 and PSY-245

EDU-234
Course EDU-234
Course Title Infants, Toddlers, and Twos
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Prerequisite Take EDU-144

EDU-250
Course EDU-250
Course Title Teacher Licensure Preparation
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Corequisite Take One Set:
Set 1: ENG-111 MAT-143
Set 2: ENG-111 MAT-152
Set 3: ENG-111 MAT-171

EDU-251
Course EDU-251
Course Title Exploration Activities
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course covers fundamental concepts in the content areas of science, technology, engineering, math, and social studies through investigative experiences aligned with NC Foundations for Early Learning and Development. Emphasis is placed on exploring fundamental concepts, scope and sequence, and teaching strategies to engage each child through play and open-ended discovery in indoor/outdoor environments. Upon completion, students should be able to understand major concepts in each content area and implement developmentally appropriate, culturally responsive, equitable, and inclusive experiences for all young children.

EDU-261
Course EDU-261
Course Title Early Childhood Admin I

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course provides an overview of essential administrative components for managing early childhood programs, including child development, program frameworks, North Carolina child care rules and regulations, effective leadership practices, reflective supervision, and the NAEYC Code of Ethical Conduct. Emphasis is placed on personnel management, financial planning, reflective supervision strategies, child development principles, ethical decision-making, and ensuring compliance with state regulations to maintain high-quality learning environments. Upon completion, students should be able to apply program standards, manage staffing and budgets, implement reflective supervision to support professional growth, integrate child development knowledge into program planning, uphold ethical responsibilities following the NAEYC Code of Ethical Conduct, and navigate regulatory requirements to support successful early childhood program operations.

State Requisites*
Corequisite Take EDU-119

EDU-262
Course EDU-262
Course Title Early Childhood Admin II
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course is designed to prepare students for leadership roles in licensed child care facilities in North Carolina by focusing on curriculum development, program assessment, and resource management for centers and families. Emphasis is place on best practices in early childhood curriculum, quality improvement strategies, advocacy, and leadership in early learning environments. Upon completion, students should be able to implement developmentally appropriate curriculum, assess program effectiveness, support families with relevant resources, and advocate for policies that enhance early childhood education and program quality.

State Requisites*
Prerequisite Take EDU-261;
Corequisite Take EDU-119;

EDU-279
Course EDU-279
Course Title Literacy Develop and Instruct
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Description
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
Course EDU-280
Course Title Language/Literacy Experiences
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course EDU-284
Course Title Early Child Capstone Prac
Class 1 Lab 9 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
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

ELC-111
Course ELC-111
Course Title Intro to Electricity
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics 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-113
Course ELC-113
Course Title Residential Wiring
Class 2 Lab 6 Clinical 0 Work 0 Credit 4

Course Description
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

ELC-118
Course ELC-118
Course Title National Electrical Code
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
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
Course ELC-120
Course Title Intro to Wiring
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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-128
Course ELC-128
Course Title Intro to PLC
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Description
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 understand basic PLC systems and create simple programs.

ELC-213
Course ELC-213
Course Title Instrumentation
Class 3 Lab 2 Clinical 0 Work 0 Credit 4

Course Description
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
Course ELC-228
Course Title PLC Applications
Class 2 Lab 6 Clinical 0 Work 0 Credit 4

Course Description
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.

EMS-125
Course EMS-125
Course Title EMS Instructor Methodology
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course covers the information needed to develop and instruct EMS courses. Topics include instructional methods, lesson plan development, time management skills, and theories of adult learning. Upon completion, students should be able to teach EMS courses and meet the North Carolina EMS requirements for instructor methodology.

EMS-235
Course EMS-235
Course Title EMS Management
Class 2 Lab 0 Clinical 0 Work 0 Credit 2

Course Description
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.

ENG-025
Course ENG-025
Course Title College English Skills
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course ENG-045
Course Title English Skills Support
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
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.

ENG-102
Course ENG-102
Course Title Applied Communications II
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

ENG-111
Course ENG-111
Course Title Writing and Inquiry
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

ENG-112
Course ENG-112
Course Title Writing/Research in the Disc
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

State Requisites*
Prerequisite Take ENG-111

ENG-232
Course ENG-232
Course Title American Literature II
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Prerequisite Take One: ENG-112, ENG-113, or ENG-114

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HEA-110
Course HEA-110
Course Title Personal Health/Wellness
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

HIS-111
Course HIS-111
Course Title World Civilizations I
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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.

HIS-131

Course HIS-131
Course Title American History I
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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.

HIS-132

Course HIS-132
Course Title American History II
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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.

HIS-221

Course HIS-221
Course Title African-American History
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description

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.

HSE-110

Course HSE-110
Course Title Intro to Human Services
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description

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

Course HSE-112
Course Title Group Process I
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description

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

Course HSE-123
Course Title Interview Tech Human Service
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description

This course covers the purpose, structure, focus, and techniques utilized in effective interviewing. Emphasis is placed on observing, attending, listening, responding, summarizing, and documenting with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to facilitate the helping relationship.

HSE-125
Course HSE-125
Course Title Counseling
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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
Course HSE-160
Course Title HSE Clinical Supervis I
Class 1 Lab 0 Clinical 0 Work 0 Credit 1

Course Description
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.

State Requisites*
Corequisite Take One: HSE-161, HSE-162, HSE-163, or HSE-164

HSE-162
Course HSE-162
Course Title HSE Clinical Exp I
Class 0 Lab 0 Clinical 6 Work 0 Credit 2

Course Description
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.

State Requisites*
Corequisite Take HSE-160

HSE-226
Course HSE-226
Course Title Intellectual Disabilities
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course covers intellectual disabilities and related issues. Emphasis is placed on the theoretical perspectives and causes of intellectual disabilities and service provision. Upon completion, students should be able to demonstrate a general knowledge of serving individuals with intellectual disabilities.

HUM-115
Course HUM-115
Course Title Critical Thinking
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

HUM-120
Course HUM-120
Course Title Cultural Studies
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

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ISC-112

Course ISC-112
Course Title Industrial Safety
Class 2 Lab 0 Clinical 0 Work 0 Credit 2

Course Description
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

ISC-115

Course ISC-115
Course Title Construction Safety
Class 2 Lab 0 Clinical 0 Work 0 Credit 2

Course Description
This course introduces the basic concepts of construction site safety. Topics include ladders, lifting, lock-out/tag-out, personal protective devices, scaffolds, and above/below ground work based on OSHA regulations. Upon completion, students should be able to demonstrate knowledge of applicable safety regulations and safely participate in construction projects.

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MAT-025

Course MAT-025
Course Title Concepts of Essential Math/Sta
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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

Course MAT-035
Course Title Concepts of Algebra
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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

Course MAT-045
Course Title Math Skills Support
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
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.

MAT-110
Course MAT-110
Course Title Math Measurement & Literacy
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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
Course MAT-121
Course Title Algebra/Trigonometry I
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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
Course MAT-143
Course Title Quantitative Literacy
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

MAT-152
Course MAT-152
Course Title Statistical Methods I
Class 3 Lab 2 Clinical 0 Work 0 Credit 4

Course Description
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.

MAT-171
Course MAT-171
Course Title Precalculus Algebra
Class 3 Lab 2 Clinical 0 Work 0 Credit 4

Course Description
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.

MAT-172
Course MAT-172

Course Title Precalculus Trigonometry
Class 3 Lab 2 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take MAT-171

MEC-130
Course MEC-130
Course Title Mechanisms
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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.

MED-121
Course MED-121
Course Title Medical Terminology I
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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
Course MED-122
Course Title Medical Terminology II
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Prerequisite Take MED-121

MHA-150
Course MHA-150
Course Title Mental Health Interventions
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course provides exposure to different mental health treatment and intervention modalities. Topics include professional and self-help forms of intervention. Upon completion, students should be able to apply culturally competent mental health intervention principles to individuals and groups in a variety of treatment settings.

MHA-155
Course MHA-155
Course Title Psychological Assessment
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

MHA-240
Course MHA-240
Course Title Advocacy
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course covers the roles and duties of the individual and community advocate. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively advocate for the care of the whole person and community.

MKT-120
Course MKT-120
Course Title Principles of Marketing
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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-223
Course MKT-223
Course Title Customer Experience
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

MNT-110
Course MNT-110
Course Title Intro to Maint Procedures
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

Course Description
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
Course MNT-160
Course Title Industrial Fabrication
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

Course Description
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
Course MNT-240
Course Title Indust Equip Troubleshoot
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

Course Description
This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

MUS-110
Course MUS-110
Course Title Music Appreciation
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

MUS-112
Course MUS-112
Course Title Introduction to Jazz
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

N

NOS-110
Course NOS-110
Course Title Operating Systems Concepts
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Description
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
Course NOS-130
Course Title Windows Single User
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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.

NUR-111
Course NUR-111
Course Title Intro to Health Concepts
Class 4 Lab 6 Clinical 6 Work 0 Credit 8

Course Description
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
Course NUR-112
Course Title Health-Illness Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5

Course Description
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.

State Requisites*
Prerequisite Take NUR-111

NUR-113

Course NUR-113
Course Title Family Health Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5

Course Description
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.

State Requisites*
Prerequisite Take NUR-111

NUR-114
Course NUR-114
Course Title Holistic Health Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5

Course Description
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.

State Requisites*
Prerequisite Take NUR-111

NUR-117
Course NUR-117
Course Title Pharmacology
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

Course Description
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
Course NUR-211
Course Title Health Care Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5

Course Description
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.

State Requisites*
Prerequisite Take NUR-111

NUR-212
Course NUR-212
Course Title Health System Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5

Course Description
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

State Requisites*
Prerequisite Take NUR-111

NUR-213

Course NUR-213
Course Title Complex Health Concepts
Class 4 Lab 3 Clinical 15 Work 0 Credit 10

Course Description
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.

State Requisites*
Prerequisite Take NUR-111
Corequisite Take NUR-112, NUR-113, NUR-114, NUR-211 and NUR-212

O

OST-131

Course OST-131
Course Title Keyboarding
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST-134

Course OST-134
Course Title Text Entry & Formatting
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability.

OST-136

Course OST-136
Course Title Word Processing
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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 prepared to take a nationally accredited certification exam.

OST-148

Course OST-148
Course Title Med Ins & Billing
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course introduces fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

OST-149

Course OST-149
Course Title Medical Legal Issues
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical

behavior.

OST-164

Course OST-164
Course Title Office Editing
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course provides an in-depth exploration of editing skills essential for the office. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to proficiently compose and edit text and documents for the workplace.

OST-166

Course OST-166
Course Title Speech Recognition
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
This course is designed to provide the skills needed to compose and edit documents using speech recognition technology. Emphasis is placed on specialized speech recognition features, intensive editing, and proofreading skills. Upon completion, students should be able to produce mailable business documents using speech recognition software.

State Requisites*
Prerequisite Take One: CIS-110, CIS-111, or OST-137

OST-184

Course OST-184
Course Title Office Information Management
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course includes the creation, maintenance, protection, security, and disposition of records stored in various media. Topics include alphabetic, geographic, subject, and numeric filing methods, along with database management principles. Upon completion, students should be able to set up and maintain effective information management systems.

OST-243

Course OST-243
Course Title Med Office Simulation
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, managing health information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

OST-289

Course OST-289
Course Title Office Admin Capstone
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.

State Requisites*
Prerequisite Take OST-164

P

PED-110

Course PED-110
Course Title Fit and Well for Life
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
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.

PHY-131
Course PHY-131
Course Title Physics-Mechanics
Class 3 Lab 2 Clinical 0 Work 0 Credit 4

Course Description
This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

State Requisites*
Prerequisite Take One: MAT-121 or MAT-171

PSY-150
Course PSY-150
Course Title General Psychology
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

PSY-241
Course PSY-241
Course Title Developmental Psych
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Prerequisite Take PSY-150

PSY-265
Course PSY-265
Course Title Behavioral Modification
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Prerequisite Take PSY-150

PSY-281
Course PSY-281
Course Title Abnormal Psychology
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

State Requisites*
Prerequisite Take PSY-150

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S

SAB-135
Course SAB-135
Course Title Addictive Process
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course covers the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on disorders related to addictions to alcohol, drugs, food, sex, work, gambling, internet, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders.

SEC-110
Course SEC-110
Course Title Security Concepts
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Description
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SOC-210
Course SOC-210
Course Title Introduction to Sociology
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

SOC-213
Course SOC-213
Course Title Sociology of the Family
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

SPA-111
Course SPA-111
Course Title Elementary Spanish I
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

SPA-112

Course SPA-112
Course Title Elementary Spanish II
Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Description
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.

T

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W

WBL-110
Course WBL-110
Course Title World of Work
Class 1 Lab 0 Clinical 0 Work 0 Credit 1

Course Description
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
Course WBL-111
Course Title Work-Based Learning I
Class 0 Lab 0 Clinical 0 Work 10 Credit 1

Course Description
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WLD-110
Course WLD-110
Course Title Cutting Processes
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

Course Description
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
Course WLD-112
Course Title Basic Welding Processes
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

Course Description
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
Course WLD-113
Course Title Soldering and Brazing
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

Course Description
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
Course WLD-115
Course Title SMAW (Stick) Plate
Class 2 Lab 9 Clinical 0 Work 0 Credit 5

Course Description
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
Course WLD-116
Course Title SMAW (stick) Plate/Pipe
Class 1 Lab 9 Clinical 0 Work 0 Credit 4

Course Description
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.

State Requisites*
Prerequisite Take WLD-115

WLD-121
Course WLD-121
Course Title GMAW (MIG) FCAW/Plate
Class 2 Lab 6 Clinical 0 Work 0 Credit 4

Course Description
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment set up and fillet and groove welds with emphasis on the application of proper GMAW and FCAW consumables on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed filler materials in the flat, horizontal, and overhead positions.

WLD-131
Course WLD-131
Course Title GTAW (TIG) Plate
Class 2 Lab 6 Clinical 0 Work 0 Credit 4

Course Description
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-141
Course WLD-141
Course Title Symbols & Specifications
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

Course Description
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
Course WLD-151
Course Title Fabrication I
Class 2 Lab 6 Clinical 0 Work 0 Credit 4

Course Description
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.

X

Y

Z

Workforce and Continuing Education Courses

A

AHR 3123: Refrigeration Systems
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 3128: EPA Refrigeration Certification
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. 16 hours

AHR 3131: HVAC Heating, Air Condition
This program is designed to provide students with the skills necessary to become employed as a heating and air conditioning technician. Course topics focus on operating principles of heating and cooling systems with emphasis on safety, theory and principles of refrigeration, types of heating/cooling systems, Ohm's law, load calculation, troubleshooting using the various types of test equipment, servicing, repairing and installing components/entire systems and employment of customer service techniques.

B

BAR 3100: Registered Barber
This course is designed to provide the necessary skills to work to meet the instructional requirements to become a registered barber as established by the NC Board of Barber and Electrolysis Examiners. Schools must be approved by the NC Board of Barber and Electrolysis Examiners to provide training per G.S. 86B. 300 hours

BSP 2000: Basic Skills Programs
Adult Basic Education (ABE): A program that provides instruction in foundational skills like reading, writing, and math to adults aged 16 and older who need to improve their basic skills for various reasons, such as pursuing further education, improving job prospects, or enhancing their ability to participate in society. It focuses on helping adults reach a level of proficiency that allows them to function effectively in daily life and pursue other educational or vocational goals.

- **Adult High School Diploma (AHS):** A program of instruction offered cooperatively with local public-school systems to help adult students earn an Adult High School Diploma.
- **English as a Second Language (ESL):** An adult English language learner (ELL) is an individual whose primary language is not English and who is actively learning English as a second or foreign language. This definition encompasses adults who may have limited or no formal education in their native language, as well as those with varying levels of prior English language experience. They may also be adults who live in a community where English is not the dominant language.
- **High School Equivalency (HSE):** A program of instruction designed to prepare adult students to pass the HSE tests that lead to a High School Equivalency Diploma. BSP-2000 can only be offered as a contact hour course.

C

CAR 3108: Carpentry Core Skills
This course provides instruction related to the core skills used by carpenters in residential and commercial settings. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations,

construction framing, and other related topics. Upon completion, students should be able to construct, erect, install, or repair structures and fixtures made of wood, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; wood stairways, window and door frames, and hardwood floors.

CAR 3124: Carpentry Framing
This course provides instruction related to framing in residential or commercial settings. Emphasis is placed on safety, use of power and hand tools, selecting, measuring and cutting framing lumber, and the assembly of wall, floor or roof framing systems. Upon completion, students will have the knowledge to apply safety practices and procedures; identify and demonstrate use of tools and equipment associated with framing in construction; identify and estimate material requirements from blueprints; and demonstrate proper methods used in framing.

CIS 3100: Computer Basics
This course introduces basic computer usage. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer functionality and navigation of applications. 60 hours

COS 3104: Natural Hair Care Specialist
This course provides instruction and clinical practice in natural hair care. The course content includes sanitation, bacteriology, disinfection, first aid, shampooing, draping, anatomy, disorders of the hair and scalp, and client consultation. Advanced students apply the following natural hair care techniques: twisting, wrapping, extending, locking, blow dry and thermal iron. Natural hair care students must complete required hours in an approved program before applying to the State Board of Cosmetic Arts for examination. 300 hours

CUL 3072: Food Service Sanitation/Safety
The course is designed to give the food handler an understanding of proper sanitation precautions and point out the results to be expected should these precautions not be taken. The course will deal with the study of infection and illness, proper food handling techniques, personal hygiene, and personal safety. Students will be made aware of the regulations of the Occupational Health & Safety Act. 8 hours

D

E

EDU 3002: Effective Teacher Training
This course is designed to provide teacher assistants and substitutes with principles and practices of effective teaching. Core topics will focus on skills for basic classroom management, childhood development, and instructional techniques. 24 hours

ELC 3014: Electricity Basic
This course prepares individuals for an entry level general maintenance position responsible for basic troubleshooting of electrically powered equipment. Topics include static electricity, Ohm's law, DC circuits, magnetism, alternating and direct currents, indicators, transformers, capacitors, and electronic components. Upon completion, students will have a basic understanding of electrical circuits and electronic logic.

ELC 3100: Electrical License Renewal
The course is designed to provide electrical contractors with updated information on the latest changes in the National Electric Code, NC Electric Code, and local utility company requirements.

ELC 3119: Commercial/Residential Wiring
This course is designed to cover the principles of electrical wiring as it applies to commercial/ residential applications. Emphasis is on Ohm's law, alternating and direct currents, series circuits, parallel circuits and series parallel circuits, use of electrical tools and equipment, wiring materials and many other special subjects. Preventive maintenance and troubleshooting as well as National Electrical Code will be covered.

F

G

H

HRD 3003: Career Planning/Assessment

This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is designed to assess interests, attitudes, aptitudes, and readiness as it relates to career, employment, and/or educational goals. The content of the instructional materials must focus on the following topics: personal development, career exploration, goal setting and the development of a written plan of action. Students will complete the National Career Readiness Certificate (NCRC) test and must successfully pass all four parts. 5 hours

HRD 3004: Career Readiness/Pathways
This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is based on a specific occupation and includes one or more of the following topics: 1) career exploration, 2) entry-level competency awareness, 3) employability skills [soft skills], 4) job search strategies and 5) college-readiness skills. This course must be linked to an occupational course or a career pathways program at the college. Hours vary from 3-24

HRD 3100: Essential Workplace Skills
This course provides essential training on workplace readiness, covering professional behaviors, critical thinking, adaptability, and strategies for a successful transition into employment. It builds what are sometimes called "soft skills" or "durable skills." Learning objectives include: 1) applying core workplace skills such as professionalism, communication, and time management; 2) demonstrating adaptability, initiative, and problem-solving in workplace scenarios; 3) setting short- and long-term goals for initial job success and career growth; and 4) understanding expectations and norms for entering and thriving in new job environments. Hours vary from 3-24

HRD 3303: Your Career Plan. Your Future
This course helps individuals explore career pathways using tools such as nccareers.org to create or update a career development plan. Students will analyze labor market trends, assess their skills and interests, identify career goals, and identify education, training, credentials, and work experience needed to achieve their career goals. Hours vary from 3-24

HRD 3602: Workplace Success Skills
This course builds a core set of workplace readiness skills essential to succeeding in today's dynamic job market. Students will strengthen their communication, problem-solving, adaptability, and time management skills, while also developing a strong sense of professionalism and accountability. These foundational skills support job performance, team collaboration, and long-term career success across industries. Learning Objectives: 1) Communicate effectively and professionally in different work situations; 2) apply critical thinking and problem-solving strategies to real-world challenges; 3) demonstrate adaptability, time management, and a strong work ethic in changing environments; 4) take personal responsibility for meeting expectations and supporting organizational success. Hours vary from 3-24

HRD 4000: Human Service Exploration (DSS Casework)
This course covers skills and strategies designed to provide employability skills training and career exploration for the role of Income Maintenance Caseworker within Division of Social Service agencies. This course is linked to HSE 3220 Income Maintenance Caseworker - NC FAST and must utilize the state approved curriculum. 48 hours

HSE 3220: Income Maintenance Caseworker – NCFAST
This course is designed to cover a variety of skills associated with the Income Maintenance Caseworker role to determine service eligibility. Specific focus will include proficiency in the utilization of the NCFAST application. Other topics will include skills in communication, interviewing, time management, data gathering/compiling, and data analysis. Colleges providing this course must utilize the approved curriculum. Contact the NCCCS for additional information. 48 hours

I

ICV 3111: Cardiovascular Tech/Monitoring (EKG)
This course is designed and approved to prepare the student to become a certified EKG (ECG) Technician/Monitor. The course will cover the anatomy and physiology of the heart, principles of EKG, dysrhythmia recognition of sinus, junctional/atrial rhythms, heart blocks and bundle branches and ventricular ectopy rhythms. Skills will include operating EKG equipment, running, and mounting strips as well as reading and interpreting 22 types of cardiac lead tracings produced from 12 and five lead monitors and understanding the basics of capnography as it relates to heart function. Course may include a clinical component. 112 hours

J

K

L

LEX 3874: Notary Public Education
This course is designed to provide instruction to individuals who want to become commissioned as a Notary Public. Topics include legal, ethical and procedural requirements of the Notary Act. Upon completion of this course with a passing exam grade of 80%, a person is eligible to make application with the NC Secretary of State office. For more information, go to www.secretary.state. nc.us/notary/. 8 hours

M

MED 3300: Medical Assisting
This course prepares students for a broad range of skills that make medical assistants versatile and valuable to any healthcare team. Students will learn skills to perform duties from the front office to the back office. Core topics include principles of allied health, anatomy & physiology, medical terminology, medical assistant office procedures, and pharmacology. clinical lab procedures & phlebotomy, clinical procedures, medical law & ethics and communications, advanced laboratory procedures & minor medical office surgeries. This course requires students to participate in a clinical externship. Upon completion, the student will have the knowledge to sit for industry-recognized certifications. 360 hours (Part I and Part II 180 hours each)

MNT 3065: Maintenance Mechanics
This course prepares individuals to repair and maintain electrical and mechanical systems and physical structures of commercial and industrial institutions. Emphasis is on multi-disciplined systems maintenance, troubleshooting, and problem resolution. Course work includes carpentry, interior and exterior finishes, plumbing, electrical, masonry, air conditioning, heating, welding, machining, blueprint reading, building codes, and OSHA regulations, as well as computer applications

N

NAS 3240: Nurse Aide Level I
This course is designed to prepare graduates to provide personal care and perform basic nursing skills for the elderly and other adults. Emphasis on aging process including mental, social and physical needs of the elderly, patient's rights, nutrition management, elimination procedures, safe environment, restorative services, personal and special care procedures and activities, human body structure and function and related common disease/disorders, communication and documentation, death and dying, and roles of the nursing assistant and health team members. A skill/competency evaluation is required. The course includes class, laboratory and clinical learning experiences. Upon satisfactory completion of the course and skill/competency evaluation, the graduate is eligible to apply for listing as a Nurse Aide I by the N.C. Division of Facility Services. 190 hours

NAS 3241: Nurse Aide Level II
This course is designed to prepare graduates to perform more complex skills for patients or residents regardless of the setting. A skill/competency evaluation is required for documenting student competency. The course includes class, laboratory and clinical learning experiences. Upon satisfactory completion of the course and skill/competency evaluation, the graduate is eligible to apply for listing as a Nurse Aide II by the North Carolina Board of Nursing Nurse Aide Registry. In all employment settings, the listed Nursing Assistant II will work under the direction and supervision of licensed personnel. PREREQUISITE: High School Diploma or GED and listed on the NC Nurse Aide I Registry. 190 hours

NUT 3009: Nutrition Dietary Manager Training
This course includes a series of four segments that comprise the dietary manager training required for certification by the National Dietary Managers Association. After successful completion of all four segments students may sit for a national exam to become certified dietary managers. All segments are taught by a registered dietician and include Nutrition in the Life Cycle - The first segment focuses on basic food groups, vitamins, minerals, energy nutrients, and metabolism. Therapeutic Nutrition -The second segment includes diet modifications in response to illness, disease, growth and development or old age. Food Systems Management -The third segment includes safety, sanitation, accident prevention, menu planning, and food preparation. Personnel and Administration -The final segment includes professional roles, responsibilities, personnel management, and problem solving. 150 hours

O

OST 3150: Medical Billing and Coding
The Medical Billing and Coding program prepares students for entry-level employment in medical billing and coding, patient encounters, scheduling appointments, handling patient files and other medical office business procedures in physicians' offices, hospitals, insurance companies and a variety of settings. Program courses provide training in medical terminology, medical billing and coding concepts, and healthcare computer information systems. Students are introduced to coding healthcare services, electronic health records systems and processes for preparing and submitting of healthcare claims. Students are equipped to code diseases, surgeries and medical procedures for billing and collection utilizing ICD-10, CPT and HCPCS coding systems, to organize, analyze, and technically examine health insurance claims for reimbursement and rejected claims for resubmission. Students will explore HIPAA rules and regulations related to the privacy and security of patient information. Upon completion, the student will have the knowledge to sit for industry-recognized certifications. 150 hours

P

PBT 3022: Phlebotomy Experience
This course provides theory and clinical experiences needed for the proper collection of blood and other specimens used for diagnostic testing. Emphasis is placed on ethics, legalities, medical terminology, safety and universal precautions, health care delivery systems, patient relations, anatomy and physiology, and specimen collection. Upon completion, students should be able to safely perform procedures necessary for specimen collections on patients in various health care settings and may be eligible for national certification as phlebotomy technicians. Course may include a clinical component. 220 hours

PHM 3250: Pharmacy Technician Training
This course is designed to provide instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under supervision of a registered pharmacist. Topics include drug packaging and labeling, out-patient dispensing, hospital dispensing procedures, controlled substance procedures, inventory control, and non-sterile compounding. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings. 170 hours

PHM 4100: Medication Aide
This course is designed to meet the training requirements for becoming qualified as a Medication Aide. The course will cover the six rights of medication administration for non-licensed personnel. Topics will include medication administration via the oral, topical and instillation routes, medical asepsis, hand hygiene, terminology, and legal implications. Upon completion, students should be able to take the competency exam and demonstrate skills necessary to qualify for listing on the North Carolina Medication Aide Registry. 24 hours

Q

R

S

SAF 3010: CPR/First Aid
This course is designed to instruct the layperson or professional responder in the basics of First Aid and Cardiopulmonary Resuscitation (CPR), with a focus on cardiac, breathing, and other life-threatening medical emergencies as well as awareness the hazards of blood borne pathogens. Upon successful completion, the student may qualify to receive certification through a certifying agency. Varies 4-6 hours

SAF 3011: Mental Health First Aid
This course is designed to develop competencies in identifying, understanding, and responding to signs of mental illness and substance use disorder. Upon successful completion, students will possess the skills needed to reach out and provide initial support to an individual who may be developing a mental health or substance use problem and help connect them to appropriate care resources. 10 hours

SEF 3001: Defensive Driver
This course offers an opportunity for drivers to receive leniency and/or reduction in consequences for traffic infractions like speeding and red-light violations. Students learn essential defensive driving techniques that can reduce collision-related costs, injuries, and fatalities. 4 hours

T

TRP 3607: Truck Driver Training
This course is designed to teach students to drive tractor-trailers and trucks. The program will prepare the prospective driver to understand safety, driver responsibility, and the laws and regulations governing the motor carrier industry. 176 hours

U

V

W

WLD 3106: Welding
This course provides instruction on the principles and practices of welding. Emphasis is on the blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing. Course content will be specific to a particular welding process such as SMAW (stick), GMAW (MIG), and GTAW (TIG). Upon completion, students will have the knowledge base to sit for various industry-specific certifications. 176 hours

X

Y

Z

Academic Terms Glossary

Academic Calendar Terms

Semester
A term of approximately 16 weeks (fall or spring).

Session
A shorter academic term outside the traditional semesters.

Term
Any academic period, including semesters and sessions.

Academic Progress & Status

Academic Advisor
A faculty or staff member who helps students plan their course of study.

Academic Standing
Your academic status based on your grade point average (GPA). A 2.0 GPA is typically required for good standing.

Freshman
A student who has completed fewer than 30 credit hours.

Sophomore
A student who has completed 30 or more credit hours.

Full-Time
Enrollment in 12 or more credit hours in a term.

Part-Time
Enrollment in fewer than 12 credit hours in a term.

Probation
A status assigned to students whose cumulative GPA falls below 2.0.

Suspension
A status assigned after two consecutive semesters on probation with a GPA below 2.0.

Honors
Recognition based on cumulative GPA at graduation:

- Honor Graduate: GPA of 3.75–3.99
- High Honor Graduate: GPA of 4.00

Academic Records & Evaluation

GPA (Grade Point Average)
A numerical measure of academic performance based on grades earned (A=4, B=3, C=2, D=1, F=0).

Final Examination
A test given at the end of a course.

Final Grade
The overall grade earned in a course, recorded on your academic transcript.

Transcript
An official record of all courses taken and grades earned at the college.

College Systems & Resources

Catalog
An official publication containing information about programs, policies, courses, and student services.

Self Service
An online portal for registering for classes, viewing grades, and accessing academic records.

Enrollment Services
An office that assists with admissions, registration, residency, and student records.

Student Support Services
Services designed to help students succeed academically, personally, and professionally.

Student Payment Plan
A plan that allows tuition to be paid in installments during the semester (typically with a small administrative fee).

Courses & Credits

Credit
A unit that measures completion of a course.

Elective
A course not specifically required but counted toward a program or degree.

General Education Requirements
Courses required for all degrees, such as English, math, science, and social sciences.

Prerequisite
A course that must be completed before enrolling in another course.

Co-requisite
A course that must be taken at the same time as another course.

Developmental Studies
Courses designed to strengthen skills needed for college-level work.

Audit (AU)
Attending a course without earning credit or receiving a grade.

Noncredit Course
A course that does not earn college credit, typically part of continuing education.

Degrees & Programs

AA (Associate of Arts)
A degree awarded to students in liberal or fine arts programs who plan to transfer to a four-year college or university.

AAS (Associate of Applied Science)
A degree awarded to students in technical or career-focused programs who plan to enter the workforce after graduation.

AS (Associate of Science)
A degree awarded to students in pre-professional or specialized programs who plan to transfer to a four-year college or university.

Certificate
An award earned by completing a non-degree program consisting of at least 12 credit hours, but less than 18 in a specific occupational area.

Curriculum/Plan (Major)
A program of study consisting of a sequence of courses leading to a certificate, diploma, or degree.

Diploma
An award earned by completing a program of study that typically requires more credits than a certificate but fewer than an associate degree. Diploma programs are designed to prepare students for entry into a specific career or technical field.

Financial Aid & Policies

FAFSA (Free Application for Federal Student Aid)
The application used to determine eligibility for federal and other financial aid. Available at: https://studentaid.gov

FERPA (Family Educational Rights and Privacy Act)
A federal law that protects the privacy of student education records.

Registration & Enrollment

Enrollment
The process of signing up to take classes.

Registration

The process of selecting and enrolling in specific courses.

Add
The process of adding a course during the official add period.

Drop
The process of removing a course during the official drop period.

Withdrawal
Formally leaving a course after the drop period but before the withdrawal deadline.

Last Day to Drop Without Penalty
The deadline to drop a course without academic or financial penalty.

Hold
A restriction on your account (often due to unpaid balances) that may prevent registration or transcript access.

Instruction & Learning Formats

Instructor
A faculty member who teaches a course.

Adjunct Faculty
Part-time or visiting instructors.

Hybrid Course
A course that combines online learning with required face-to-face meetings.

Syllabus
A document outlining course content, expectations, and requirements.

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Full-time Personnel

FACULTY

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 (2018), Roanoke Chowan Community College

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 (2018), Roanoke Chowan Community College

Zebrena Jacobs (2019).....Program Coordinator, Information Technology
B.S. in Computer Science (1990), Elizabeth City State University
M.S. of Information Systems (2017), University of Phoenix

Johnathan Jenkins (2025) .....Program Coordinator, Air Conditioning, Heating, & Refrigeration
A.A.S. in Air Conditioning, Heating & Refrigeration Technology (2025), Roanoke-Chowan Community College

Victoria Jennings (2024)..... Nursing Faculty
BS Nursing (2022), East Carolina University

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 Cert

Kelly Raynor (2024) .....Program Coordinator, Medical Office Administration
AAS in Health Information Technology (2018), Edgecombe Community College
BS Business Administration (2023), University of NC Pembroke
Master of Business Administration (2024), University of NC Pembroke
Health Information Technology Coding Diploma (2018), Edgecombe Community College
Certified Family Practice Coder (2026), American Academy of Professional Coders

Victoria Rissmiller (2022) ..... Program Coordinator, Associate of Science/ Mathematics Instructor
Associate in Arts (2018), College of the Albemarle
B.S. in Mathematics (2020), Elizabeth City State University
M.S. in Mathematics (2021), Elizabeth City State University

De'Shon Whitaker (2022) ..... Program 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).....Dean, Nursing Programs
AAS in Nursing (2008), College of the Albemarle
B.S. in Nursing (2013), University of Phoenix
M.S. in Nursing (2023), South University

Curtis Williams (2022).....Faculty, Biology
B.S. in Biology Education (2001), Bethune Cookman University
M.S. in Biological Sciences (2017), Clemson 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

Ernestine Britt (2017) ..... Adm Asst 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

Alyssa Byrum (2024).....Payroll & Benefits Specialist
B.S. 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)

Brianna Cofield (2025).....Basic Skills Data Entry Clerk
High School Diploma, Hertford County High School

Kelvin Douglas (2023).....Recruiter and Marketing Coordinator (CE)
B.A. in Art (2014), Winston-Salem State University

Cara B. Edwards (1993).....Accounts Receivable Coordinator
A.A.S. in General Office (1992), Roanoke-Chowan Community College

Joseph Gorton (2026).....TRIO Retention Specialist
B.S. in German (2000), East Carolina University
B.A. in Political Science (2000), East Carolina University
Masters Degree in Public Administration (2006), East Carolina University
Lateral Entry Teaching History Degree (2018), East Carolina University
State Certification in Teaching Personal Finance (2023), East Carolina University

Dr. Terrence Green (2025).....Director, TRIO
Doctorate in Educational Leadership (2023), Fayetteville State University
Masters of Arts in Education-Administration & Supervision (2014), University of Phoenix
B. S. in Physical Education (2009) East Carolina University

Clarence Hall (2021) ..... Director, Information Technology/Chief Information Officer
Certification Program (2021) Certified Government Chief Information Officer/
Certified Education Chief Technology Officer, UNC – Chapel Hill
A.A.S. in information Technology (2017), Kaplan University

Carol Anne Hankinson (2020).....Director, Library Services
B.F.A. in Theatre Arts (1990), East Carolina University;
Master of Library Science (2004), East Carolina University

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

Jennifer Johnson (2026) ..... ADN Administrative Assistant
Associate in Arts (2004), Roanoke-Chowan Community College

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

David Joyner (2025).....College and Career Readiness Instructor
B.A. in English (2022), Chowan University

Brittney Lamb (2024).....Executive Administrative Assistant to the President
B.S. in Biology (2018), Elizabeth City State University
M.S. in Medical Science (2023), Hampton University

Diandra Langford (2026) .....Director of Fiscal Services/Controller
B.S. in Business Administration (2013), North Carolina Central University

Chelsea Lassiter (2026)..... Administrative Assistant, TRIO
B.S. in Applied and Public History (2022), Appalachian State University

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

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) ..... Dean, College & Career Readiness
A.A. in Business (2010), University of Phoenix
B.S. in Health Administration (2012), University of Phoenix
M.S. 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
B.S. in 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
B.S. 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
Post-Master's Certificate in Higher Educational Leadership (2025), East Carolina University

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

Michael Ward (2018) .....Purchasing 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 (CE)
B.S in Graphic Design (2012), Elizabeth City State University
MFA in Graphic Design (2014), Full Sail University

Natasha Worthington (2025) .....Dean of Workforce and Continuing Education
B.A. in Journalism & Mass Communication (2002), The University of North Carolina at Chapel Hill
M.A. in Education (Adult Education) (2009), East Carolina University
Graduate Certificate, Community College Leadership (2009), East Carolina University
Graduate Certificate, Technical and Professional Communication (2014), East Carolina University
Education Specialist (EdS), Education Administration and Supervision (2023), East Carolina University

2026 – 2027 Academic Calendar

Fall 2026

Fall 2026 Tuition Due by 4:30 p.m. (Early Registrations) ..... July 16, 2026 (TH)
(Schedules with unpaid balances will be purged)

Professional Development (Faculty and Staff)..... August 10, 2026 (M)

First Day to Charge in Bookstore ..... August 10, 2026 (M)

Fall 2026 Registration .....August 10 – 14, 2026 (M-F)

Fall 2026 Tuition Due by 4:30 p.m. (Late Registrations) .....August 13, 2026 (TH)
(Schedules with unpaid balances will be purged)

Last Day to Apply for a 100% Refund ..... August 14, 2026 (F)

First Day of Class/Semester & 1st 8-week classes..... August 17, 2026 (M)

Last Day for 75% Refund for 1st 8-week classes.....August 19, 2026 (W)

Last Day to Add classes for 1st 8-week classes .....August 19, 2026 (W)

10% Census Point of the 1st 8-week classes.....August 20, 2026 (TH)

Last Day for 75% Refund for 16-week classes ..... August 25, 2026 (T)

10% Census Point of the 16-week classes .....August 26, 2026 (W)

Last Day to Charge in Bookstore..... August 28, 2026 (F)

Graduation Applications Opens .....September 1, 2026 (T)

Labor Day (College Officially Closed) ..... September 7, 2026 (M)

First Day to Charge in Bookstore (12-weeks) .....September 9, 2026 (W)

First day of 12-weeks semester ..... September 14, 2026 (M)

Last Day to Add classes for 12-week classes ..... September 16, 2026 (W)

Last Day for 75% Refund for 12-week classes ..... September 18, 2026 (F)

10% Census Point of the 12-week classes ..... September 21, 2026 (M)

Last Day to Charge in Bookstore (12-weeks) ..... September 23, 2026 (W)

Financial Aid Refund Checks Mailed ..... September 24, 2026 (TH)

Last Day to Officially Withdraw from 1st 8-week classes ..... September 28, 2026 (M)

Advising and Registration Opens for Spring & Summer 2027 ..... October 1, 2026 (TH)

First Day to Charge in Bookstore for 2nd 8-week classes ..... October 8, 2026 (TH)

Last Day for 100% Refund for 2nd 8-week classes ..... October 12, 2026 (M)

Last Day of 1st 8-week classes ..... October 12, 2026 (M)

Registration for 2nd 8-week classes ..... October 12, 2026 (M)

Faculty/Student Fall Break ..... October 13-14, 2026 (T/W)

First Day of 2nd 8-week classes ..... October 15, 2026 (TH)

Last Day to Add classes for 2nd 8-week classes ..... October 19, 2026 (M)

Last Day for 75% Refund for 2nd 8-week classes ..... October 19, 2026 (M)

10% Census Point of the 2nd 8-week classes ..... October 20, 2026 (T)

Last Day to Charge in Bookstore for 2nd 8-week classes ..... October 23, 2026 (F)

Last Day to Officially Withdraw from 16-week classes ..... November 11, 2026 (W)

Last Day to Officially Withdraw from 12-week classes ..... November 17, 2026 (T)

Last Day to Officially Withdraw from 2nd 8-week classes..... November 25, 2026 (W)

Thanksgiving (College Officially Closed)..... November 26-27, 2026 (TH/F)

Spring 2027 Tuition Due - by 4:30 p.m. .....December 3, 2026 (TH)
(Schedules with unpaid balances will be purged)

Deadline to Resolve Prior Semester "Incomplete" (I) Grades ..... December 11, 2026 (F)

Last Day for 16-week, 12-week, 2nd 8-week classes..... December 11, 2026 (F)

Fall 2026 Grades Due (12:00 noon).....December 16, 2026 (W)

Christmas Break (College Closed)..... December 24 - 31, 2026 (TH – TH)

Spring 2027

New Year's Day (College Closed) ..... January 1, 2027 (F)

College Reopens (Faculty/Staff Professional Development)..... January 4, 2027 (M)

First Day to Charge in Bookstore ..... January 5, 2027 (T)

Spring 2027 Registration.....January 4-7, 2027 (M-TH)

Last Day to Apply for a 100% Refund .....January 7, 2027 (TH)

First Day for 16-week and 1st 8-week classes..... January 8, 2027 (F)

Last Day to Add classes for 1st 8-week classes ..... January 12, 2027 (T)

Last Day for 75% Refund for 1st 8-week classes..... January 12, 2027 (T)

10% Census Point of the 1st 8-week classes.....January 13, 2027 (W)

Martin Luther King, Jr. Day (College Officially Closed)..... January 18, 2027 (M)

Last Day for 75% Refund for 16-week classes ..... January 19, 2027 (T)

10% Census Point of the 16-week classes .....January 20, 2027 (W)

Last Day to Charge in Bookstore..... January 22, 2027 (F)

First Day to Charge in Bookstore (12-weeks) .....February 3, 2027 (W)

Last Day to Apply for a 100% Refund .....February 4, 2027 (TH)

First day of the 12-week classes ..... February 5, 2027 (F)

Last Day to Add a Class for 12-week classes ..... February 9, 2027 (T)

Last Day for 75% Refund for 12-week classes ..... February 11, 2027 (TH)

10% Census Point of the 12-week classes ..... February 12, 2027 (F)

Last Day to Charge in Bookstore (12-weeks)..... February 16, 2027 (T)

Last Day to Officially Withdraw from 1st 8-week classes ..... February 19, 2027 (F)

Financial Aid Refund Checks Mailed .....February 24, 2027 (W)

First Day to Charge in Bookstore for 2nd 8-week classes..... March 4, 2027 (TH)

Last Day of 1st 8-week classes ..... March 5, 2027 (F)

Registration for 2nd 8-week classes .....March 3-5, 2027 (W-F)

Last Day for 100% Refund for 2nd 8-week classes..... March 5, 2027 (F)

Faculty/Student Fall Break .....March 8-12, 2027 (M-F)

First Day of 2nd 8-week classes.....March 15, 2027 (M)

Last Day to Add a Class for 2nd 8-week classes ..... March 17, 2027 (W)

Last Day for 75% Refund 2nd 8-week classes..... March 17, 2027 (W)

10% Census Point of the 2nd 8-week classes ..... March 18, 2027 (TH)

Advising & Registration Opens Fall Semesters 2027 ..... March 22, 2027 (M)

Last Day to Charge in Bookstore for 2nd 8-week classes ..... March 23, 2027 (T)

Easter Monday (College Officially Closed) ..... March 29, 2027 (M)

Honors Convocation at 11:00 a.m. ..... April 1, 2027 (TH)

Summer Early Registration Tuition Due by 4:30 p.m. ..... April 22, 2027 (TH)
(Schedules with unpaid balance will be purged)

Last Day to Officially Withdraw from 16-week classes ..... April 12, 2027 (M)

Last Day to Officially Withdraw from 12-week classes ..... April 16, 2027 (F)

Last Day to Officially Withdraw from 2nd 8-week classes ..... April 26, 2027 (M)

May 2027 Graduate Grades Due (12:00 noon) ..... April 30, 2027 (F)

Graduation Ceremony (6:00 p.m.) ..... May 7, 2027 (F)

Deadline to Resolve Prior Semester "Incomplete" (I) Grades ..... May 10, 2027 (M)

Last Day for 16-week, 12-week, 2nd 8-week classes ..... May 10, 2027 (M)

Spring 2027 Grades Due (12:00 noon) ..... May 13, 2027 (TH)

Summer 2027

Summer 2027 Registration ..... May 11 - 14, 2027 (T-F)

First Day to Charge in Bookstore ..... May 11, 2027 (T)

Summer 2027 Tuition Due by 4:30 p.m. ..... May 13, 2027 (TH)
(Schedules with unpaid balance will be purged)

Last Day to Apply for a 100% Refund ..... May 14, 2027 (F)

First Day for 8-week classes ..... May 17, 2027 (M)

Last Day to Add a Class ..... May 19, 2027 (W)

Last Day for 75% Refund 8-weeks classes ..... May 19, 2027 (W)

10% Census Point of Semester 8-week classes ..... May 20, 2027 (TH)

Last Day to Charge in Bookstore ..... May 28, 2027 (F)

Memorial Day (College Officially Closed) ..... May 31, 2027 (M)

Financial Aid Refund Checks Mailed ..... June 23, 2027 (W)

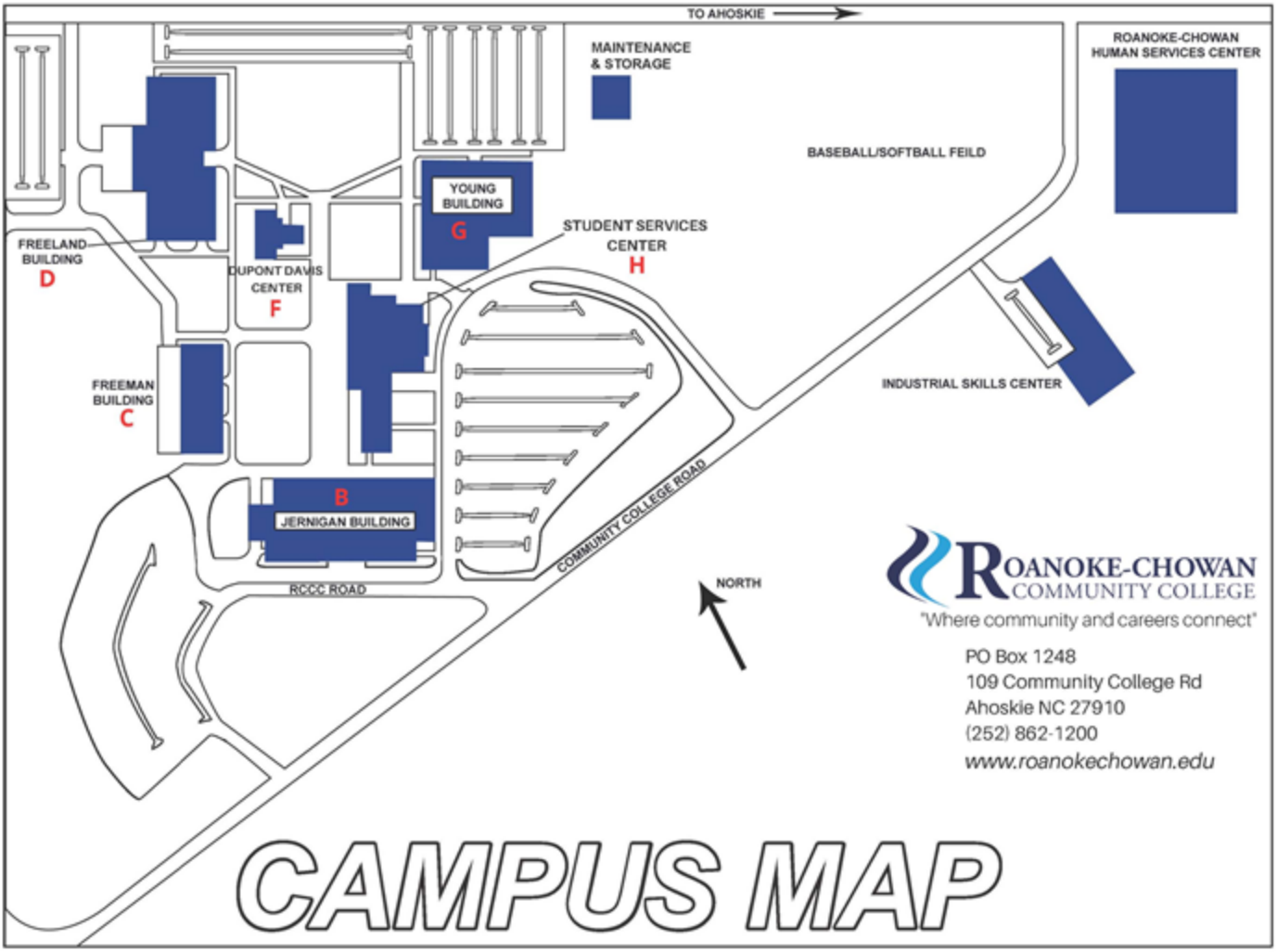
Last Day to Officially Withdraw from 8-week classes ..... June 28, 2027 (M)

July 4th Observance (College Officially Closed) ..... July 5, 2027 (M)

Last Day for 8-week classes ..... July 13, 2027 (T)

Summer 2027 Grades Due for 8-week classes (by 12:00 p.m.) ..... July 16, 2027 (F)

End of Summer Semester ..... July 27, 2027 (T)



DuPont Davis Center - F

Freeland Building - D

Basic Skills
Community Room
Cont Ed/Institutional Effectiveness
Fitness Room
Small Business Center

Classrooms:
(Art, Associate Degree Nursing, Business Administration, Cosmetology, Human Services, Information Technology, Medical Office Administration, Nurse Aide - Continuing Education, Office Administration)

Freeman - C

Barbering
Early College High School

Industrial Systems

Industrial System Classroom

Jernigan - B

Business Office
Curriculum Dean
Distance Learning
EMS
Fire/Rescue/Law
Human Resources
Information Services
JobLink Center
Learning Resource Center
Mailroom
President's Office

Classrooms:
(Biology, EMS, Fire/Rescue/Law Enforcement, English, Psychology)

Student Services Center - H

Admissions
Associate Vice President
Financial Aid
Food Services
Marketing/Recruitment
Registrar
Records and Registration
Security
Student Activities
Student Support Services (TRio)
Testing Services

Young Building - G

Basic Skills
Early College Faculty

Classrooms:
(Air Cond., Heating & Refrigeration, Criminal Justice, Early Childhood, Welding)

109 Community College Road
Ahoskie, N.C. 27910
www.roanokechowan.edu | 252.862.1200
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